

Trainers Manual

Supervisor and Management Training Program

This manual was designed by Jim Troxel and other ICA colleagues first for the ICA and later for Millennia Consulting. It's a 10 session orientation for new supervisors. The ICA developed the program initially in conjunction with Loyola University, Chicago, in the 1990's and was later adapted by Millennia and used once for a large nonprofit organization.

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2004

PROGRAM OVERVIEW

SUPERVISOR AND MANAGEMENT TRAINING

THE SUPERVISOR AND MANAGEMENT TRAINING PROGRAM

Session 1. Roles:

1.1 Conversation

- 1.11 Introductions
- 1.12 Experiences
- 1.13 Expectations

1.2 Lecture Focus: Roles and Relationships

- 1.21 Work Place
- 1.22 Work Force
- 1.23 Organization

1.3 Experiential Session

- 1.31 Group Workshop on problems / issues of the job
- 1.32 Items for Action

Session 2 Managing:

2.1 Conversation

- 2.11 Basic Supervisor and Managerial Skills

2.2 Lecture Focus: Aspects of managing

- 2.21 Planning for results
- 2.22 Organizing your tasks
- 2.23 Leading your people
- 2.24 Managing your time

2.3 Experiential Session

- 2.31 Brainstorming successful approaches
- 2.32 Items for Action

Session 3. Leadership / Problem Solving:

3.1 Conversation

3.11 Successful leaders I've known

3.2 Lecture Focus: Problem Solving

- 3.21 Leadership styles
- 3.22 Problem-solving barriers
- 3.23 Participative problem solving techniques
- 3.24 Situational leadership principles

3.3 Experiential Session

- 3.31 Blanchard Situational Leadership Module
- 3.32 Items for Action

Session 4 Communication:

4.1 Conversation

4.11 Communication blocks

4.2 Lecture Focus: One-to-One (1-1) Interviewing

- 4.21 Barriers to effective communication
- 4.22 Four type of communication process
- 4.23 Feedback techniques
- 4.24 The 1-1 interview format

4.3 Experiential Session

- 4.31 Video: The Troubles Employee
- 4.32 Discussion
- 4.33 Role Plays – Triads
- 4.34 Items for Action

Session 5. Conflict Resolution:

5.1 Conversation

5.11 Responding creatively to conflict

5.2 Lecture Focus: Active Listening

5.21 Facts of human behavior

5.22 Conflict resolution

5.23 The active listening technique

5.24 The 5 step confrontational process

5.3 Experiential Session

5.31 Case studies

5.32 Role play with critiques

5.33 Item for Action

Session 6 Performance Appraisal:

6.1 Conversation

6.11 Personal experiences with performance appraisals

6.2 Lecture Focus: Performance Appraisal Process

6.21 Understanding the importance of evaluation

6.22 Setting performance standards

6.23 Writing performance evaluations

6.24 Conduction the performance appraisal conference

6.3 Experiential Session

6.31 Evaluation forms

6.32 Simulations of evaluation conference

6.33 Items for Action

Session 7. Motivation:

7.1 Conversation

7.11 Creating a motivating environment

7.2 Lecture Focus: Motivational Theories

7.21 The “Wiley” human factor

7.22 Maslow’s Hierarchy of Needs

7.23 McGregor’s Theory Y

7.24 Likert Management Systems

7.3 Experiential Session

7.31 Case study of limits on typical motivators

7.32 Identification of applicable motivators

7.33 Items for Action

Session 8 Discipline and Grievance Handling:

8.1 Conversation

8.11 The grievance procedure

8.2 Lecture Focus: The Discipline Procedure

8.21 The importance of discipline

8.22 Discipline in the context of the

8.23 Grievance procedure

8.24 Progressive disciplinary procedure

8.3 Experiential Session

8.31 Case study application of ’s procedures

8.32 Class discussion of correct answers

8.33 Questions and Answers on procedures with subject matter experts

8.34 Items for Action

Session 9. Stress Management:

9.1 Conversation

9.11 Causes of Stress

9.2 Lecture Focus: Managing Stress

9.21 Recognizing stress symptoms

9.22 Stress management techniques

9.23 Crisis intervention methods

9.24 The long term perspective

9.3 Experiential Session

9.31 Individual practice of relaxation techniques

9.32 Discussion of acceptance support behaviors for others in crisis

9.33 Items for Action

Session 10 Team Building:

10.1 Conversation

10.11 Great teams I've been on

10.2 Lecture Focus: Team Building

10.21 The diverse workforce

10.22 The importance of the team

10.23 The team building process

10.24 The supervisor's role in team building

10.3 Experiential Session

10.31 Team Building Exercise

10.32 Items for Action

PROGRAM OVERVIEW, SCHEDULE & PRESENTERS

<u>Day</u>	<u>Date</u>	<u>Session</u>	<u>Topic</u>	<u>Speakers</u>
<u>Session 1 - Roles of the Supervisor / Manager</u>				
		1.1	The Roles We Must Play	
		1.2	Workshop	
<u>Session 2 - Managing the Work Place</u>				
		2.1	Managing	
		2.2	Workshop	
<u>Session 3 - Leadership and the Work Place</u>				
		3.1	Leadership / Problem Solving	
		3.2	Workshop	
<u>Session 4 - Effective Communication</u>				
		4.1	Communication / Interviewing	
		4.2	Workshop & Role Plays	
<u>Session 5 - Conflict Resolution</u>				
		5.1	Confrontation/Active Listening	
		5.2	Workshop & Role Plays	
<u>Session 6 - Performance Appraisal</u>				
		6.1	Performance Appraisal	
		6.2	Workshop & Role Plays	
<u>Session 7 - Motivation of Employees</u>				
		7.1	Motivation	
		7.2	Workshop	
<u>Session 8 - Discipline & Grievance Handling</u>				
		8.1	The Discipline Procedure	
		8.2	Workshop & Role Plays	
<u>Session 9 - Stress Management</u>				
		9.1	Recognizing & Handling Stress	
		9.2	Workshop	
<u>Session 10 - The Diverse Workforce & Team Building</u>				
		10.1	Diverse Workplace/Team	
		10.2	Workshop	

ROLES

SESSION 1

SUPERVISOR AND MANAGEMENT TRAINING

1.1 Conversation

“Introductions and
Supervisory Experiences”

1. What is your name, what quadrant are you from and how long have you been a supervisor?
2. What are you main supervision task?
3. What “typically crazy” events or experiences have happened to you as a supervisor lately?
4. What are the emotions or feelings that you have experienced?
5. In any business, what is the significance of the role of supervisor?
6. What are some of your anticipations and expectations of this course?

Self-Evaluation
Pre Test

1.2 Lecture

“Roles and
Relation ship”

1. Intro To Program	3. Work Force
2. Work Place	4. Organization

1.3 Workshop

“Problems and Issues We
face on the Job”

- * Brainstorm a list of all the Issues, Problems and challenges the supervisors are having in the job of supervising effectively
- * Write them on cards
- * Put the Cards on the Wall
- * Organize them into groups by similarity
- * Name each of the groups
- * Do a reflective discussion of Key Challenges

Outcomes:

As a result of this session the participants will be able to:

1. Identify the varied roles required by individual in a supervisory position.
2. Select and apply appropriate role.
3. Suggest skills for a number of situations occurring at the .

1.1

**“Introductions and Supervisory Experiences”
Roles Conversations**

<p>Rational Objective: (Remember) We want the participants to better know each other in this session and to get a look at the totality of their job.</p>	<p>Experiential Objective: (Experience) We want the participants to experience that they are all in this together and all having similar experiences.</p>
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Opening: Introduce yourself again and remind them that we are at the conversation part of the session and these guided discussions are for everyone to participate.....there are no right answers.....the facilitator will honor everyone’s input and invite those who are reluctant.....and that this is a fun chance to get to know each other in a different way.

Objective	Reflective	Interpretive	Decisional
facts	emotions, feeling associations	values, meaning, purpose	future resolve
<p>1. Let’s go around the table and have everyone tell us your name, quadrant you are from, and hoe long you have been a supervisor with</p> <p>2. Now anyone, tell us what are the main supervision tasks that you do each day, (several people should answer this question)</p>	<p>1. What “typical crazy” event or experience have you experiences as a supervisor lately?.....tell us something that really happened that will really surprise the person off the street.</p> <p>2. What are the emotions and feelings that you have experienced as a supervisor?</p>	<p>1. In any business, what is the significance of the role of supervisor?</p> <p>2. If you were making a movie about being a supervisor, what title would you give it?</p>	<p>1. What are some of your anticipations and expectations of this course, or what is one thing you want to be able to do when you have finished this course?</p>

Closing: Tell them that it has been very good getting to know them a bit more. **COLLECT THE EVALUATION TEST** which they have completed previously to this session. When you have all the tests introduce the presenter.

1.2

“Roles and Relationships”
Roles Lectures

1.21 Introduction to Course		1.22 Supervisor in the Workplace		1.23 Supervisor in the Work force		1.24 Supervisor in the Organization	
Overall Intent		As manager of the Work Place	Ensures Productivity	As Trainer of Employees	Direct OJT	As Representative of the Org.	Maintains Mission Focus
			Maximizing Human Capital		“Modeling”		Communication Priorities
			Impact on Environment		Provide Positive Feedback		Share Organizational Resources
			Provides Necessary Resources		Basic Orientation		Knows Your own Job
Basic Design	Ten Sessions	As Maintainer of a Safe & Productive Work Place	Knows Rules & Procedures	As Advocate of the Work Force	Complaint Receiver	As Keeper of the Rules & Reg.	Knows Them
	2 Sessions a Week		Prevents Accidents		Liaison Between Mgmt. and Workforce		Understands their Purpose
	Tuesday and Thursday		Observer of Human Factor		Attends to Underlying Needs		Source of Knowledge
	No Thanksgiving		Corrects Hazardous Conditions		Know the Work Force		Enforcer
Course Format	10 Topics			As a motivator of the Employee	Inspire	As Communicator of vision & Goals	Leads out in Front
					Guidance		Communicates Success
					Challenge		
					Appreciate Recognize		
Applied Methods	Conversations						
	Lectures						
	Workshops						
	Role Plays						

“Problems and Supervisory Strategies”
Roles Workshop

Rational Objective: (Remember)

The Creative strategies and approaches that have been used to deal effectively with supervisory problems.

Experiential Objective: (Experience)

That they have the where-with-all to generate of find creative responses and to begin practicing them.

Opening: Welcome them back for a second session. Do a brief reflection of Tuesday; ask them what they remember from the presentation. Remind them that this week’s workshop is focused on the problems they experience in management and next week we will look at strategies for dealing with these problems.

Movement I	Movement II	Movement III
<ul style="list-style-type: none"> * Hold up cards, markers, and tape and tell them about how effectively they work and that we will be using them in this workshop. * Then ask each person to imagine themselves in their working situation and to list on a piece of paper the 5-6 major problem arenas they are facing in their supervisory role. * Ask each person to look over their list and to choose the 4 items on the list that re the most representative of what they want to say, then put a star beside each of those items. * Then divide them into pairs and ask each pair to share the items they have just starred with each other and chose the 4 best of their 8, and write them on cards. 	<ul style="list-style-type: none"> * Once everyone has written on 4-cards ask each pair to pass their “clearest” card. * Read them aloud on eat a time and tape them into the wall. * Ask for questions of clarity for each card. * Then ask each pair to pass up their “hardest” item. * Again read aloud and put up asking for clarity * At this time ask the group if they see any cards up front that are similar, if so put the cards in close proximity of each other, to form groups or clusters. * Briefly define what the clusters of cards are about. * Ask the pairs to look at their 2 remaining cards, if they fit into a cluster have them mark them and bring them up. If they don’t fit into a cluster let the whole group decides about them. Make sure each card is in a cluster by the end. 	<ul style="list-style-type: none"> * Look at all the clusters and beginning with the largest give it a 3 or 4 word description title * Proceed to name each cluster, the big ones first. * When each of the clusters has been named go back over them briefly with some reflective questions such as <ul style="list-style-type: none"> a. Which of these is just right? b. Which one is coming fro left field? c. Which one do they really want to see being dealt with? <p align="right"><i>(Results fro previous workshop on following page.)</i></p>

Closing: Close by telling them that in this session we only uncovered the issues and challenges. Next week in the Management Module we will look at different approaches to dealing with some of these issues and they will actually get a chance to share some of the creative approaches they have used in dealing with these issues.

REFER THEM TO THE “IDEA FOR ACTIO IMTMS” (in their participant’s manuals). ALLOW THEM TO COMPLETE ANS ASK IF ONE OR TOW OF THEM WILL PLEASE SHARE SOME OF THEIR IDEAS.

MANAGING

SESSION 2

SUPERVISOR AND MANAGEMENT TRAINING

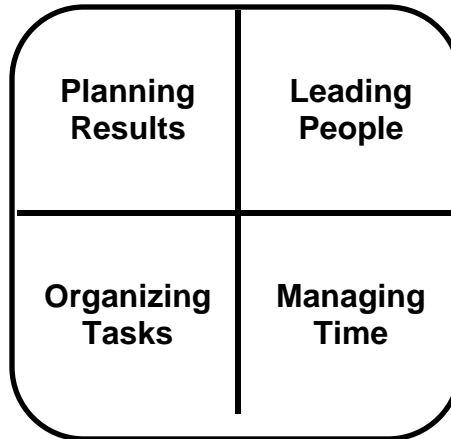
Conversation

“Basic Management Skills”

1. What tasks do you do in a typical day that you consider Managerial tasks?
2. How do they differ from non-managerial tasks?
3. What do you enjoy about the challenge of being a manager?
4. What do you dislike or feel uncomfortable with in that role?
5. What are the key ingredients to effective management?
6. How do you effectively employ these ingredients and where do you feel a need to?

Presentation

“Aspects of Management”



Workshop

“Successful Approaches to Management”

- * Review the Problems and Issues from the workshop last week
- * Allow each person to choose one Problem or Issue that they would like to work toward a creative response
- * Divide into small groups according to similar interests
- * Give them 15-20 minutes to create a 2-3 minute report on their Responses to these Problems
- * Each small group stand-up and give their report.

Outcomes:

As a result of this session the participants will be able to:

1. Identify situational examples of basic managerial skills used in the workplace, i.e., planning, organizing, leading and controlling.
2. Describe how you would apply one or more of these skills in your work setting.

“Problems and Supervisory Strategies”

Managing Conversations

Rational Objective: (Remember)

That there is a very specific set of tasks and responsibilities that go with the managerial role.

Experiential Objective: (Experience)

To feel the confidence that they are doing effective management or that they can gain the skills to do effective management.

Opening: Invite them to week II of the training program and Management. ASK FOR ONE OR TWO EXPAMPLES OF WHERE PEOPLE EXPERIMENTED OR USED MATERIAL OR INFORMATION FROM “THE ROLES” MODULE. Do a short reading on Management (see following page) this will bring their attention together and give them some distance from the situation they just came from.

Objective

facts

Begin by doing 3 or 4 minute reading on “Management”.... As one perspective....then lead into questions...

1. Again let’s go around the table and have each person say one task that they do in a given day that is a Management task.
2. How do these tasks differ from non-managerial tasks?

Reflective

emotions, feelings associations

1. What do you enjoy about the challenge of being a manager?
2. What do you dislike or feel uncomfortable with in that role?

Interpretive

values, meaning, purpose

1. What are the key ingredients to effective management?

Decisional

future resolves

1. How do you effectively employ these ingredients and where do you need to use them more?

Closing: Reflect back to some point in the reading. Then mention that managers in the world range all the way from Margaret Thatcher to Vic Zekner to (one of them), and although the tasks and responsibilities differ we are all challenged to be the most creative effective managers we can. This session will continue to enlighten us on the management part of the job. Introduce presenter.

2.2

“Aspects of Management”
Managing Lectures

2.21 Planning for Results		2.22 Organizing Your Tasks		2.23 Leading Your People		2.24 Managing Your Time	
Setting Goals	Long Range Vision	Why Organize?	Determine Jobs to be done	On the Job Training	Basic Skills Orientation	Time Utilization	List Goals
	Short Term Objectives		Group the jobs as Work teams		Regular Feedback		Make Daily “to do” List
	Measurable Goals		Show how work Team Relate		Constant Encouragement		Prioritize each Day & week
	Integrated Strategy		Establish Lines of Responsibility		Constructive Criticism		
Management by Objective	Establish s Overall Priorities	How Organize?	Formally: Organization Chart	Being The Coach	Understand Your employees	Time Robbers	Lack of an Overall Game Plan
	Demands Maximum Participation		Informally: As Necessary		Receive & Send Messages		Management by Crisis
	Planned Achievements are combined and balanced		Maximum of 9 people to 1 leader		Acknowledge Subjective Feelings		Grand Scheme with No Priorities
	Control Mechanisms Establish Monitoring of Achievement.				Challenge to Higher Goals		Impatience and Haste
	Modeling						
Learning to Delegate	Know your strengths & Weaknesses	Major Principals of Task Organization	Every job has an objective	Solving Problems and Making Decisions	Have an Objective Look	Doing More With Less	Take Time Inventory
	Know your employees Strength & Weaknesses		Each Person knows what is required		Probe Surface Symptoms		Decide Ideal Time Allocations
	Trim your Job Description		Every on Responsible for the Whole		Judge and Weigh up Alternatives		Track Actual Time Spent
	Your Door is Not Always Open		Hold Tension: Freedom and Obligations		Decide and Act		Set & Alter Time Goals
Traps to Avoid	Don't get lost in the Objectives	Effectiveness vs. Efficiency	Efficiency: doing things right	Leading a Meeting	What's the meeting for?	Teaming Up On Time	
	Trying to be all things to all People		Effectiveness: doing the right thing		Who/When/Where/How		
	Self-Story “I’m just a supervisor”		Your Job, Know what is What		Focus Topic		
			Keep Balanced		Summarize Resolves & Plans		

“Successful Approaches to Management”
Managing Workshop

<p>Rational Objective: (Remember) To bring to light and enable the Group to remember creative strategies and approaches that have been used to deal effectively with supervisory problems.</p>	<p>Experiential Objective: (Experience) That they have the wisdom and experience within them to generate or find creative responses and begin practicing them..</p>
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Opening: Briefly review the key points from the presentation on Tuesday. Then pass out the sheets with the report of the data generated during the workshop on Problems and Issues last Thursday. Ask if these are still on target and if so where did they run into them this week.

Movement I	Movement II	Movement III
<ul style="list-style-type: none"> * Ask each person to do some individual thinking and come up with one “creative response or approach” for each cluster. Share one or two of their ideas for the whole group. * After they have done this ask them which cluster they would like to focus more on, either because they have lots of ideas or because they want to think it through. * Divide the group into small groups, allowing people to be in the cluster they chose to sort more on. Try to keep the groups the same size. 	<ul style="list-style-type: none"> * Once they are in the groups explain that their assignment for the next 15 minutes is to create a 2-3 minute report that they will give to the whole group “The Creative Responses to” (Blank) “Challenges” * Give each group a piece of butcher paper with a report format on it for them to fill out for their report <i>(see format on following page)</i> * Give them time to work in their small groups encourage them to use humor and other “exciting” ideas. 	<ul style="list-style-type: none"> * Ask which group would like to go first and “put them on stage so to speak” * After they have given their report be sure and cheer them or clap or whatever. * Go through all the different arenas and get the reports. * At the end of all the reports ask a couple fun questions like which of these are you really going to remember? Or out of this reporting session what did you learn new about some of the colleagues that you work with? <i>(Results from previous workshop on following page)</i>

Closing: Mention how much fun this was. Again give them a chance to fill out the “Ideas for Action” sheets and share a couple of the answers. Remind them of next week being the Session on Leadership.

CREATIVE APPROACHES TO MANAGEMENT PROBLEMS
WORKSHOP

IN THE ARENA OF: _____

A CREATIVE APPROACH IS:

STEPS FOR THIS ARE:

1. _____

2. _____

3. _____

CREATIVE APPROACHES TO MANAGEMENT PROBLEMS
Supervision and Management Training Program

- I. In the arena of: Appropriate Guidelines A "possible" approach is: Positive Reinforcement. Steps for this:
1. Acknowledgement of efforts
 2. Tell bad news
 3. Continue to support and encourage good performance

(We had extended conversation on this suggestion and will continue dialogue on it during the Performance Appraisal Session).

- II. In the arena of: Team Work a Creative Approach is: Put Yourself in Their Shoes. Steps for this:
1. Take over other employees responsibilities
 2. Educate
 3. Monitor

- III. In the arenas of: Communication Gap A Creative Approach is: Weekly Newsletter, Merc Wide and TF Supplement Steps for this:
1. Provide (Larger Staff) with sole responsibility of getting and presenting news.
 2. Involve employees with space to speak out.
 3. Contributions from all employees considered.

- IV. In the arena of: Poor Staff Member Relations a Creative Approach is: Communication Addressing the Issues. Steps for this:
1. Meeting with Staff and members
 2. Identify non-conformers
 3. Discussion = open forum

- V. In the arena of: Insufficient Training on Discipline a Creative Approach is: Standardized Training for ALL Supervisors on Properly Instituting Disciplinary Procedures. Steps for this:
1. Standardized Guidelines
 2. Proper Guidance from Human Resources Managers and Sr. Directors
 3. Create Handbook on how to properly discipline staff.

- VI. In the arena of: Non-Interest in Job a Creative Approach is: Find out Employees Reason for Lack of Interest in Job. Steps for this:
1. Constant Counseling
 2. Put Employee in more active area
 3. Job Rotation

LEADERSHIP

SESSION 3

SUPERVISOR AND MANAGEMENT TRAINING

3.1 Conversation

**“Successful Leaders
I’ve Known”**

1. Who are some of the unforgettable leaders that come back to you?
2. Do you remember what they looked like?
3. What were some of the other physical traits?
4. How did that person affect you?
5. What difference did they occasion in your behavior?
6. Where do you see some of the qualities that this person had in other leaders you know?
7. What would you say are the qualities of a successful leader?

3.2 Lecture

“Problem Solving”

Planning Results	Leading People
Organizing Tasks	Managing Time

- * Context for the Situational Leadership II Module by Blanchard Training and Development Corp.
- * Do the Supervisory Self Assessment Test
- * Review the Principles of Situational Leadership

3.3 Workshop

**“Blanchard
Module”**

Outcomes:

As a result of this session the participants will be able to:

3. Describe the basic steps in general problem solving for use in coaching employees.
4. Define the capacity of employees and select the appropriate leadership role in varied situations.

3.2 "Problem Solving" Leadership Lectures							
3.21 Leadership Styles		3.22 Problem Solving Barriers		3.23 Participative Problem Solving Techniques		3.24 Situational Leadership Principals	
Authoritarian	Gives Orders	Lack of Trust	Subordinates Fear	Mutually Setting Goals	Brainstorm Alternatives	Behavior	Directive Behavior
	Specific How to's and Time Frame		Heavy Handed Supervisory		Clarity on Consensus Points		Supportive Behavior
	Tight Control		Illusive Management		Name Victories		Development Level
	Appropriate the New Inexperienced Employee		Blurred Purpose		Assume Mutual Agreement		
Democratic	Employee Provides Input	Lack of Knowledge	Unavailable Information	Assigning Responsibility & Resources	Decide Implementation	Four Leadership Styles	Directing
	Employees Help Determine Goals		Blocked Communication Channels		Delegate Authority		Coaching
	Open and Loose Style		Information Equals Influence		Reduce Ambiguity		Supporting
	When Appropriate for experienced Employees		Everyone is Responsible		Assure Necessary Resources		Delegating
Hands-Off	Supervisor Assumes Employee Knows	Authority Abuse	Impaired Communication	Setting Realistic Time Tables	Decide Time-Frame	Development Level	Job Knowledge
	Can Motivate the Self Starter		Diminished Leader Subordinate Relationship		Assign Measurable Accomplishments		Competence
	Sense of trust Dominates		Decreased Subordinates Responsiveness		Time Lined Tactics		Motivation
	Aimlessness & Indirection		Weakened Initiative		Plan Management		Commitment
Flexible	Situational - Combines	Un-planned Responsibility	Failure to Establish Responsiveness	Schedule Regular Follow-up	Regular Reports	Becoming a Situational Leader	Determining What Responsibility
	What Situation Requires		No Follow-Up		Careful Monitoring		Level of Performance
	Know Your Dominant Style		No Monitoring		Mid-Course Correction		Development Level
	Practice all Styles		Inadequate Resources		Success Recognition		Leadership Style

“Blanchard Situational I Leadership”
Leadership Workshop

Rational Objective: (Remember)

Allow them to understand effective leadership involves discerning what the developmental level of these individual “followers” is that you are working with as one of the primary elements.

Experiential Objective: (Experience)

To experience that there are different leadership styles which most appropriately address the different developmental level of the individuals in the group and we must adapt our leadership individually.

Opening: Ask them for some of the key points that they remember from the Presentation. Tell them that this workshop will be both group and individual work and that there is a lot to get done in the next 1 ½ hours so to turn up their energy volumes.

Movement I	Movement II	Movement III
<p>Ask the group to randomly come up with 2 or 3 examples from their work environment where they want to work through a creative leadership response to their employees. E1: A new information reporting system is being implemented in one of the quadrants, some of the employees are picking up on it quickly, others find it complex and difficult and are not able to work it. Or 2 employees are continually coming in late; they have different excuses each time – what is a way to get them to be on time?</p> <p>After you have discussed the situation bring out the Development Level Chart from Blanchard and discuss thoroughly each situation deciding what the Development Level of the group is in each case.</p> <p align="center">30 min</p>	<p>Bring out the Blanchard 20 situations, THESE NEED TO BE ASSIGNMED AND DONE AS HOMEWORK, an walk them through the analyzing of their styles. The basic intent with this is to illustrate the different styles. Be sure and context that these are not permanent labels but ways to bring to light the ways we operate.</p> <p>Talk about the standardized nature of the test and the use of generic examples to force focus on the problem instead of familiar details.</p> <p>Have someone read what the definition for each style is and refresh the memory with those images.</p> <p align="center">25 min</p>	<p>Now go back to the case examples and overlay the appropriate styles of leadership to the development level of the group <u>or person</u> you are leading.</p> <p>Again allow time for discussion. If they feel comfortable with the discussion push them individually on what it would mean for them to react with a different styles than they would normally.</p> <p align="center">20 min</p>

Closing: Remind them that this is only one of the many leadership models that people study. Give them time to fill out the ideas for Action and share ways that they will use it.

COMMUNICATION

SESSION 4

SUPERVISOR AND MANAGEMENT TRAINING

4.1 Conversation

“Communication Blocks”

1. Where are some of the many places that communication happens in the Merc?
2. In your job where do you find that it happens most effectively?
3. What does it look like?
4. How do you feel when effective communication is happening?
5. Where do you find that communication gets blocked?.... how does it feel?
6. What do you say are the responsibilities, of a supervisor for keeping communication open?
7. What skills do you need to brush up on to play a vital role in the communication of your jobs?

4.2 Lecture

“One-to-One Interviewing”

1 Barriers to effective Communication	3 Interview Format
2 Basic Conversation Model	4 Feedback Techniques

4.3 Workshop

“Encountering Conflict”

- * Show video “The Troubles Employee”
- * Conduct a Guided Discussion on the video (questions on the following page)
- * Share the Guided Discussion method as a effective means of communication.
- * Do question and answer on the method.

Outcomes:

As a result of this session the participants will be able to:

1. Describe the barriers to effective and accurate communication. (Bias, generalization, “Static”, etc.)
2. Identify the significance of formal and informal communication, active listening, and feedback as elements of the communication process.
3. Demonstrate specific feedback techniques to insure accurate communicate of new or critical information to your employees.

“Communication Blocks”
Managing Conversations

Rational Objective: (Remember)
To objectify where communication happens and doesn't happen in The .

Experiential Objective: (Experience)
We want the supervisors to experience that they have a vital role in keeping communication open..

Opening: Welcome everyone and find out what the Blanchard self evaluation had revealed to them over the past week. Give them a little tidbit on communication such as something you have recently heard or read about communication or even the definition from the dictionary *“to pass news and information to and fro, to have social dealing with”*.

Objective	Reflective	Interpretive	Decisional
<p align="center">facts</p> <ol style="list-style-type: none"> Where are some of the many places that communication happens in Thelet's go around the table and everyone gets to give a different place. Where does it happen most effectively? What does effective communication look like? 	<p align="center">emotions, feelings associations</p> <ol style="list-style-type: none"> How do you feel when effective communication is going on? Where do you find that communication is blocked? What is your response to blocked communication? 	<p align="center">values, meaning, purpose</p> <ol style="list-style-type: none"> What do you believe are your responsibilities as a supervisor for keeping communication open? 	<p align="center">future resolves</p> <ol style="list-style-type: none"> What skills do you need to brush up on to play a vital role in the communication job?

Closing: We are all in different stages of learning and there is a lot going on right now in research of communication habits, patterns, styles, techniques etc. So the presentation will allow all of us to be more informed on the topic of interviewing. Introduce the speaker.

4.2

“One-to-One Interviewing”
Communication Lectures

4.21 Barriers to Effective Communication		4.22 The Basic Communication Model		4.23 The 1 to 1 Interview Format		4.24 Feedback Techniques	
Organizational Barriers	Authority	The Basic Process	An Abstract idea is transmitted	Types of Interviews	Counseling	Why Feedback is Necessary	Because employees often don't know problem exists
	Hierarchical Levels		Encoded in Symbols and transmitted		Disciplinary		Employees Need to be Talked to
	Specialization		Received an retransmitted into an idea		Performance Appraisal		Employees Want to do Well
					Employment and Exit		Employee Need Coaches
Inter-Personal Barriers	Selective Perception	Methods	Fact vs. Opinion vs. Meaning	Styles of Interviews	Direct – Cross Exam	When Feedback is Necessary	As soon as Problem is identified
	Status of Communication		Oral		Indirect – Psychiatric Assessing		In Non-Confrontational Manner
	Poor Listening		Written		Patterned Guided Conversation		Regular Review is Appropriate
	Improper use of Language		Non-Verbal		Stress – Varied Pressure		For only One minute
The Messages Them-Selves	Vague Abstractions	Channels	Vertical	Info Gathering Interview Techniques	Open-Probes/ Open Answers	?	Deal with only one “Misbehavior” at a time
	Jumping to Conclusions		Horizontal		Closed Probes/ Limited Answers		Deal with the Act not the Value of the person
	Generalizations		Informal		Encouragement		Eliminate the Inappropriate Behavior
	Insincerity				Silence – Time to Respond		Tough & Nice & Quick
Road Blocks	Pre-Judging	Four Steps to Create Effective Messages	Identify Object of Message	Interview Format	Establish Rapport	Traps to Avoid	“Gunny-sacking” Storing up Reprimands
	Pre-Conceiving		Know the Receiver		Gather Evidence		Don't Overwhelm the Employee
	Non-Empathy		Select the Medium		Review Situation		Don't attack persons worth
			Listen to and offer Feedback		Identify Implications		Persecution

“Encountering Conflict”
Communication Workshop

Rational Objective: (Remember)

To rehearse and objectify some of the personal situations that will have a define impact on the work setting, and to see appropriate ways of moving on them.

Experiential Objective: (Experience)

To experience that it is for everyone’s benefit that “problem” situations be addressed and dealt with..

Opening: Welcome everyone! What are some of the main points that they remember from the interviewing presentation on Tuesday? Tell them that the parts of this session will be 1) see a video 2) have a guided discussion on how the video affects us 3) take a brief look at the methods as a means for communications.

Movement I	Movement II	Movement III
<p>* Show the Video</p> <p><i>(To keep the conversation from dragging perhaps you experiment with a “twist” of some sort.....maybe divide into 3 small groups after the objective questions to allow for more depth dialogueor perhaps divide into smaller groups and give the questions to someone in the group to lead the conversation for that group)</i></p>	<p>* Conduct a conversation to discuss the video</p> <p>What scenes to you remember? Who were the characters? What were some of the lines or phrases? Where did you get most involved in the video? Where were places that you could identify with? What would you say is the main purpose of this video? How was this video helpful to you? In what ways will you use these ideas?</p>	<p>* Introduce the Discussion Method that we have been using every week; it is very effective method for opening up conversation in a group and allowing for a common understanding to happen.</p> <p>* Pass out the sheet that has a brief description of the method and shows the steps (the next sheets of this manual)</p> <p>* Walk through the sheet</p> <p>* Ask for any questions and explain to remove un-clarity.</p>

Closing: Give them 5 minutes to fill out their “items for Action” sheet. Share any examples that the group is willing to. Remind them to get prepared because next week is on conflict.

DISCUSSION METHOD OVERVIEW

OPENING

WELCOME
CONTEXT

RATIONAL OBJECTIVE

What does the group need to know
or remember?

What does the group need to decide
about?

EXPERIENTIAL OBJECTIVE

What is the hoped for experience for the
participants?

ie, excitement
intrigue
authentic struggles

CLOSING

COMMENTS
REFLECTIONS

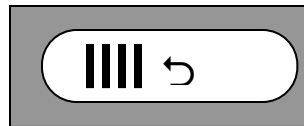
OBJECTIVE



GETTING THE FACTS

- * Focus attention
- * Questions begin with what people
 - see
 - hear
 - touch
 - smell
 - taste

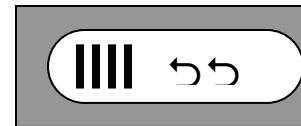
REFLECTIVE



EMOTIONS, FEELINGS ASSOCIATIONS

- * Questions illuminate people's responses
- * What they feel about something
what angers, excites, intrigues or
frightens
- * What past associations they
have had

INTERPRETIVE



VALUES, MEANING, PURPOSE

- * Questions highlight layers of
meaning and purpose
- * Reveals values and priorities
- * Pushes rationality
- * Discover new possibilities and
issues

DECISIONAL



FUTURE RESOLVES, SIGNIFICATING

- * Questions allow individuals to
self-consciously decide their
relationship and response to
their situation.
- * Significating groups
expenditures, creates meaning.
- * The story out of which they live.

HELPFUL HINTS

Each discussion is tailor-made for best results. Questions have to be relevant to the subject and the group. It is important to prepare questions in advance. Here are some recommendations for the best kind of questions to use in a group discussion:

1. Specific questions get better results
2. Ask for specific examples and illustrations in answers.
3. Ask open-ended questions that cannot be answered with "yes" or "no".

OBJECTIVE

Sample Questions:

What scenes do you remember?

What color?

What bits of conversation did you hear?

How many people were there?

What did you observe?

REFLECTIVE

Sample Questions:

What was your first response?

Where do you remember the whole group reacting?

Where were you excited, frustrated?

How did you feel when that happened?

INTERPRETIVE

Sample Questions:

What is this movie about?

What were the most significant events of the week?

Why was this day important?

Which of these actions would be first priority?

DECISIONAL

Sample Questions:

What would you say about this event to someone who was not here?

How does this day affect your anticipation to tomorrow?

What change is needed?

What is the resolve of this group?

CONFLICT

SESSION 5

SUPERVISOR AND MANAGEMENT TRAINING

5.1 Conversation

**“Responding Creatively To
Conflict”**

1. What is conflict?
2. What is an example of where you encounter conflict on a day to day basis?
3. What emotions are evoked when you are in these encounters?
4. Why is it difficult to take action when you encounter a situation where there is conflict??
5. If you could change any particular thing about your encounters with conflict what would it be?

5.2 Lecture

“Active Listening”

1 Understanding Conflict	3 Active Listening
2 Emotional Component	4 Alternative Behaviors

5.3 Workshop

“Conflict Resolution”

- * Review the main points from presentation.
- * Explain the 4 hypothetical situations from the *(on following page)*
- * Give context for the shifting roles of supervisor, employee, observer
- * Divide into 4 groups of 3
- * Do each of the 4 role plays, following each with a small group reflection
- * Come back together as a whole group and share learnings.

Outcomes:

As a result of this session the participants will be able to:

1. Identify potential area of conflict that could occur on their job at the .
2. Describe inappropriate behavior used in the past to resolve conflict.
3. Describe appropriate work behaviors that you will now use to resolve conflict.
4. Demonstrate one or more alternative behaviors to reduce conflict..

“Responding Creatively to Conflict”

Conflict Conversations

Rational Objective: (Remember)

To see that conflict exists everywhere and to realize that everyone plays an active part in it..

Experiential Objective: (Experience)

To experience that as supervisors they can be very conscious of what it is that creates conflict and therefore respond creatively.

Opening: Have a happy howdy dowdy! Get them back into the mood of conflict by rehearsing briefly some of the memorable parts of the video or the conversation. Tell them that this conversation is about bringing the movie to light in their own situation. Begin the conversation.

Objective	Reflective	Interpretive	Decisional
<p>facts</p> <ol style="list-style-type: none">1. What is conflict?2. Give an example of how you encounter conflict on a day to day basis?3. Everyone give their own example.	<p>emotions, feelings associations</p> <ol style="list-style-type: none">1. What emotions are evoked when you are in these encounters?	<p>values, meaning, purpose</p> <ol style="list-style-type: none">1. Why is it difficult to take action when you encounter a situation where there is conflict?	<p>future resolves</p> <ol style="list-style-type: none">1. If you could change any particular thing about your encounters with conflict, what would it be?

Closing: Conflict is a wild and crazy thing and very prevalent in all of our lives. In the presentation there is going to be a focus on a method that as proven to be very useful when dealing with conflict. Introduce presenter.

5.2

“Active Listening”
Conflict Lectures

5.21 Understanding Conflict		5.22 Handling The Emotional Components of Conflict		5.23 The Active Listening Technique		5.24 The 5 Step “Coaching” Process	
Conflict is Unavoidable		Why Focus On The Emotions First	Substantial issues Dealt with Afterwards	Intent	Give Proof You Understand	Step 1: Getting Agreement That a Problem Exists	Usually Takes Half of The Time
			Rational Problem Solving		Implies Empathy		Don't Bypass...Common Failure
					Implies Acceptance		Don't Assume Subordinates Know, Clarify Consequences
	And Can be Beneficial				Doesn't Imply Agreement		State and Know Procedure
Triggers of Conflict	Ambiguous of Overlapping Jurisdiction	Step 1: Treat the Other Person with Respect	Don't Stereotype	4 Kinds of Reflective or Listening Skills	Paraphrasing	Step 2: Mutually Discuss Alternative Solutions	Identify First of Numerous Alternatives
	Competition for Scarce Resources		Don't Descend to Meet		Reflecting Feelings		Identify What Could Be Done Differently
	Unreasonable Conditions		Listen With Whole Body		Reflecting Meanings		Let Employee Help Decide Alternatives
	Personality Clashes		Don't Avoid the Person		Summarize reflections		Multiple Options Open Up the Future
How we Attempt to Avoid Conflict	Denial	Step 2: Listen Until You Experience the Other Side	Understand Content of Idea	Why Active Listening is Useful	It Checks for Accuracy	Step 3: Mutually Agree On action to be Taken to Solve Problems	Allow Employee to Make Decisions
	Premature Forgiveness		Understand Meaning of Idea		It Conveys Concern		Reflect Back What They Said
	Capitulation		Emphasize the Feeling of the Idea		Not Impulsive		Confirm What They Said
	Domination		Expose and Open Ourselves		Action Removes the Doubt		Confirm Plan of Action
Results of Conflict Avoidance	Resentment Build Up	Step 3: State Your Views, Needs & Feelings	State Briefly			Step 4: Follow Up for Action Step 5: Recognize Achievement	2 nd Biggest Mistake...No Follow up
	Energies Get Displaced		Avoid Loaded Words				Schedule Regular Review
	Gripping & Gossiping		Say What You Mean				Celebrate Successes
	General Discontent		Disclose Your Feelings				Recognition Motivates Behavior

“Conflict Resolution”
Conflict Workshop

Rational Objective: (Remember)
That it is possible to deal with conflict in a supportive environment

Experiential Objective: (Experience)
That they can be confident dealing with the conflict in their environment.

Opening: Welcome everyone and ask who used all of the Active Listening steps during the past 2 days. Bring out any other highlights from the presentation. Context this workshop as being a role play in groups of 3 and reflection on it.

Movement I	Movement II	Movement III
<ul style="list-style-type: none"> * Tell them that there are 4 hypothetical situations from the . (see attached sheet). * Explain that they will be divided into groups of 3, and during each role play they will rotate being the Supervisor, Employee and Observer. * Divide into 3 or 4 groups * Give each individual a sheet of the situations * Have each group decide who will play what role for the first one. 	<ul style="list-style-type: none"> * Begin the first role play and let them role play for 4 to 5 minutes. * Ring the bell at 5 minutes * At the completion of the role play ask the groups to evaluate their role play by answering the 3 questions on the evaluation sheet. <i>(on a following page)</i> * Repeat with the other situations being sure that they rotate roles each time. 	<ul style="list-style-type: none"> * After they have completed the 3 situations come back together as a total group. * Lead a brief discussion on what was revealed or learned during the role plays... <ul style="list-style-type: none"> ○ Where did you laugh? ○ Which role did you feel most comfortable in? ○ Which was the hardest ○ What was revealed or what did you learn doing this? ○ What will you do differently?

Closing: Tell them that this has been a lot of fun and you appreciate their willingness to make these role plays work. If it is still doing the trick refer them to the “Items for Action” sheet and give them 5 minutes to fill it out. See who is willing to share, you might call on someone. Give them a sneak preview of something that will happen next week in the Performance module.

Role Play Situations for

ROLE PLAY NO. 1 - -"I WANT THE IDIOT FIRED AND OFF THE FLOOR NOW"

You are up in the Catwalk and see a member, Mr. Moneybags, down in the pit yelling and shaking his finger in the face of your pit reporter, Tom. You get to the floor as fast as you can. You insert yourself in to the situation asking what the trouble is. Mr. M says "I want the idiot fired and off the floor now. Because of his dumb ass mistake I just lost \$10,000." You turn to Tom to try and ask what happened when Mr. M grabs you by the shoulder turning you back to him saying "I'll tell you what happened. The asshole didn't report the sale fast enough so I lost \$10,000. Christ, can't you get decent people to do the job? I pay good money for this seat and your people damn well ought to get bids right!"

You can see Tom out of the corner of your eye and you know he is about ready to walk out in disgust. Tom is one of your more experienced reporters and you have confidence in him, but Mr. M is a drinking buddy of the head of the pit committee. You know you have to cool him down. What do you do?

ROLE PLAY NO. 2 - -"IT WASN'T MY FAULT"

You've just learned that a reported error has caused a delay in posting of current sale prices. You are furious as this happened when you took a 15 minute break to go to the washroom and can't believe that Cindy and Ron, have made such a colossal screwup. After correcting the error and getting a pit committee member's sign off, you tell Ron & Cindy you want to see them both together now.

You ask them to explain to you what happened to cause the foulup. Ron says that a member told him the sale was at \$73.10 on feeder cattle which he reported to Cindy. He then reported another sales at \$72.40 which is the one she recorded. Before that one got on the board, another sale was completed at \$72.60. When the person who bought at \$72.60 saw the \$72.40 on the board, he started jumping all over Ron who asked Cindy what he hell she was doing up there? She says that she never heard Ron give her the \$73.10 sale. She said Ron usually give her a hand signal along with the verbal call and she didn't see anything before the hand signal for the \$72.40. Ron said he couldn't get Cindy's attention cause she was talking to somebody when he gave the \$43.10 report bid so he just gave it verbally and assumed that she heard it. What do you do?

Role Play Situations for

ROLE PLAY NO. 3 - -"THEY CAN TAKE THIS JOB AND SHOVE IT"

One of your most dependable employees, Doug has just asked ot talk to you as soon as possible. You have a feeling he wants to ask you if you had any luck about getting a raise for him. You ask Joan to Take over for Doug and tell him to come with you to the water fountain.

Doug leans against the wall; arms folded and say, "Well, what did you find out about my raise?" You respond with "Doug, you know its been a lousy year and nobody is getting anymore than a 35 cent increase. I told them what a good job you do and how much I depend on you, but they said no dice." Doug responds, "Jeez Ann, I've been here for two years, I bust my buns doing a good job, get a top rating on my performance evaluation and I get a lousy 35 cents just like the rest of these goof offs. What's the point? They can take this job and shove it. I quit." What so you do?

ROLE PLAY NO. 4 - -"YOU'RE NOT BEING FAIR"

All hell is breaking loose in an unusually active day. You are running around up to your eyeballs in alligators when Joan comes sauntering in after a 45 minute break. You noted the time when she left because it was just getting busy and you wished she didn't have to take a break.

You tell her "Joan, breaks are 30 minutes remember?" She retorts, "Well, Harry had a45 minute break yesterday and I covered for him. You're not being fair." Harry, who happens to be standing within ear shot says, "Hey, I only took that 45 minutes so I could get my check for tuition from the bank because I had to register for school right after the close yesterday." You realize that Harry's college plans are something you support but that you really think Joan cares more about her next date than anything else. You also realize that several other reporters just coming up to the catwalk have overheard the exchange. What do you do?

Evaluation Questions for Role Plays

1. Did the Supervisor /Manager keep the discussion focused on the matter at hand?
_____yes _____no If no, What could have been done differently?

2. Did the Supervisor/Manager get agreement on the Definition of the Problem?
_____yes _____no If no, what could he or she have done differently?

3. Did the Supervisor/Manager demonstrate Active Listening Skills?
_____yes _____no If no, what could he or she have done differently?

PERFORMANCE

SESSION 6

SUPERVISOR AND MANAGEMENT TRAINING

6.1 Conversation

**“Personal Experience with
Performance Appraisals”**

1. Share with us a time you were appraised.
2. What are the anxieties that you have about Performance Appraisal?
3. Why do you experience these anxieties??
4. How do the people that you are relating to experience this process?
5. What are some things that would make for a most effective Performance Appraisal?

6.2 Lecture

**“Performance Appraisal
Process”**

1 Importance of PA	3 Writing Performance Evaluations
2 Setting Performance Standards	4 Conducting PA Conferences

6.3 Workshop

“ Performance Appraisals”

- * Work in teams of 3 or 4
- * Each individual has a set of performance appraisal numbered
- * They focus on the first 3 appraisals using there evaluation sheet to discuss and critique them.
- * After the first 3 gather as a whole group and do a sharing of how the different groups rated the appraisals.
- * As small groups work through the last 3 (if there is time)
- * Do a total group reflection and create a chart of “Keys” to PA

Outcomes:

As a result of this session the participants will be able to:

1. Prepare themselves and their employees for performance review based on mutual goal setting.
2. Conduct performance conferences with your employees using developmental methods rather than judge mental only.
3. Write evaluations based on observable, measurable behaviors that will result in legal assessments of all employees.

“Personal Experiences with Performance Appraisals”

Performance Conversations

Rational Objective: (Remember)

That they have played both sides of this PA process and they know how it works.

Experiential Objective: (Experience)

That they can be in charge of this process on order to best work with their employees.

Opening: Tell everyone that you are glad that they are there and that the training program is officially now over half over. Ask them what they are looking forward to coming up in the Performance Appraisal Session. Begin by asking them to tell...

Objective	Reflective	Interpretive	Decisional
<p>facts</p> <p>1. Everyone tell about a time that they were appraised.</p> <p>It is important to watch the time here but give everyone 30-45 seconds to tell about their time.</p>	<p>emotions, feelings associations</p> <p>1. What are the anxieties that you have about Performance Appraisal?</p>	<p>values, meaning, purpose</p> <p>1. Why do you experience these anxieties</p> <p>2. How do the people that you are relating to experience this process?</p>	<p>future resolves</p> <p>1. What are some things that would make for a most effective Performance Appraisal?</p>

Closing: All of who we are and the experiences we've had go into doing the most caring and helpful performance appraisal with our employees. In the presentation will be a chance to really get on top of the step by step things to doing a successful appraisal.

6.2

“Performance Appraisal Process”
Performance Lectures

6.21 Importance of Performance Appraisal Process		6.22 Setting Performance Standards		6.23 Writing Performance Evaluations		6.24 Conducting the Performance Appraisal Conference	
Major Purpose of Appraisal	Supervisor Maintenance of Control	Clarify Work Activities	Review and Update Job Description	Essay Types	Unstructured Narration	Conference Preparation	Plan the Content
	Documentation for Employee Action		Review Performance Expectations		Unstructured Documentation		Private Undisturbed Setting
	Employee Awareness & Growth		Review Org. Objectives		Structured Narration		Proper Timing
	Increased Productivity		Review Dept. & Org. Goals				
What Can Be Appraised	Employee's Achievement of Goals	Determine Implementation Means	Brainstorm Activities Nec.	Rating Scales	Graphic Rating	Prepare The Employee	Written Notification
	Job Related Behaviors		Test Limitations		Critical Incidents		Provide Blank Appraisal Form
	Level of Work Performance		Encourage Innovation		Forced Choice		Review the Written Records
	Personnel Actions		Review the Results		Check Lists		Ask for Others Opinions
Problems with Performance Appraisals	Can Be Biased	Establish Priorities	Annual	The Performance Evaluation	Performance Qualities Rating	Setting The Stage	Review the Why
	Lack of Standards		Quarterly		Narratives		Explain the How
	Supervisors not Impartial		Monthly		Overall Rating		Stress 2-way Communication
	Poor Original Goal Setting		Weekly		Employee Comments		Active Listening
Elements of Effective PA System	Job Description	Set Objectives for Accomplishments	Incorporate Dept. Goals			Set New Objectives	Identify Employee Strengths
	Performance Standards		Recognize Achieved Results				Observe Improvement Area
	Appraisal Form						Locate External Variables
	PA Conference						Clarify Advancements Opportunities

“ Performance Appraisals”
Performance Workshop

Rational Objective: (Remember)
What the content of an acceptable and beneficial PA is.

Experiential Objective: (Experience)
That the PA can be a very enabling step for employees and that the process will work if used.

Opening: Welcome everyone and ask them what is new with Performance Appraisal at eh . See what they remember from the presentation. Tell them this workshop will be a deeper look at the PA process and they will be evaluating the Performance Appraisal to determine which are most helpful.

Movement I	Movement II	Movement III
<p>2 Ask again what the Basic Steps of the Performance Appraisal are...It may be helpful to write these up on a flip chart or a piece of butcher paper.</p> <p>3 Explain that you have 4 to 6 Pas for them to critique and they will be working in small groups to do this...Pass out a folder to each person with the appraisals in them and the evaluation sheet.</p> <p>4 Divide into 3 or 4 groups</p>	<p>5 When they are in the small groups ask them to focus on the first three appraisals....read one through and then as a group of 3 or 4 fill in the evaluation deciding whether it is well written or not and why.</p> <p>6 Be available if they have questions or get blocked.</p> <p>When they have completed the first 3 come together as a total group and discuss their response to each appraisal...you may want to take notes on the board or in some way write down what they say.</p>	<p>7 If time permits go through the second set of appraisals evaluating them the same way.</p> <p>8 After the total group has discussed all the appraisal ask one person from each group to state what they believe are 2 or 3 key elements to writing a successful Performance Appraisal.</p> <p>Write these up and later type them onto a sheet of paper and give them back as a tool for performance appraisal time.</p>

Closing: Direct them to their “Items for Action” sheets and give them time to fill them out. Call for anyone who ahs an insight to share it with the group. Send them out to look forward to Motivation next week.

12 Keys to Writing a Successful PERFORMANCE APPRAISAL

1. Consider how supportive the individual is to the program.
2. Get to the Point and Be Specific.
3. Consider and Review Past Appraisals.
4. Be Objective.....Don't let Personal Relationships Affect the Situation.
5. Put Time into Doing the Appraisal, the Amount of Time Spent is Obvious to the Employee.
6. Share Both Strengths and Weaknesses
7. Identify the Employee with each of the Performance Appraisal Categories.
8. Only Comment on Performance.
9. Mention the Actual Tasks that are Being Evaluated.
10. Focus Communication on the Progressive Nature of their Performance.
11. Write Legibly!
12. Consider the Whole Time Period (Not only the most Recent Weeks)....Keep notes and Documents.

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# **MOTIVATION**

## **SESSION 7**

SUPERVISOR AND MANAGEMENT TRAINING

**7.1 Conversation**

**“Creating a Motivating Environment”**

1. What is the first word that comes to mind when you hear the word motivation?
2. What motivates you?
3. What are some of the feelings that you have when you are motivated?
4. What are the benefits of working with a motivated group of people?
5. What are the talents, techniques and skills that you use to motivate your employees?
6. Where do you want to learn more about motivation?

**7.2 Lecture**

**“Motivational Techniques”**

|                                                    |                                                             |
|----------------------------------------------------|-------------------------------------------------------------|
| <b>1<br/>“Wiley”<br/>Human<br/>Factor</b>          | <b>3<br/>Building The<br/>Success<br/>Approach</b>          |
| <b>2<br/>Popular<br/>Motivational<br/>Theories</b> | <b>4<br/>Adjusting<br/>Supervisor<br/>Style To<br/>Need</b> |

**7.3 Workshop**

**“Motivation and Your Team”**

- \* Synonyms for Motivation
- \* Pass out work sheets
- \* Working Individually each person decides what motivates their employees
- \* As a total group each supervisor shares their work and the group gives feedback.
- \* Reflection on Motivation

**Outcomes:**

As a result of this session the participants will be able to:

1. Define a specific set of motivators that will retain good performers at the .
2. Carry out specific behavior to develop to develop motivated employees who will have a loyalty to the resulting in optimum performance.



## “Creating a Motivating Environment”

### Motivation Conversations

**Rational Objective:** (Remember)

That motivation is a changing dynamic entity that comes and goes.

**Experiential Objective:** (Experience)

That they can set-up a situation that will be motivating for their employees.

**Opening:** Welcome them to a very exciting session which will be very motivating to everyone if it is done right. Ask for any success stories of where people have applied their new learnings to their work situation. Tell them that is very motivating and go ahead with the conversation.

#### Objective

facts

1. Go around the table and have everyone say the first thing that comes to mind when you hear the word motivation.
2. What motivated you?

#### Reflective

emotions, feelings associations

1. What are some of the feelings that you have when you are motivated?

#### Interpretive

values, meaning, purpose

1. What are the benefits to working with a motivating group of people?

#### Decisional

future resolves

1. What are the talents, skills and techniques that you use to motivate your employees?
2. Where do you want to learn more about motivation?

**Closing:** This is exciting. In the presentation there will be some more approaches and theories about motivation. Introduce the presenter.

7.2

**“Motivational Techniques”**  
Motivation Lectures

| 7.21 The “Wiley Human Factor”                        |                             | 7.22 Popular Motivation Theories                           |                                         | 7.23 “Building On Success” Approach            |                                  | 7.24 Adjusting Supervisor Style To Need   |                      |
|------------------------------------------------------|-----------------------------|------------------------------------------------------------|-----------------------------------------|------------------------------------------------|----------------------------------|-------------------------------------------|----------------------|
| <b>The people Side of Business</b>                   | Human Capital Assets        | <b>Maslow’s Hierarchy of Needs</b>                         | Self Actualization                      | <b>Give People Tasks Can Handle</b>            | And Problems They can Solve      | <b>Review 4 Leadership Styles</b>         | Authoritarian        |
|                                                      | Most Important              |                                                            | Egotistic Needs                         |                                                |                                  |                                           | Democratic           |
|                                                      | How Maximize it?            |                                                            | Social Needs                            |                                                |                                  |                                           | Hands-Off            |
|                                                      | Question if the 80’s & 90’s |                                                            | Safety and Security                     |                                                |                                  |                                           | Flexible             |
|                                                      | Physiological Needs         |                                                            |                                         |                                                |                                  |                                           |                      |
| <b>Balancing the Organization and the Individual</b> | Leading or Managing         | <b>McGregor’s Theory</b>                                   | vs. Theory X                            | <b>Give People Tools to Complete the Tasks</b> |                                  | <b>Analyze Their Talents &amp; Skills</b> |                      |
|                                                      | Urgent or Patient           |                                                            | Definition People Like to Work          |                                                |                                  |                                           |                      |
|                                                      | Push or Pull                |                                                            | Qualities Rewards                       |                                                |                                  |                                           |                      |
|                                                      |                             |                                                            | Consequences                            |                                                |                                  |                                           |                      |
| <b>Why Do People Do What they Do?</b>                | What motivates              | <b>Herberg’s Satisfiers &amp; Absence of Dissatisfiers</b> | Achievement                             | <b>Give Tem Recognition for Completion</b>     | Praise is Key to Motivation      | <b>Explore Their Limitations</b>          | It’s Difficult       |
|                                                      | For All We Know             |                                                            | Recognition                             |                                                |                                  |                                           | It’s Not Easy        |
|                                                      | We Finally Don’t Know       |                                                            | Work Itself                             |                                                |                                  |                                           | But Makes Most Sense |
|                                                      |                             |                                                            | Responsibility                          |                                                |                                  |                                           | Flex to Situation    |
| <b>Signs of Motivity</b>                             | Pride of Performance        | <b>Lickert’s Systems Approach To management</b>            | Exploration Yields Negative Motivation  | <b>Gradually Increase The Task Challenge</b>   | The next question more difficult | <b>Find The Right Way To Motivate</b>     |                      |
|                                                      | Friendly Cooperation        |                                                            | Benevolence yields Negative Motivation  |                                                |                                  |                                           |                      |
|                                                      | Creative Participation      |                                                            | Consultative Yields Better Productivity |                                                |                                  |                                           |                      |
|                                                      | Satisfaction & Interest     |                                                            | Participation Yields Most               |                                                |                                  |                                           |                      |

**“Motivation And Your Team”**  
Motivation Workshop

|                                                                                                                                        |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Rational Objective:</b> (Remember)<br/>There team is made up of different individuals who are motivated by different things.</p> | <p><b>Experiential Objective:</b> (Experience)<br/>There will be an impact if they are sensitive to the factors which motivate in their environment.</p> |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|

**Opening:** Ask them what they remember from the presentation on Tuesday and how if any it has affected their work. Tell them that this workshop will be largely individual with some sharing at the end.

| Movement I                                                                                                                                                                                                                                                                                                                                                                                                                                       | Movement II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Movement III                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>○ Rehearse some of the synonyms of adjectives used to describe motivation on Tuesday.</li> <li>○ Pass out the worksheet on Motivators<br/><i>(on following page)</i></li> <li>○ Share with them an example of something that motivates you in a situation and things which take away motivation to be about your work.</li> <li>○ Give them 15-20 minutes to work individually filling it out.</li> </ul> | <ul style="list-style-type: none"> <li>○ Begin Sharing by going around the room and having each person: Tell the name of the person they are talking about, tell what they have found motivates them, and what things are detrimental when dealing with this particular individual, (this will probably take 2-4 minutes per person.)</li> <li>○ After the supervisor has shared ask the rest of the group for feedback on this individual, (all know each other and some have experience supervising these other people.)</li> </ul> | <ul style="list-style-type: none"> <li>○ After everyone has talked about one person do a general conversation.</li> <li>○ What was revealed during this workshop? What did you find out about the people you work with?</li> <li>○ What sis you find out about motivation?</li> <li>○ Any question or comments?</li> </ul> |

**Closing:** Close with a reading from the “One Minute Manager” or the like on Motivation. Give them a chance to do the “Items for Action” sheet and share some of their applications.

## MOTIVATING ACTIONS

| PERSONNEL | ACTIONS FOR MOTIVATION | UNHELPFUL ACTION |
|-----------|------------------------|------------------|
| 1.        |                        |                  |
| 2.        |                        |                  |
| 3.        |                        |                  |
| 4.        |                        |                  |
| 5.        |                        |                  |
| 6.        |                        |                  |
| 7.        |                        |                  |
| 8.        |                        |                  |
| 9.        |                        |                  |
| 10.       |                        |                  |

# **DISCIPLINE**

## **SESSION 8**

SUPERVISOR AND MANAGEMENT TRAINING

**8.1 Conversation**

**“Discipline Procedure”**

- 7. What are examples of situations where you have used the discipline procedure?
- 8. What are the steps of the process?
- 9. How many have followed the process through start to finish?
- 10. What was the experience of that?
- 11. Who has started the process and never gotten through it?
- 12. What caused the blockage?
- 13. What would you say is the best way to use this procedure?

**8.2 Lecture**

**“The Discipline Procedure”**

|                                             |                                                     |
|---------------------------------------------|-----------------------------------------------------|
| <b>1</b><br><b>Importance of Discipline</b> | <b>3</b><br><b>Grievance Procedures</b>             |
| <b>2</b><br><b>Setting the Context</b>      | <b>4</b><br><b>Progressive Discipline Procedure</b> |

**8.3 Workshop**

**“Evaluating our Discipline Skills”**

- Divide into small teams of 3 or 4
- Give each team a “sanitized” discipline log that has been written up by some of them or their colleagues at the
- As a small group do a critique of the way each of the case were handled using the suggested set of questions as a focal point, (on a page following)
- Get back together as a total group and discuss the cases.

**Outcomes:**

As a result of this session the participants will be able to:

- 3. Recall and describe the steps in the grievance process and discipline process
- 4. Use active listening and fact-finding techniques to respond to grievances to grievance both verbally and in writing.
- 5. Conduct a disciplinary session describing to the employee the consequences of continued inappropriate behavior and soliciting their input on planned changes in behavior.

## “Discipline Procedure”

### Discipline Conversations

**Rational Objective:** (Remember)

To know what the steps are to handle a Discipline Procedure at the .

**Experiential Objective:** (Experience)

To know what their relationship os to this procedure and to feel confident to use it if necessary or enable others to use it.

**Opening:** Welcome everyone and explain that this module is dealing with both the Grievance and the Discipline Procedure, however since they have so little to do with the grievance procedure we will focus on the Discipline process. Let us know if we are going to fast or to slow for them.

| <b>Objective</b>                                                                                                                                                                                                                                                 | <b>Reflective</b>                                                                                                                                                   | <b>Interpretive</b>                                                 | <b>Decisional</b>                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <p>facts</p> <p>3. What are examples of situations where you have used the discipline procedure?</p> <p>Walk through the steps of the process on a piece of butcher paper or the like.</p> <p>4. How many have followed the process through start to finish?</p> | <p>emotions, feelings associations</p> <p>1. What was you experience of completing the process</p> <p>2. Who has started the process and not gotten through it?</p> | <p>values, meaning, purpose</p> <p>2. What caused the blockage?</p> | <p>future resolves</p> <p>3. What is your recommendation as to the best way to use this procedure?</p> |

**Closing:** We will take another brief look at the GP during the presentation and on Thursday we will have more time to talk about them both. So if you have points of unclarity or questions arise be sure to write them down so we can talk about them. Introduce the Presenter.

8.2

**“The Discipline Techniques”**  
Discipline and Grievance Lectures

| 8.21 The Importance of Discipline                               |                                             | 8.22 Setting the Context for Discipline            |                                   | 8.23 The Employee Grievance Procedure |                                  | 8.24 The Progressive Discipline Procedure |                          |
|-----------------------------------------------------------------|---------------------------------------------|----------------------------------------------------|-----------------------------------|---------------------------------------|----------------------------------|-------------------------------------------|--------------------------|
| <b>Significance of Worker Discipline Program</b>                | To correct Inappropriate Behavior           | <b>Communicating the Discipline Policy</b>         | Provide Basic Orientation         | <b>Step 1</b>                         | Supervisor Notification          | <b>First Violation</b>                    | Oral Warning             |
|                                                                 | To help Change or Correct Worker Behavior   |                                                    | Train Workers on Policies         |                                       | Complete Employee Grievance Form |                                           | Constructive Feedback    |
|                                                                 | To Assume Fair Treatment                    |                                                    | Explain Consequences              |                                       | Arrange With?                    |                                           | Documented               |
|                                                                 | To Provide & Maintain Org Standards         |                                                    | Periodic Review                   |                                       | Written Response                 |                                           |                          |
| <b>Discipline Policies</b>                                      | Needs to be fair and consistent             | <b>Effective Discipline Techniques</b>             | Initiate Immediately              | <b>Step 2</b>                         | Step 2 Request                   | <b>Second Violation</b>                   | Written Warning          |
|                                                                 | Needs to Be Applied to All employees        |                                                    | Consistent Application Standards  |                                       | Mtg. with Manager Arranged       |                                           | Constructive Feedback    |
|                                                                 | Needs to Be Documented                      |                                                    | Warning & Clear Understanding     |                                       | Written Response                 |                                           | Documented               |
|                                                                 | Needs to be Supported and Well Understood   |                                                    | Impartial Administered Discipline |                                       | Step 3 Request                   |                                           |                          |
| <b>Managerial &amp; Organizational Discipline Short Comings</b> | Lack of Proper Rationale                    | <b>Conducting Discipline Interviews</b>            | Gather Facts Prior to Mtg.        | <b>Step 3</b>                         | Step 3 Request                   | <b>Third Violation</b>                    | Final Written Reprimand  |
|                                                                 | Inappropriate Job Assignment                |                                                    | Notify Appropriate Personnel      |                                       | Meeting Arranged                 |                                           | Meet with HRD Supervisor |
|                                                                 | Lack of Understanding of Policies           |                                                    | Conduct the Interview             |                                       | Written Response                 |                                           | Documented               |
|                                                                 | Failure to explain Duties                   |                                                    | Document the Interview            |                                       | Step 4 Request                   |                                           |                          |
| <b>Typical Worker Discipline Issues</b>                         | Unmotivated                                 | <b>Implementing Progressive Punishment Systems</b> | Oral Warnings                     | <b>Step 4</b>                         | Step 4 Request                   | <b>Fourth Violation</b>                   | Termination              |
|                                                                 | Lack of Job Training                        |                                                    | Written Warnings                  |                                       | Meeting with Pres. Arranged      |                                           |                          |
|                                                                 | Dissatisfaction with Current Job Assignment |                                                    | Suspension                        |                                       | Written Response                 | <b>Appeal Process</b>                     |                          |
|                                                                 |                                             |                                                    | Discharge                         |                                       | Final                            |                                           |                          |



**“Evaluating Our Discipline Skills”**  
Discipline Workshop

|                                                                                                                   |                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Rational Objective:</b> (Remember)<br/>To know the step by step procedure for operating in the system..</p> | <p><b>Experiential Objective:</b> (Experience)<br/>That they can use these procedures to their benefit and not be blocked or overwhelmed by them.</p> |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|

**Opening:** Welcome everyone back for the experimental part of this process. Ask if anyone can recall all of the discipline presentation. Tell them that today we will be looking at some real situations that have happened here at the and making our recommendation about them; tht these situations are for learning reasons only and if for some reason they seem familiar to them that they should still go ahead and give their sincere feedback.

| Movement I                                                                                                                                                                                                                                                                                            | Movement II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Movement III                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>○ Begin by dividing into groups of 3 or 4.</li> <li>○ Give each individual a set of the discipline logs and give them 10 minutes to read one through.</li> <li>○ In their small groups answer the following questions relative to the case studies.</li> </ul> | <ol style="list-style-type: none"> <li>1. What is your initial response to this case?</li> <li>2. Put yourself in the employees position....what is the impact?</li> <li>3. Put yourself in the supervisors position....what is the impact?</li> <li>4. What is the effect of the employees behavior on the ?</li> <li>5. Hare there any recommended changes in the handling of this case?</li> </ol> <p>Allow each small group to discuss each of the cases talking through these questions.</p> | <ul style="list-style-type: none"> <li>○ Come back together as a total group and share what the small groups came up with. Perhaps ask one person from each group to report what they said about one of the cases, etc.</li> </ul> |

**Closing:** Then allow people time to fill out their sheets and share any new insights they have. Remind them that next week for stress and relaxation.

# **STRESS MANAGEMENT**

## **SESSION 9**

SUPERVISOR AND MANAGEMENT TRAINING

**9.1 Conversation**

**“Identify Positive and Negative Stress”**

- a. Give an example of stress that you find at your work in the , either positive or negative
- b. Describe your experiences of this stress, physically, mentally and emotionally?
- c. What are the effects of stress in your work place...the long term effects/short term effect?
- d. Why is it important to manage stress?
- e. Where are the places that you plan to emphasize stress management?

**9.2 Lecture**

**“Managing Stress”**

|                                               |                                                       |
|-----------------------------------------------|-------------------------------------------------------|
| <b>1<br/>Importance<br/>of<br/>Discipline</b> | <b>3<br/>Grievance<br/>Procedures</b>                 |
| <b>2<br/>Setting<br/>the<br/>Context</b>      | <b>4<br/>Progressive<br/>Discipline<br/>Procedure</b> |

**9.3 Workshop**

**“Acceptable Stress Management Techniques”**

- Set the environment for a different kind workshop...music, props, etc...
- Give each person 3-4 minutes to share their personal ways of relaxing of managing stress.
- Do a quick conversation of ways dealing with stress as children
- Do an actual relaxation exercise
- Have a short discussion on the workshop

**Outcomes:**

As a result of this session the participants will be able to:

- 1. Describe types of stress, both positive and negative, found .
- 2. Identify changes in physical condition or work behaviors that are signs of excess stress in self and others.
- 3. Take appropriate action when continue stress affects performance of self or others.
- 4. Practice self-relaxation techniques to control stress in oneself
- 5. Utilize effectively crisis intervention methods.

## “Identifying Positive and Negative Stress”

### Stress Management Conversations

#### **Rational Objective:** (Remember)

To understand what stress is, what is taking place and the affects of it.

#### **Experiential Objective:** (Experience)

That they can use stress to their advantage and see it as positive as well as negative.

**Opening:** Welcome to the Stress Management session and remind them that there are only 2 weeks left. Give them a tidbit of information on stress.....begin conversation.

#### **Objective**

facts

1. Everyone give an example of stress that you find in your everyday work here...either positive or negative.

#### **Reflective**

emotions, feelings associations

1. Describe your experience of this stress, the physical experience, the mental and the emotional.
2. What are the affects of this stress in your work environment ....the long term affects...the short range affects?

#### **Interpretive**

values, meaning, purpose

1. Why is it important to manage stress?

#### **Decisional**

future resolves

1. Where are the places that you plan to emphasize stress management in the work environment here?

**Closing:** Stress is a hot topic in the work place these days and it seems to be misunderstood. This conversation has been enlightened in terms of getting out your experiences of stress. The presentation will add some more to that. Introduce presenter. **AT THE END OF THE PRESENTATION BE SURE TO REMIND THEM TO BRING THEIR WON STRESS RELIEF ACTIVITIES FOR THE THURSDAY WORKSHOP TO SHARE WITH THE GROUP.**

9.2

**“Managing Stress”**  
Stress Management Lectures

| 9.21 Recognizing Stress Symptoms |                          | 9.22 Underlying Causes of Burnout              |                             | 9.23 Stress Management Techniques        |                             | 9.24 Crisis Intervention Methods |                                          |
|----------------------------------|--------------------------|------------------------------------------------|-----------------------------|------------------------------------------|-----------------------------|----------------------------------|------------------------------------------|
| <b>On the Job</b>                | Frequent Errors          | <b>Negative Self-Image</b>                     | Significant Self Doubt      | <b>Basic Relaxation Posture</b>          | Foundation to Others        | <b>Spotting Crisis</b>           | Chain of Command                         |
|                                  | Trouble Concentrating    |                                                | Blaming Self - Impatient    |                                          | Sitting Techniques          |                                  | Knowledge of Process                     |
|                                  | Can't Make Decisions     |                                                | Feeling Guilty              |                                          | Not Sheep                   |                                  | Identification of Problem                |
|                                  | Dulled Motivation        |                                                | Sense of Failure            |                                          | Alpha State                 |                                  | Appropriate & Legal Action               |
| <b>With Your Feelings</b>        | Unwanted Thoughts        | <b>Antagonism &amp; Negative Toward Others</b> | Feeling Cynical             | <b>Breathing and Relaxation</b>          | Abdominal Breathing         | <b>Assign Homework</b>           | Bring in Tapes and Objects and Pictures. |
|                                  | Fears and Insecurities   |                                                | General Negative Attitude   |                                          | Releasing Oxygen            |                                  |                                          |
|                                  | Embarrassment or Guilt   |                                                | Feeling Bitter & Sarcastic  |                                          | Blood Chemistry             |                                  |                                          |
|                                  | Negative Cynical Mood    |                                                | Feeling Defensive           |                                          | Counter To Hyperventilation |                                  |                                          |
| <b>In Your Life</b>              | Low Self Respect         | <b>Alienation &amp; Unconnected</b>            | Loss of Sense of Purpose    | <b>Restorative Relaxation Techniques</b> | Progressive Relaxation      |                                  |                                          |
|                                  | Temper Outbursts         |                                                | Blaming Others              |                                          | Relaxation Response         |                                  |                                          |
|                                  | Loss of Joy, Depression  |                                                | Feeling Immobilized         |                                          |                             |                                  |                                          |
|                                  | Constantly Argumentative |                                                | Being Bored or Over Rigid   |                                          |                             |                                  |                                          |
| <b>Medical Symptoms</b>          | Nervous, Tense, Jumpy    | <b>Withdrawal &amp; Resignation</b>            | Feeling Depressed           | <b>Quieting Techniques</b>               | Quiet Relax                 |                                  |                                          |
|                                  | Tired, Energy Slump      |                                                | Avoid Others                |                                          | Deep Sleep Technique        |                                  |                                          |
|                                  | Excesses                 |                                                | Feeling Listless            |                                          | Spiritual Relaxation        |                                  |                                          |
|                                  | Burnout                  |                                                | Being Absent in the Present |                                          | Relaxing Anywhere           |                                  |                                          |

**“Acceptable Stress Management Techniques”**  
Stress Management Workshop

**Rational Objective:** (Remember)  
To remember stress reduction techniques.

**Experiential Objective:** (Experience)  
To be able to utilize one or more positive stress reduction techniques.

**Opening:** Welcome back with examples, notes, and materials on personal techniques for relaxation. Remind them that the paper and pencil tests and the group activities are two ways we learn, but we also learn alone.

| Movement I                                                                                                                                                                                                                                                                          | Movement II                                                                                                                                                                                                                          | Movement III                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>○ As each person what is one thing that they are now doing to relieve stress ie: play music, compare tapes, objects, films etc.</li> <li>○ Go around again and get each person to say what they did as a child to relieve stress.</li> </ul> | <ul style="list-style-type: none"> <li>○ Describe and Demonstrate a relaxation technique and then allow time for everyone to practice it.</li> <li>○ If there is ample time this may be done for more than one technique.</li> </ul> | <ul style="list-style-type: none"> <li>○ Give then time to write down in journal form their opinions on acceptable support behavior for others that they work with who are in crisis or under stress.</li> </ul> <p align="center">or</p> <ul style="list-style-type: none"> <li>* Provide time for people to share any opinions that they want to.</li> </ul> |

**Closing:** Since they have just finished doing a reflective writing the “Items for Action” is probably not necessary. Ask them if they feel more relaxed, and if so... how does that feel. Tell them that next week is the last week of the training program for them and it will be a great one.

# **TEAM BUILDING**

## **SESSION 10**

SUPERVISOR AND MANAGEMENT TRAINING

**10.1 Conversation**

**“Great Teams That I Have Been On”**

1. What is an example of team that you have participated in at some time in your life?
2. Who were some people on that team?
3. What did that team do?
4. What did you like about being on that team?
5. What were the struggles to being a part of that team?
6. What are the dynamics of an effective team?
7. Why is it important to work as a team at the ?
8. What is the strongest talent you bring to your team right now?

**10.2 Lecture**

**“Team Building at the ”**

|                                     |                                                             |
|-------------------------------------|-------------------------------------------------------------|
| <b>1<br/>Diverse<br/>Work Force</b> | <b>3<br/>Team<br/>Building<br/>Process</b>                  |
| <b>2<br/>Importance<br/>Of Team</b> | <b>4<br/>Supervisor’s<br/>Role In<br/>Team<br/>Building</b> |

**10.3 Workshop**

**“Creating the Team”**

**The Nature of this Celebration is Definitely Dependent on the Group**

Option One:

- Begin by doing the Arthur Anderson evaluation individually
- Create a large chart on the wall with cards reflecting on the 10 week session
- Closing Conversation

Option Two:

- Do a celebration for the last workshop time period.
- Divide up into teams, one creating a song, one a skit and one a slogan that is representative of the Training Program
- Do a Verbal reflection of the program
- Do a written evaluation

**Outcomes:**

As a result of this session the participants will be able to:

1. Recall and describe team building techniques that will enhance your group performance in meeting departmental goals.
  2. Share those ideas with subordinates and reinforce teamwork as well as individual achievement.
  3. Delegate responsibility where possible to develop individuals with demonstrated ability.
- Utilize on a daily basis team building techniques to assure that all employees participate meaningfully in the basic task of reporting the market action accurately.



10.1.

## “Great Teams that I Have Been On”

### Team Building Conversations

**Rational Objective:** (Remember)

That there are things to do that will enhance the team in any environment.

**Experiential Objective:** (Experience)

That there is a possibility of taking advantage of the team spirit in this setting and they are team members.

**Opening:** Welcome to the last module of the training program and ask them if they are all ready for Christmas. Mention how on target it is that the last session would be devoted to team work as so much of the program has focused on developing the individual skills.

| <b>Objective</b>                                                                                                                                                                                                                                             | <b>Reflective</b>                                                                                                                                                                                 | <b>Interpretive</b>                                                                                                                                                               | <b>Decisional</b>                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| facts<br><ol style="list-style-type: none"><li>1. What is an example of a team that you have participated in at some time in your life?</li><li>2. Who were some of the people on that team?</li><li>3. What did the team do, what was their task?</li></ol> | emotions, feelings associations<br><ol style="list-style-type: none"><li>1. What did you like about being on that team?</li><li>2. What were the struggles to being a part of the team?</li></ol> | values, meaning, purpose<br><ol style="list-style-type: none"><li>1. What are the dynamics of an active team?</li><li>2. Why is it important to work as a team at the ?</li></ol> | future resolves<br><ol style="list-style-type: none"><li>1. What is the strongest talent you bring to you team right now??</li></ol> |

**Closing:** Give a 15 second witness to the advantages of being open to the team. Introduce the presenter.

10.2

**“Team Building ”**  
Team Building Lectures

| 10.21 The Diverse Work Force                 |                                           | 10.22 The Importance of The Team     |                                  | 10.23 The Team Building Process |                                     | 10.24 Supervisory Role In Team Building |                              |
|----------------------------------------------|-------------------------------------------|--------------------------------------|----------------------------------|---------------------------------|-------------------------------------|-----------------------------------------|------------------------------|
| <b>The Changing Nature Of The Work Force</b> | Women                                     | <b>Increased Knowledge Base</b>      | Contributions are Additive       | <b>Clarify Common Objective</b> | Organization Mission Review         | <b>Framing The Mission</b>              | Present the Challenge        |
|                                              | Minorities                                |                                      | Group Evaluation                 |                                 | Identify Team Strengths             |                                         | Clarify Expectations         |
|                                              | Age Range / Mix                           |                                      | Alternative Solutions Generated  |                                 | Clarify Weaknesses                  |                                         | No Individual More Important |
|                                              | Cultures / Languages                      |                                      | Creating Common Mind             |                                 | Assess Opportunities                |                                         |                              |
| <b>The Multi-Cultural Work Force</b>         | Understanding Cultural Differences        | <b>Unified Actions</b>               | Consensus Decision Making        | <b>Build Shared Vision</b>      | Team Place in Larger Context        | <b>Providing The Resources</b>          | Finances                     |
|                                              | Supervising the Mixed Cultural Work Force |                                      | Group Good Clarify               |                                 | Consensus on Team Vision            |                                         | Equipment                    |
|                                              | Work Force Trends                         |                                      | High Participation               |                                 | Identify Common Obstacles           |                                         | Staff and Support            |
|                                              |                                           |                                      | Group Motivation                 |                                 | Strategize on Short Term Objectives |                                         |                              |
|                                              |                                           | <b>Team Spirit/Espirit des Corps</b> | Stronger Commitment              | <b>Create Action Plans</b>      | Determine Joint Accomplishments     | <b>Guarding The Task</b>                | No Handing Off               |
|                                              |                                           |                                      | Conflict Easier Handled          |                                 | Build Implementation                |                                         | Flank the Pessimists         |
|                                              |                                           |                                      | Feelings are Tempered            |                                 | Decide Time Table                   |                                         |                              |
|                                              |                                           |                                      | Leadership Emerges               |                                 | Schedule Regular Review             |                                         |                              |
|                                              |                                           | <b>Overall Performance Maximized</b> | Individual Contributions Greater | <b>Intangible Aspects</b>       | Unexpected Celebrations             | <b>Recognizing The Victory</b>          | Honor the Effort             |
|                                              |                                           |                                      | Team Wins                        |                                 | Common Story-Telling                |                                         | Significant the Expenditure  |
|                                              |                                           |                                      | Organization Wins                |                                 | Identity                            |                                         | Executive Recognition        |
|                                              |                                           |                                      | All Made Contribution            |                                 | Catalyze the Chemistry              |                                         | Personal Thanks              |

**“Creating the Team”**  
Team Workshop

**Rational Objective:** (Remember)

To see that there are things that can be done to enhance the team in any environment.

**Experiential Objective:** (Experience)

That there is a possibility of taking advantage of the team spirit in this setting and they are team members.

**Opening:** Welcome everyone! Tell them we are doing to have a lot of fun for the last session and do a mini celebration too! The best team wins the prizes.

| Movement I                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Movement II                                                                                                                                                                                                                                                                        | Movement III                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>○ Divide the group by quadrants</li> <li>○ Challenge each group to create a NAME for themselves that tells who they are. (5 Minutes).</li> <li>○ After they each have decided on a name and share it give them 5 more minutes to create a slogan or a jingle.</li> <li>○ Save the jingle for later.</li> <li>○ Ask each group to think about the one objective that they could realistically be about in the next 3 months.</li> </ul> | <ul style="list-style-type: none"> <li>○ Come back together as a whole group</li> <li>○ Bring out goodies to symbolize a celebration.</li> <li>○ Have the groups get up and say their jingle and share their objectives.</li> <li>○ Do lots of cheering and having fun.</li> </ul> | <ul style="list-style-type: none"> <li>* Pass out the self-evaluation test again and have them fill it out again.</li> <li>* Give them time to fill them out.</li> <li>* Collect the tests</li> <li>* Do a verbal evaluation of the program</li> <li>* Ask them to fill out the evaluation of the program.</li> </ul> |

**Closing:** Tell them what a wonderful group they were to work with. Ask them to spread the word. Once again remind them that for this to work they have to use it.

Bye-Bye..