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WHAT YOU’LL LEARN TODAY

The purpose of this course is to help you learn the specific skills you need to be an effective leader of the people you supervise, making them productive, satisfied and committed members of your organization.

At the end of the seminar, you will be able to:

1. Get your supervisory job under control.

2. Achieve what your organization needs from your work group.

3. Lead and motivate the members of your work group to do their best.

4. Assess performance and take appropriate action when problems occur.

To personalize your learning, describe specific situations you need help with to solve. Listen during the day for ideas that can become solutions.

1

2

3
MAKING THE TRANSITION TO SUPERVISION

The First Priority: Getting the Job Under Control
Recent surveys of over 10,000 adults in management and supervisory jobs indicate that their number one stressor is too much to do and not enough time to do it. While it may be wishful thinking that a supervisor can ever get the job under absolute control, a useful beginning point is to understand just what supervising people is all about so that we can control what we can.

Effective supervisors learn quickly that transitions must be made. Such transitions are predictable and are a normal part of taking on any supervisory role.

Understand that an occupational change occurs
Instead of only “doing” a job, you’re now in a “take charge” role of seeing that others do the job.

1. You manage others’ __________. No longer are you accountable for your time, but your group’s time, too. Priorities and consistency of effort among all your group really count.

2. __________________ becomes more abstract. Often the job involves solving people-related problems and handling complaints. Too often it seems you do not get the recognition you deserve — yet you’re expected to motivate others. Satisfaction must often come from an inner sense of knowing that you’ve helped someone develop, you’ve managed a crisis effectively, or you just plain got the job done with very little hassle.

3. Your problems are ________________. Almost as soon as you have finished one project, several more pop up to demand attention. It seems that you never quite get them all out of the way. Developing your people may seem like an endless process.

4. Your key resources are your ________________. Sink or swim — you’re in it together. Your personal evaluation can be influenced by how your team performs.

5. There is a ________________ in job evaluation. The supervisor is cast into a different role (different pay grade, different benefits, “perks,” access to information) that may lead to a status separation between worker and supervisor.
MAKING THE TRANSITION TO SUPERVISION, CONTINUED

Understand the “push – pull” reality

• Supervisors are often pushed into a number of jobs they are not particularly trained to deal with — yet they have to be done.

• At the same time they are pulled back by things they would like to continue doing but can’t.

• The problem then is learning to manage anxiety over the “pushes” and not slip back into established comfort zones regarding the “pulls.”

Understand the linking nature of the process

The supervisor is the vital link up/down the organization — a leader of one group, a member of another. Employees often perceive the organization through the actions of the supervisor.

Understand that a new skills mix is essential

• Success in supervision often means letting go of operating duties and taking on new challenges.

• At higher levels the job becomes more open-ended and conceptual.

• At all levels, human skills are critical.
SUCCESSFUL SUPERVISORS recognize early on that certain challenges will emerge. How you choose to deal with each will have a critical effect on your relationships with your work group.

The challenges:

**Overcoming the Early Problems of Leadership**

1. Acknowledge the ____________. Be upfront with former friends about your own possible concerns about being a friend and a supervisor at the same time.

2. Admit the ____________________. Especially regarding the future, be prepared to be honest about not knowing if the friendship can continue as is.

3. __________________________. Try to get a pledge of commitment to work toward a positive goal. You’re obliged to get the job done first.

4. __________________________ problem. Be on the lookout for others whose view of the relationship is based solely on the friendship.

5. __________________________ fears. Be alert to taking out your frustrations on friends. They often know your weaknesses, and you know theirs.

**Supervising older/more experienced employees**

1. __________________________. What older people may lack in formal education they often make up for in experience. Tap into that base of experience.

2. __________________________ agreement. In many cases the more experienced employee knows much more about the job than you. Try to get a pledge of “no competition” and strive to work toward a positive relationship.

3. __________________________ in decision-making. Their age and length of service on the job often shows their commitment to it. Get them involved.

4. Ask them to _____________. Seek out their help in training and mentoring new people.

5. Expect them to _____________. Stress this in your early meetings with all your staff. Don’t overlook your older employees in terms of training assignments.

6. __________________________ role. Review your ideas with them. They often know the informal side of an organization. They also typically know where the skeletons are buried. However, watch for over-dependency on your part.
OVERCOMING THE EARLY PROBLEMS OF LEADERSHIP, CONTINUED

Supervising younger/less experienced employees

1. You can __________ good ones. Contrary to some recent media attention there are excellent, highly energetic, and creative people out there. (You can also grow your own!)

2. Be sure to __________ enough. Expectations convey enormous messages to employees. Expect success.

3. Insist on __________ job ownership. They should take responsibility for helping solve problems, thinking on their own and dealing with people problems. Be cautious of teaching them to depend on you for too much.

4. Watch out for __________ delegation. Beware of the Tom Sawyer trick. Your job is to manage, theirs is to do. Assist them, but hold them accountable.

5. Acknowledge __________. Be prepared to deal with their hesitancy to take initiative for fear of punishment. Remember: “If you don’t make a mistake occasionally — you’re not trying hard enough!” Use mistakes for the learning value.

Steering clear of the traps in supervision

1. The __________. When someone asks you a question you can’t possibly answer, use the fogging technique. Calmly admit the possibility that you don’t know — you can’t possibly know everything — do not fight back.

2. The __________. When you are compared to a previous perfect supervisor, try the fogging technique or practice the Broken Record technique.

3. __________. Handle similarly to above example.

4. __________. Focus on behavior first; performance is what counts.

5. __________. This often occurs when you are an outsider or if you bypassed the person engaging in this behavior.

Emotional Control
Separate your feelings about employees from your behavior toward them. We may choose not to like them and can also choose to work very well with them. Remember: “It’s only words . . .” or “. . . who’s the only person who can make you feel anything?” The answer? _________________________

For additional follow-up after today’s seminar, refer to Appendix A, Predictors of Success and Failure in Supervision and Appendix B, Managerial Success.
The Basic Work Plan

The Method: Getting the Work Out
Above all else, the primary requirement for long-term survival in any field is that the work gets out. While settings may vary in how the work is defined, all settings exist to provide some service or product. How well that service or product gets out is what this section is all about.

Improving results through practical work planning: The Basic Work Plan Method

<table>
<thead>
<tr>
<th>Basic work planning: Outlining a course of action to achieve an intended result.</th>
</tr>
</thead>
</table>

Key components of the plan:

1. Responsibility
2. Authority
3. Accountability
4. Acceptance

The basic considerations in developing a work plan:

| 1. Goal: |
| 2. Measure: |
| 7. Remarks/Follow-up |
PLANNING TIPS

1. Brainstorm all possible action steps. Encourage participation — hitchhiking on ideas. Emphasize quantity of ideas over quality and reward input.

2. Group anything that can logically be grouped.

3. Go back over your list and ask yourself, “Have I forgotten anything?”

4. Estimate how much time each sub-step will take. Be realistic.

5. Reorder your list. Identify what must come first, second, third, etc.

6. Establish milestones and checkpoints for follow-up.

7. Use a giant calendar or similar device. Block out times over which you have no control.

8. Use the count-back method for reasonably working back to a start time. (Avoid crisis management — the cause of many crises is failure to anticipate and plan for known deadlines.)

9. Remember the Five P’s of good planning:

   PRIOR PLANNING PREVENTS POOR PERFORMANCE

For follow-up after today’s seminar, assess yourself using the Practical Planning Checklist in Appendix C.
GOAL SETTING AND PRODUCTIVITY

One of the most consistent findings among researchers on supervision effectiveness deals with goal setting and its relationship to productivity. In a nutshell, the two are directly linked. The more attention devoted to goal setting, the higher the productivity of the group and individuals within the group.

Be SMART about setting goals:

S _________ Avoid being too general. The more precise the target, the greater the commitment to follow through.

M _________ Can be measured in terms of cost, quality, quantity, and timeliness. People prefer concrete feedback on how well they’re doing against a standard of performance.

A _________ Goals should be jointly established rather than imposed. This builds a powerful base for commitment.

R _________ Set realistic goals that provide a challenge and stretch the employee.

T _________ A well-defined deadline for when the project must be accomplished adds a sense of urgency.

For a self-assessment of your own supervisory practices related to goal setting, refer to Appendix D, Gaining Employee Commitment.
GIVING ORDERS AND INSTRUCTIONS

Making it clear without getting backlash

These guidelines work, and work well:

1. Ask, don’t command. Favor the request over the direct command; this is not a sign of weakness.

2. A positive order is better than a negative order. Stress “what to do” rather than “what to avoid.”

3. Tell why it is important. Employees have a need to know.

4. Requests should leave as much freedom of action as is possible to the receiver, consistent with his/her ability and training.

Practical, surefire ways to know you’ll be understood

The question is clear: What’s the only absolute method for making sure your message got through as you intended it? Get feedback.

Then why don’t we expend more effort on following up?

1. ________________. We assume the person got it and don’t want to appear condescending.

2. ________________. We’re in a hurry to get something done.

3. ________________. We simply don’t — for any number of reasons
Breakdowns occur due to:

- Semantics: same words, different meanings.
- Frame of reference: we speak/think from our frame of reference, not the other person’s.
- Stereotyping: we assign meanings based on past experience.
- One way: not viewing it as a two-way process.

Steps to take to prevent problems:

1. Tell them.
2. Show them.
3. Have them tell you.
4. Have them show you.
5. Have them write it down.
6. Schedule status reports.

To encourage feedback:

- Watch for nonverbal signs (most people can’t hide them) which may indicate doubt.
- Encourage and reward questions (never punish a question).
- Ask open-ended questions, like “What do you think?” or “How did that come across?”
- Avoid closed-ended questions, like “Is that clear?”
- Most importantly, take the initiative by assuming ownership of any potential misunderstandings by saying:

  “Sometimes I’m not clear of what I may have said; would you run it back by me so that I can check myself?”

Finally: Who bears ultimate responsibility for making sure it’s clear?
Sender/Receiver
Making job assignments — guidelines for no-nonsense delegation

Much of our success is dependent upon our team's efforts and how we assign work and delegate. The phrase, “No man is an island” is a beginning point.

Delegation: A shared obligation. Asking another person to do part of your job and giving them enough authority to do it.

Why don’t we delegate? The common reasons:
1. I can do it ______________.
2. They might make a ______________.
3. I might lose ______________.
4. I feel ______________ when I do.

Why do some employees resist taking on assignments?
• They don’t get any feedback.
• They sometimes don’t have the time.
• They’ve learned that it’s sometimes safer to rely on the boss.

What can you delegate?
1. Anything they can do ______________ than you.
2. Anything they can do ______________ of you.
3. Anything they can do at less ______________ than you.
4. Anything they can do more ______________ than you.
5. Anything that will add to their ______________.

What can you not delegate?
• Confidential matters.
• Disciplinary actions.
• Legally/contractually (union) restricted jobs.
• Ultimate accountability for the job.

How do you do it?
1. ________. Pick the right person.
2. ________. Explain the end results desired.
3. ________. Tell reasons for task, build interest.
4. ________. Indicate where you (and the employee) fit into the bigger picture.
5. ________. Specify, if necessary. Otherwise, allow freedom of action.
6. ________. Outline specific checkpoints, timeliness, and follow-up.

Additional hints:
• Tailor to other’s strengths; don’t set up for failure.
• Encourage questions; be patient.
• Use mistakes for learning value.
• Rotate assignments; beware of overloading your high achievers.

For follow-up, work through the Delegation Dilemma, Appendix E.
LISTENING SKILLS

Listening skills . . . to solve problems/to build commitments/to handle complaints
One of the least taught and most used skills in supervision is active listening. Most people assume they’re good listeners. Some studies, in fact, demonstrate that, on an average, an adult retains only about 25% of what he/she may hear in a typical situation like a training class!

Why are some supervisors poor listeners?
1. Prior expectations about what the speaker is about to say...our minds are already made up. We may prejudge.
2. Our minds wander, we occasionally drift off or lose interest. We forget we can listen faster than a speaker can speak.
3. We may fake attention, assuming that hearing and listening are the same thing. They’re not. Active listening is a physically demanding, conscious process of attending to what the speaker is saying.

Likewise, noise, distractions, time pressure, and work demands all may interfere.

How do you develop active listening skills?

Rule #1: Stop talking. If you really want to be an effective listener, stop what you are doing. Eliminate distractions. Give full attention. Show the person that you really want to listen.

Rule #2: Put the person at ease. Get relaxed yourself. Use door-openers like, “What’s up? Anything I can help you with?” Don’t rush, give them time—unhurried. Be alert to posture and nonverbal cues.

Rule #3: Don’t interrupt, especially if the person is upset. Allow for ventilation to occur. Remember, it’s only words. Be patient.

Rule #4: Empathize. Make a statement of regret. Be genuine. Ask them for their help. “I’d like to understand your problem; will you help me?”

Rule #5: Paraphrase. Try to summarize what you’ve heard and restate it to the person to his/her satisfaction. This often helps defuse tension. It also aids in showing employees that you’re trying to understand their situation.

Rule #6: Ask open-ended questions. Use questions for clarification and understanding, “What do you suggest we do?”

Rule #7: Use silence. Don’t be afraid of tension. If any tension exists, time perceptions get terribly distorted.

Rule #8: Allow reflection. In many cases the best role we can play is that of a sounding board for our employees. This even allows for a little pressure release.

For follow-up, assess yourself using the Listening Awareness Inventory in Appendix F.
CHOOSING LEADERSHIP STYLES

The Means: Leadership Skills and Motivational Techniques
It is often said that a supervisor should manage things and lead people. This section will address the issues of leadership skills and motivational techniques. You will learn how to choose leadership styles that will work for you and how to help your people do their absolute best.

The style of leadership you choose depends on your employees and the tasks to be accomplished. Many years of solid research in industry, government, education and health care have demonstrated clearly that the choice of a leadership style should depend on the situation.

The starting point for choosing which style is best for you is to look at three key issues:

1. **The job to be done.** How well defined is the job versus how poorly defined is it?

2. **Social/emotional relationships.** How much attention is needed in terms of maintaining harmony, attending to “people problems,” keeping morale up, etc.?

3. **Willingness/ability to take initiative.** How achievement oriented are your employees? How educated, experienced, and able are they to work on their own?

Four styles emerge to fit the jobs to be done, the social/emotional situations faced, and the ability/willingness of your employees to take initiative:

<table>
<thead>
<tr>
<th>Factor</th>
<th>1. Job structure</th>
<th>2. Social-emotional relationships.</th>
<th>3. Willingness/ability to take initiative.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Prescriber</td>
<td>well defined</td>
<td>low need to be concerned about maintaining harmony</td>
<td>low willingness and ability to take initiative</td>
</tr>
<tr>
<td>The Persuader</td>
<td>well defined</td>
<td>high need to be concerned about maintaining harmony</td>
<td>low willingness but high ability to take initiative</td>
</tr>
<tr>
<td>The Participator</td>
<td>not well defined</td>
<td>high need to be concerned about maintaining harmony</td>
<td>high willingness but need assistance in terms of taking initiative</td>
</tr>
<tr>
<td>The Permitter</td>
<td>not well defined</td>
<td>low need to be concerned about maintaining harmony</td>
<td>high willingness and high ability to take initiative</td>
</tr>
</tbody>
</table>
GUIDELINES FOR CHOICE OF STYLE

The Prescriber: High task, low relationship

What to do? In this situation, the leader basically directs people by *prescribing* what they should do. (The emphasis is on the leader calling all the shots.)

- Plans and makes decisions independently.
- Expects people to follow directions and to bring problems to him/her.
- Uses mostly one-way communication.
- Checks on progress of work as needed.
- Tends to minimize interpersonal interactions.

When to use?

1.
2.
3.
4.
5.

The Persuader: High task, high relationship

What to do? In this situation, the leader basically *persuades* people to do the job. (Emphasis is on the leader calling the shots after getting input.)

- Considers follower input prior to making decisions and setting standards.
- Invites two-way communications and give and take.
- Interacts with followers frequently; may interact socially on/off the job.
- Spends time trying to understand follower’s problems and tries to help solve them.
- Provides support and encouragement.
- Treats people as individuals and as human equals.

When to use?

1.
2.
3.
4.
GUIDELINES FOR CHOICE OF STYLE, CONTINUED

The Participator: Low task, high relationship

What to do? In this situation, the leader basically participates. (The emphasis is on being a coach to a group of pros.)

☐ Communicates general expectations about results and methods.
☐ Encourages followers to structure their own jobs with general guidelines.
☐ Encourages people to solve their own problems: DBMP-BMA
☐ Helps people solve a problem when they can’t solve it themselves and need assistance.
☐ Interacts frequently on personal and job-related topics.

When to use?

1.
2.
3.
4.

The Permitter: Low task, low relationship

What to do? In this situation, the leader basically permits people to do their jobs with very little direction. (The emphasis is on developing a game plan and letting the players play.)

☐ Provides only a general definition of the job and structure needed to do it.
☐ Allows followers to provide their own structure and job definition.
☐ Interacts freely and willingly.
☐ Allows followers to make their own decisions and solve problems for themselves.
☐ Provides help and support, yet in limited amounts.

When to use?

1.
2.
3.
4.

For practice in choosing leadership styles, refer to Appendix G, Case Analysis.
The realities that shape our choice of a leadership style are:

1. **Situational constraints:** What style does the organization reward, encourage, expect? What does the culture of the organization define as a suitable style?

2. **Needs for flexibility:** You may prefer a particular style, but what does the situation dictate? A key idea here is: “If I’m having problems getting results through my people, which is easier . . . for me to change them or for me to change my approach toward them?”

3. **Mixed messages:** An especially critical concern is that actions speak louder than words. Employees learn very quickly to adapt to what’s actually done, not to what’s said will be done. A supervisor, for example, may say, “I’m a participator” yet treat employees as if he/she were coming out of the prescriber mode. “Your behavior speaks so loudly that I can’t hear what you’re saying.” It’s a wise supervisor indeed who is constantly alert to assessing his/her own style.
PRACTICAL MOTIVATIONAL TECHNIQUES

The number one area of research into supervisory effectiveness over the last thirty years has been dealing with the question: “How do you motivate employees?”

These answers are known:

- Employee behavior is the result of forces in the individual and in the environment (needs, attitudes, and personalities on the one hand... the job, the policies, the pay, the co-workers, and the supervisors on the other).

- Employees make conscious decisions about their behavior (or . . . you can’t force people to do good work . . . they have to want to.)

- Employees have different needs/desires/goals (or . . . you can’t deal with everyone on the same basis, because they do not all want the same things).

- Employees do what they see is rewarded . . . they avoid behavior that leads to negative consequences.

So with these absolutes in mind, how do you motivate employees?

1. Determine the rewards valued by each employee. If it’s going to work, it must be seen as suitable to the employee. Observe employee reactions. Ask them what they desire.

2. Determine the performance you desire. Be perfectly clear in your own mind what performance level or behavior you want so that you can clearly tell your people what they must do to be rewarded.

3. Make sure the performance level is attainable. If employees feel that the target is too high, motivation will be low.

4. Clearly link rewards to performance. To really work, rewards must be seen as associated within a short period of time with successful performance.

5. Analyze what factors might counteract the effectiveness of the reward (for example, work group norms about how much to produce).

6. Make sure the reward is adequate; minor rewards are minor motivators.
COMMON MISTAKES TO AVOID

Sometimes the best way to learn how to manage is to learn from our mistakes and hope that we don’t repeat them.

1. Organizations usually get what they reward, not what they want. The classic example is seniority as the basis for promotion...while controversial, seniority as a basis for promotion rewards the length of employment, not the quality/quantity of performance.

2. The job can be made rewarding by itself. By redesigning it to fulfill higher levels of need such as independence, challenge and creativity, motivation can occur. This is the basis for job enrichment and enlargement programs.

3. Thinking that money is the best motivator. Certainly we can’t live without it; however, studies clearly demonstrate that money motivates only under certain conditions, for a certain time, and for certain types of employees.

4. Overlooking the ego needs that most employees have, recognition for a job well done is critical to sustained morale.

SSIP Praise Model

For what employees are doing (or did) well, try the following:

S   ________ Tell people exactly what they did right. Be concrete. Avoid glittering generalities.

S   ________ Authenticity counts. Employees become suspicious if they sense it’s not genuine.

I   ________ Not delayed. Once a year for an annual performance review just isn’t enough.

P   ________ This is a two-fold concern. The first concern is that it be tailored to the person in terms of how his/her work helped you personally, the organization, and other people. The second (possibly) is that it be done privately. Some people actually feel punished from the public attention they get.
BUILDING A POSITIVE WORK CLIMATE

The critical key to getting results is the expectations climate the supervisor maintains. In a nutshell: Positive Expectations Work. (The famous study, “Pygmalion in the Classroom,” has been repeated with industrial supervisors, coaches, and people in sales and training jobs. The research is now a classic, yet it is controversial.)

The Pygmalion Effect (or the Self-Fulfilling Prophecy) is a three step process.

1. What a supervisor expects of an employee and how he/she treats that employee will combine to profoundly influence the employee’s performance and career progress.

2. Outstanding supervisors create high performance expectations.

3. Employees appear to do what they believe they are expected to do.

Special Caution

Less effective supervisors fail to develop high expectations.

Start with four positive factors

1. ________________ Factor—Develop a feeling of acceptance, an atmosphere of encouragement, feelings of attending to the employee. Give praise for good work.

2. ________________ Factor—Give more guidance and instructions; do not be timid about giving constructive criticism (positive as well as negative) when necessary.

3. ________________ Factor—Develop a tendency to teach more thoroughly, to teach more advanced techniques, to challenge, and especially to not be afraid to teach everything you know about the job.

4. ________________ Factor—Encourage questions and discussions, give more time; use an unhurried, willing-to-listen approach; be accessible to employees.

Follow-up research on this effect suggests that outstanding supervisors:

- Believe in themselves....have self confidence
- Believe in their own abilities to teach / train / and to select
- Have an ability to communicate that expectations are realistic and achievable
- Believe that employees can learn to make decisions and take initiative
NEGATIVE ATTITUDES

From time to time, it seems that nothing works with a particular employee. Rather than let that employee have a contagious effect on others in the work group, the supervisor often has to confront (positively) the employee.

Fixes for chronic complainers

1. Be sure you give them recognition for what they do ________________ (not poorly). Like some children, they like attention. If a child can’t get attention for positive behavior, he/she will sometimes act inappropriately to get the attention.

2. Reassure them about their ________________. Often these employees may feel outdated or overwhelmed with new challenges. They may need encouragement.

3. Accept their ________________. As long as it’s not interfering with performance do you, the supervisor, need to deal with it necessarily? (You don’t have to like someone, or be liked by them, to work well together.)

4. ________________ to see whether the complaint or ill feelings are more widely held and follow-up to correct them if you can.

For follow-up on coaching practices, refer to Appendix H, The Coaching Guidelines Check List and Appendix I, The Job Instruction Training Method.
Making Changes

When Problems Occur: Assessing Performance and Taking Action

The successful supervisor learns to assess employee performance and make changes when necessary. The problem will not go away; you must deal with it promptly and positively. When disciplinary action is called for, follow suggested procedures and guidelines for administering it appropriately and fairly.

Knowing when to make a change is not easy even for the most seasoned supervisor. In terms of employee performance the following ideas are helpful:

You know whether to make changes only after these questions are fully answered. You need to know exactly . . .

1. What results you ___________________?
2. What results you’re_________________?
3. What is the _______________________?
4. __________ does the difference exist?

Then ask:

“Does the employee have enough information with which to make a good choice about his/her performance?” Yes/No

If, after answering these questions, you feel that you do need to take actions regarding employee performance, then ask yourself:

“Why isn’t the employee performing the job the way it needs to be performed?”

**Possible Cause**

**Possible Solution**

1. Doesn’t ________ to do the job the way it needs to be done?

   Provide information, knowledge, instruction, standards, methods. Give feedback!

2. ________do the job the way it needs to be done?

   Provide training, skills building, coaching, practice. If the person just doesn't have the aptitude, perhaps he/she is in the wrong job. Reassign or change the job to suit the skill level. Also consider the confidence level — provide encouragement.

3. ________do the job the way it needs to be done?

   Discuss the problem with the employee to determine the actual cause. Is it an attitude problem? Is the employee unwilling to admit he/she doesn’t know how to do the job? Explore remedies with the employee.
GUIDELINES FOR PINPOINTING PROBLEMS

To clarify expectations about performance use these ideas as a framework to get yourself going in the right direction.

☐ Describe the performance problem as precisely as you can (in concrete, measurable terms if possible). Who is it? What is it?

☐ Ask yourself: Is it important? What would happen if you took no action?

If it’s not important, then ignore it. Deal only with behavior that has negative effects on productivity.

If it’s “Yes, it’s important”...then determine if it’s a problem of:
• Doesn’t know to do
• Can’t do
• Won’t do

☐ If it’s a “Doesn’t know to do” problem, then provide feedback.

Characteristics of Effective Feedback

1. Choose the best time/place.
   “Always in private, never in public.”

2. Make certain it’s intended to be helpful (Analyzed—cause/effect—performance centered)
   “Attack the problem, not the person.”

3. Give the feedback directly.
   (Avoid glittering generalities. Don’t be vague.)

4. Be sure it’s descriptive, not evaluative.
   (Avoid moralizing, loaded terms, and assumptions.)

5. Be specific, give examples.
   (Use data to show importance.)

6. Offer feedback when the person is receptive, don’t dump on them.
   (Don’t provide more than the person can handle.)

7. Double check for accuracy of understanding.
   (Be sure what’s said is what’s heard.)

8. Be immediate, don’t delay.
   (The sooner in time the better the effect.)

Also:

9. Be calm, watch tension levels, avoid defensiveness.
10. Be sure to offer feedback only on things the person can do something about.
11. Focus on the future, not the past.
GUIDELINES FOR PINPOINTING PROBLEMS, CONTINUED

If the problem is a “Can’t do,” then see if there are:

Skills problems:  The classic question is “Could the person do the job if his/her life depended on it?”

    If no . . . then train them or assess aptitude. (It may be that they need to be reassigned or even terminated.)

    If “they used to” . . . then let them practice or coach them with feedback. (They may not have learned properly. They may have forgotten how.)

    If yes . . . then it may be a “Won’t do” problem or it may be a temporary loss of initiative, motivation, etc.

Physical problems:  Are there material problems, equipment problems, other people interfering with the employee, or perhaps, does the job need to be redesigned?

If after exhausting every option above, and the employee “could do the job if his/her life depended on it” . . . then it’s likely a “Won’t do” problem.

Ask yourself:

    Is performance punishing? Then remove the punishing consequence (A tough example to deal with is a work group norm about what is an acceptable rate of production. A “rate-buster” may be criticized by the work group.)

    Is “non-performance” reinforcing? (i.e., Does the employee get rewarded even though he/she doesn’t perform the job?) Then reward only desired behavior and remove rewards for non-performers.

    Does the employee believe that performance doesn’t matter? If yes, then arrange positive payoffs (e.g., recognition, attention, greater job responsibilities, promotion, etc.).

If after trying all else, he/she still won’t do the job....many supervisors say “Fire ‘em!” However, most seasoned pros (and especially employee relations lawyers) will recommend that you be prepared to exhaust every remedy possible to help rehabilitate the employee before firing him/her . . . and be prepared to document every attempt!
WHY WE RESIST TAKING ACTIONS

The typical reasons some supervisors resist taking actions that may be disciplinary in nature are:

1. “I want to be liked...” (to enforce standards / rules / policies / procedures doesn’t win popularity contests).
2. “Other supervisors don’t...” (enforce rules, etc....and the employee may remind you of that).
3. “I’m not always 100% perfect myself...” (so how can I expect others to be?)
4. ‘Top management might not support me.” (Most likely they will if you document your efforts fully.)
5. Other reasons? ______________________________________________

Rarely do we enjoy having to play the role of disciplinarian. However, the term “discipline” actually has its origin in the Latin term “disciplina” meaning: training expected to produce a specific type of behavior. (A well-disciplined team is an orderly, smooth functioning, highly productive unit which can be predictable.)

Essentials of an Effective Positive Discipline Process

A positive progressive discipline program that’s employee-centered should have these characteristics. It should focus on:

1. Positive prevention, not punishment.
2. Performance-centered, not person-centered.
3. Development, not discharge.
5. Privately, not publicly.
6. Future-oriented, not past-oriented.

For additional information on discipline, refer to Appendix J, Disciplinary Checklist, and Appendix K, Disciplinary Guidelines.
FACE-TO-FACE DISCUSSIONS

When talking “eyeball-to-eyeball” with another person about performance problems, the following are useful to keep in mind:

1. Preparation — Analyze the problem:

   Yes / No  a. Does the employee know and fully understand what the problem is?
   Yes / No b. Does he/she really understand what is the expected level of performance?
   Yes / No c. Does the employee fully understand what will happen if standards are not met?
   Yes / No d. Have you, as the supervisor, gotten all the facts? Who, what, where, when, why, and how?

2. The Discussion itself —

   When . . . **Fix It or Forget It!** Don’t delay...exceptions may be made while tempers are high, and a cooling off period is needed. Some supervisors prefer the end of a shift / end of a week / or before a “quiet period.” An important consideration here is what effect this discussion will likely have on the work group.

   Where . . . **Privacy** is nearly always preferable, (exceptions being immediate, danger and possible damage to equipment or others.) Some supervisors prefer a neutral place or even in the employee’s work area.

   How . . . **Ease**

<table>
<thead>
<tr>
<th>Problem/Agree</th>
<th>Solution/Agree</th>
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</thead>
<tbody>
<tr>
<td>Time</td>
<td>Ease</td>
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</table>

Special Hints: With denials / resistance, be prepared to use:

- **Broken Record**—relaxed, calm voice repetition to stay focused on your objective. Don’t deny or defend. Helps avoid argumentative baiting.
- **Fogging**—calmly acknowledge the denial or criticism thrown at you. Do not fight back by denying or counterattacking. This teaches us to be good listeners.

Focus on the positive. Be on the alert to “catch them doing it right.” (Go out of your way to be positive/encouraging / supportive. Watch your own attitude toward the person! Remember the Self-Fulfilling Prophecy...it can be contagious. Don’t let people fail!)

For follow-up refer to Appendix L, About Work Rules, Appendix M, How- To’s for Face-to-Face, and Appendix N, The Case of the Marginal Performer.
Predictors of Success and Failure in Supervision

By now, the famous study by Dr. Eugene Jennings of Michigan State University has become almost the backbone of good supervisory/coaching training. In his studies, he identified the following fourteen qualities of highly successful supervisors. Assess yourself on each:

<table>
<thead>
<tr>
<th>I'm good at this</th>
<th>I'm about average</th>
<th>I really need work</th>
<th>A successful supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Gives clear work instructions, communicates well, keeps others informed.</td>
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<td>2. Praises others when they deserve it, understands the importance of recognition, looks for opportunities to build esteem of others.</td>
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<td>3. Is willing to take the time to listen to others (to build cooperation — to avoid tension).</td>
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<td>4. Is cool and calm most of the time — can be counted on to behave maturely and appropriately.</td>
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<td>5. Has confidence and self-assurance.</td>
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<td>6. Has appropriate technical knowledge of the work being supervised and uses that knowledge to coach, teach, evaluate, rather than do it himself/herself.</td>
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<td>7. Understands the group’s problems . . . demonstrates this by careful and attentive listening.</td>
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<td>8. Gains the group’s respect through personal honesty, through avoidance of trying to appear more knowledgeable than is true, and through having no fear of saying “I don’t know” or “I made a mistake.”</td>
</tr>
</tbody>
</table>
APPENDIX A, CONTINUED

<table>
<thead>
<tr>
<th>I’m good at this</th>
<th>I’m about average</th>
<th>I really need work</th>
<th>A successful supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. Is fair to everyone—demonstrated through patterns of work assignments, consistent enforcement of rules, avoidance of favoritism.</td>
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<td>10. Demands good work from everyone, maintains consistent standards of performance, will not tolerate lazy performance.</td>
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<td></td>
<td>11. Gains people’s trust by willingness to represent the group to higher management regardless of his / her agreement / disagreement with them. Will carry their message.</td>
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<td></td>
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<td></td>
<td>12. Goes to bat for the group, will work for the best interests of both higher management and the work group.</td>
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<td></td>
<td></td>
<td></td>
<td>13. Is not stuck up—maintains an air of friendliness while at the same time not being “one of them.” (A tough distinction to maintain.)</td>
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<td></td>
<td></td>
<td></td>
<td>14. Is easy to talk to—demonstrates a desire to understand without shutting off feedback through judging, moralizing, or belittling.</td>
</tr>
</tbody>
</table>

You have a Star Profile if you have truthfully answered, “I’m good at this” to all 14 statements. Rising Stars should aim for steady improvement.
APPENDIX B: MANAGERIAL SUCCESS

What studies say about who succeeds (and fails) in management jobs . . . and why.
John B. Miner, a leading researcher and consultant to industry, has demonstrated through several in-depth studies that the following six components are directly and reliably related to managerial success in terms of promotions, pay levels, and other traditional measures of managerial effectiveness. Miner’s work is termed: “The Motivation to Manage”.

Component One: A favorable attitude toward authority and toward people who are in charge. Responsiveness to rules. Willing to “play the game.” (i.e., Rebels don’t go far in most management hierarchies. This is meant to be a positive response to “structure” and organizational settings.)

Component Two: The desire to compete, especially with peers. This is meant to be a positive dimension. Available rewards are scarce in most organizations because there are never enough to go around to everyone. Not being afraid of meeting challenges from peers, subordinates, superiors, and demonstrating managerial competence is essential. (i.e., Those who don’t like competition will experience much discomfort.)

Component Three: The desire to assert oneself and to take charge of situations. Willingness to direct others, to control when necessary, to be dominant as needed, to be comfortable in that role. (i.e., Passive people typically don’t perform nearly as well.)

Component Four: A desire to exercise power and authority over other people. (This is consistent throughout the research on leadership.) The extent to which a person wants to have control/power over other people will relate to his/her success in management. (i.e., People who are disturbed by power/control and view it very negatively, tend not to do well in management jobs.)

Component Five: A desire to behave in a distinctive and different way, to stand out from the crowd. Such individuals learn to “play the organizational game” well. They learn to take calculated “risks,” to seek visibility, to attract favorable attention for their ideas and efforts, (i.e., Those afraid to take the initiative in this regard tend not to advance as quickly.)

Component Six: A well developed sense of responsibility in carrying out routine work. Some would say this is the single most important predictor! Supervision is often seen as attention to detail, getting out the work no matter how small, routine, boring, or tedious it may be. No matter what else, the basic predictor of success is that “the work gets out...regardless.” (i.e., People who have low tolerance for routines, details, paperwork, and seemingly “trivial” work often experience great frustration in the job of management. Special Note: “Attention to detail” is the basis of many of the current Quality Improvement Programs being undertaken in the U.S.A. and worldwide.

APPENDIX C

Practical Planning Checklist

Analyze your personal planning practices, using this self assessment test. Answer in terms of how you normally behave... (not how you know you should behave.)

Yes/No/Sometimes 1. Do you regularly analyze the kinds of work you face? (Do you break it into categories, priorities?)

Yes/No/Sometimes 2. Do you think in terms of goals—end results, not activities needed to reach that end result? (Leave activity types of decisions until later, perhaps to delegate.)

Yes/No/Sometimes 3. Do you write out on paper your goals? (Unless they’re on paper they’re not acting as a memory device to focus concentration/attention.)

Yes/No/Sometimes 4. Do you decide what can be delegated and then delegate it?

Yes/No/Sometimes 5. Do you stay flexible during the week, always having alternative plans for “what if” situations? (The cause of many crises is simply not having contingency plans.)

Yes/No/Sometimes 6. Do you consider other people (before/during/after) while planning so as to consider their time, priorities, workload, as you turn to them for assistance?

Yes/No/Sometimes 7. Do you have an effective reminder system to keep you current on known deadlines? (i.e., a suspense file, a tickler file, a pull-up file.)

Yes/No/Sometimes 8. Do you set realistic deadlines for every request/project that leaves your desk?

Yes/No/Sometimes 9. Do you group similar activities while you plan your week and block out times to do them? (i.e., phoning, meetings, correspondence, paperwork)

Yes/No/Sometimes 10. Do you set a time for regular planning sessions (for yourself) as you organize your week?

Use this checklist to target areas in which you’re strong or need to improve. The following scale was developed after observing over 5000 managers’ responses to these questions.

Excellent: 9-10 “Yes” answers . . . You’re very thorough; You’d be a good coach to other people.

Very Good: 7-8 “Yes” answers . . . Focus on those areas you’re not consistent in and try to improve.

Average: 5-6 “Yes” answers . . . Most managers score in this range.

Below Average: 4 or less “Yes” answers . . . Identify an area to start in...but start!
Gaining Employee Commitment

A wise manager realizes early on that forcing an employee to do something often backfires or results in less than the best performance all around. Seasoned pros realize how important gaining employee commitment really is.

Assess your own supervisory practices related to goal setting:

1. Are the goals you must achieve fully communicated to your employee? Yes / No

2. Are the goals freely and openly discussed? Yes / No

3. Are the goals mutually agreed on? Yes / No

4. Are objections discussed without fear of reprisal? Yes / No

5. Are fears regarding goal accomplishment dealt with openly? Yes / No

6. Is employee input into the process of goal setting actively encouraged? Yes / No

7. Are employees encouraged to seek assistance? Yes / No

8. Is assistance available? Yes / No

Now, check yourself against one of your peers in this seminar or within your organization to compare your views on these issues. Discuss where and why you disagree. Find out how the other person gets commitment.
The Delegation Dilemma

Get together with someone at your table and see if the two of you can reach agreement on whether each of these situations is managing the job or actually doing the job?

<table>
<thead>
<tr>
<th>Managing</th>
<th>Doing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Signing an authorization for the routine restocking of supplies for your area.</td>
</tr>
<tr>
<td>2.</td>
<td>Reviewing records of accomplishment to prepare for your employees’ annual performance appraisal sessions.</td>
</tr>
<tr>
<td>3.</td>
<td>Responding to a routine problem that one of your employees has brought to you by saying, “Let me think about that and get back to you on it.”</td>
</tr>
<tr>
<td>4.</td>
<td>Working up a new system for decreasing inventory on hand.</td>
</tr>
<tr>
<td>5.</td>
<td>Going to lunch with a visitor from outside your organization who’s there to tour your facilities.</td>
</tr>
<tr>
<td>6.</td>
<td>Calling former job references to verify employment dates on a job application.</td>
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<tr>
<td>7.</td>
<td>Explaining to one of your people why his/her suggestion to save money wasn’t funded in the employee suggestion program.</td>
</tr>
<tr>
<td>8.</td>
<td>Calling a meeting to solicit input from your employees on how they think quality might be improved.</td>
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<tr>
<td>9.</td>
<td>Going to an employee’s area to let him/her know how much you appreciate the initiative recently shown.</td>
</tr>
<tr>
<td>10.</td>
<td>Attending a routine meeting for your entire organization on recent Internal Revenue Service guidelines about new W-4 (with-holding forms).</td>
</tr>
</tbody>
</table>
APPENDIX E

“Suggested” best answers:

1. Doing . . . Is it possible that you could authorize someone to sign in your name up to a certain dollar amount?


3. Doing or Managing . . . This can be a real trap for you. Why not ask the employee for suggestions. What would he/she do, what needs to be done? Then verify it and let the employee do it. Use it as a coaching opportunity.

4. Doing . . . Why not have someone rough out a plan or get some background on it for you?

5. Doing or Managing . . . This is debatable because it is a public relations function that you might be expected to do . . . but could it be developmental for one of your employees to do it as well?

6. Doing . . . Why not get someone to do it for you?

7. Managing . . . This may require a bit of morale boosting on your part.

8. Managing . . . But you could have your assistant actually arrange the meeting.

9. Managing . . . A good opportunity to show appreciation.

10. Doing . . . Why not ask one of your people to go for you if possible?
# Appendix F

## Listening Awareness Inventory

To see how effective you think you are in practicing good listening techniques, answer these questions about yourself. Remember: Be ruthlessly honest with yourself!

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Almost Always</th>
<th>Usually</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you let people finish what they’re trying to say before you speak?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>If the person hesitates, do you try to encourage him/her . . . rather than start your reply?</td>
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<tr>
<td>3.</td>
<td>Do you withhold judgment about the person’s idea until he/she has finished?</td>
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<tr>
<td>4.</td>
<td>Can you listen fully even though you think you know what he/she is about to say?</td>
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<tr>
<td>5.</td>
<td>Can you listen non-judgmentally even if you do not like the person who’s talking?</td>
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<tr>
<td>6.</td>
<td>Do you stop what you’re doing and give full attention when listening?</td>
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<td></td>
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<tr>
<td>7.</td>
<td>Do you give the person appropriate eye contact, head nods, and non-verbals to indicate that you’re listening?</td>
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</tr>
<tr>
<td>8.</td>
<td>Do you listen fully regardless of the speaker’s manner of speaking? (i.e., grammar, accent, choice of words)</td>
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<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>Do you question the person to clarify his/her ideas more fully?</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Do you restate/paraphrase what’s said and ask if you got it right?</td>
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</tbody>
</table>
APPENDIX F

Now, add up your score and see how you’re doing:

Total Score:

40-36 . . . Outstanding; truly attentive and trying to listen. Probably have the reputation of being a good listener.

30-35 . . . Very good; with some effort, you could move into the upper range. Probably need more effort put into attention and judgmental evaluation.

26-29 . . . Need work. Identify your lowest self ratings and ask why you see yourself that way. Does it interfere with your job? What would the pay off be if you could improve?

25 or Below . . . Most of all, ask yourself . . . was I really serious about this test? If you were then examine your behavior. What are you getting by answering the way you did? What would you gain if you could answer each question more positively?

General Hint:
If you’re truly oriented toward becoming all that you can be, go back and try this one on for size:

Give this assessment to someone who knows you well (spouse/coworker/confidant . . . perhaps even a subordinate) and ask them to give you feedback on each question in terms of how they observe your listening techniques. Accept this feedback without reading it defensively. It may be a learning experience for both of you.
APPENDIX G

Cases: Analysis

What style of leadership do you think would be most appropriate for each of the following situations:

1. Your organization has recently undergone another major turnaround in terms of new job methods being implemented. (This is the third such change in less than three years.) Corporate execs and process engineers have required that job specifications and procedures be rigidly adhered to. Most of your crew have been with the company for over five years and know their jobs well. You’ve recently heard a lot of grumbling and questions about why the changes are needed. One of your best people even said they were thinking of leaving due to the “crisis” nature of top management not being able to get their acts together.

2. You’re the night supervisor of a “fast-food” restaurant. Most of your crew are part-time, young, and/or inexperienced. Job procedures are clearly spelled out. The objectives are high quality, fast food service with a friendly smile.

3. Recently your customer service group has been hit with an overwhelming workload due to unanticipated problems on how to use and service a new piece of equipment that’s selling like hot cakes. Many unanticipated and ill-defined problems exist in terms of information needs, training users, and documentation. Your entire team is made of relatively technically-oriented people. You’re all under high levels of pressure to perform, working overtime, and even weekends.

4. You’ve recently been named project manager of a team to come up with new ideas for marketing your present product line as well as to identify feasible new uses / applications / innovations. Your team is mostly composed of exceptionally talented people in their respective technical areas. Your expertise lies mostly in marketing. Your job is to produce a report including a set of plans and priorities for projects that may build your company’s future.
APPENDIX H

The Coaching Guidelines Checklist

Coaching is a four-part process of helping people develop skills:

1. Assigning responsibilities. Giving time to let subordinates plan what they need to do. Helping them plan what to do. Letting them know what authority they have to do it.

2. Giving subordinates an opportunity to perform the job. Let them do it on their own! Give them opportunity to exercise their authority, even make mistakes. Refuse to do what a subordinate can do for himself/herself.

3. Observe what they do. Be available. Be alert to how well they do it and they can improve what they do.


Factors that improve coaching:

1. Establishing an air of confidence/mutual respect/trust. Showing faith in people to perform.

2. Developing a “give and take” atmosphere. Openness to feedback on both sides.


4. Setting a good example. The importance of role modeling. Up to 75% of what we learn is by imitation.
The Job Instruction Training Method

While some changes have been made to the “Job Instruction Training Method” since it was first developed for World War II needs, the basics still apply:

Phase one
“Get ready to instruct”

- Have a timetable; how much do you expect the trainee to learn and how soon?
- Break down the job, list principle steps, identify key points.
- Have everything ready . . . equipment, materials, supplies.
- Have the work place properly arranged.

Phase two
“How to instruct”

Step 1: Prepare
*Prepare the employee . . . put at ease . . . find out what he/she already knows, develop interest, place in correct position.*

Step 2: Present
*Present the operation . . . “Tell/ show/illustrate/question” show patience, stress key points, instruct clearly and completely, one point at a time, don’t overwhelm.*

Step 3: Practice
*Performance tryout . . . have employee tell /show you . . . have them explain key points . . . question and correct errors . . . continue until you know he/she knows.*

Step 4: Follow-up
*Follow-up . . . let go . . . designate whom to go to for help. check frequently . . . encourage questions . . . stress key points . . . stress quality at first, consistency, then speed . . . taper off . . .*
APPENDIX J

Discipline Checklist

Stick to the principles:

1. Rules must be known and reasonable.

2. Employee violations of rules must be proven, and the burden of proof rests on the employer.

3. Enforcement of rules/policies/procedures/standards must be consistent in order to avoid singling out employees for discipline.

4. Where employees are held accountable to certain performance standards, that standard must be reasonable and consistent. The standards must be known!

5. Training/support for the employee to reach those standards must be adequate.

6. Disciplinary actions must be impersonal and based on facts.
APPENDIX K

Discipline Guidelines

Before taking actions, ask yourself:

Yes/No 1. Have rules/policies/procedures/standards been carefully communicated to all employees? (Are they published in your employee handbook, on prominent bulletin boards, in your labor agreements?)

Yes/No 2. Have you gotten all the facts before proceeding?

Yes/No 3. Have you given prior verbal/written warning? Can you prove these by the dates/times/actions?

Yes/No 4. Have you been consistent in the enforcement of your rules, etc.

Yes/No 5. Are such similar rules consistently enforced throughout your organization?

Yes/No 6. Are there any mitigating/special circumstances involved?

Yes/No 7. Is the disciplinary penalty for the offense in question similar to “past practice” cases involving similar offenses? (“Past practice” rules in arbitration)

When considering termination ask yourself these questions:

Yes/No 1. Is the rule violated a reasonable one?

Yes/No 2. Has the rule been properly communicated to the employee?

Yes/No 3. Have you considered the employee’s past disciplinary record?

Yes/No 4. Do the facts (offense) really fit the punishment?

Yes/No 5. Have you tried for a “voluntary resignation” instead of termination?

Yes/No 6. Should you suspend the employee first, to review all the facts?
APPENDIX L

About Work Rules

In terms of employee work rules:

1. They should be few and simple.

2. They should monitor only critical behaviors.

3. They should provide basic information to all employees:
   - Job responsibilities . . . what are they required to do?
   - Standards . . . how well they are required to do it?
   - Success levels . . . what determines success/failure?
   - Needed changes . . . what performance is needed to be successful?
   - Sources of help . . . how can they make the change to success?

4. Compliance or non-compliance must be accurately documented. General guidelines for documentation (Important: This is such an important area that your own organization should be consulted for any special legal or contractual constraints.)

   Objective behaviors: What specific behavior was observed?

   Specific deficiency: How and why was the behavior unacceptable?

   Specific changes needed: What needs to change, by how much, and by when? And how will it be known that the change has occurred?

   Encouragement/assistance offered: Where and how can the employee get help to make the change?

   Results of non-compliance: Both the positive and negative consequences should be identified. What will happen if the change doesn’t occur? If it does occur?

   Employee endorsement: An attempt should be made to get acknowledgement from the employee that he/she understands the real issues involved.

5. Employees should, by their positive behavior, be able to purge their files after some predetermined time frame.
How-To’s for Face-to-Face Discussions

1. Discuss performance issues, not the person.

2. Limit your discussion to facts, not assumptions.

3. Be objective, back up with records.

4. Be prepared to spell out clearly what’s acceptable and how to reach it.

5. Listen . . . allow for ventilation.

6. Share the blame if necessary.

7. Use mistakes for learning value.

8. Focus on the future, not the past.

9. Find a better way . . . use open-ended questions to draw the employee out.

10. Affirm their ideas and when possible, add yours as suggested improvements. (Don’t tell them they’re wrong constantly.)

11. Allow employees to save face . . .

12. Summarize what’s said, what’s agreed to.

13. Put it in writing if it’s serious enough. Written commitments work.

14. Compliment the other person’s calm manner.

15. End on a high note of confidence that improvement can occur. Be available. Encourage seeking you out.

16. Follow-up . . . set a time/place if appropriate to review progress.
The Case of the Marginal Performer

Get together with someone at your table and discuss how you would deal with each of the following episodes:

A. One of your employees who does average work is frequently late . . . recently, three times in a week. Being late causes delays in others’ jobs. The employee is quite willing to stay late and “compensate” for the tardiness.

B. In spite of posted warnings about damage to equipment due to eating/drinking at employee work stations, you’ve just walked through one of your areas and have seen several people casually taking a break at their work stations eating chips and drinking coffee and colas.

C. One of your employees has a tendency to take what seems to be unnecessary trips to the break room, restroom, and on occasion when running errands for you, you’ve had to track down the employee to get him back to work.

D. One of your employees who’s been on the job longer than anyone else (including you) recently seems to be “coasting” compared to what he once did. The employee’s personal file (and a former supervisor verified it) indicates that he once was a consistently above average performer. This is your first required performance review with the employee.
Key to Completion of the Workbook

1. The First Priority

p. 1 Occupational change:
1. time
2. satisfaction
3. long term
4. people
5. shift

p. 3 Challenges Friends:
1. discomfort
2. uncertainty
3. obligations vs. feelings
4. Boss’s pet
5. sitting duck

P. 4 More experienced:
1. experience vs. education
2. non-complete
3. involve
4. teach
5. learn
6. sounding board

Less experienced:
1. hire/grow
2. expect
3. immediate
4. upward
5. special risks

Traps:
1. Setup
2. Put down
3. Jealousy
4. Resentment
5. Competition

2. The Method

P. 7 Be Smart:
agreed to
specific
reachable
measurable
time specific

p. 8 Why don’t we follow-up?
1. assumptions
2. time pressures
3. complacency

p. 10 Why don’t we delegate?
1. better myself
2. mistake
3. control
4. threatened

What can you delegate?
1. better
2. instead
3. expense
4. timely
5. development

How do you do it?
1. who
2. what
3. why
4. where
5. how
6. when
3. The Means

p. 16 The Prescriber. When to use?
1. Low level of performance maturity.
   2. Very little time.
   3. New employees or lacking skills.
   4. Temporarily, to gain control.
   5. During transition periods.

The Persuader. When to use?
1. Demonstrated performance maturity.
2. High levels of trust.
3. Employees are willing to be involved.
4. Risk is accepted as a condition for job growth.

p. 17 The Participator. When to use?
1. High level performance maturity for both employee and manager.
2. The supervisor is willing to assume a facilitator role.
3. Employees are willing to be self-disciplined.
4. There is a high need for personal/professional development.

The Permitter. When to use?
1. Employees are at the highest level of performance maturity.
2. The supervisor is willing to take on an advisor/mentor role.
3. Employees are willing to take the initiative.
4. Employees are relatively self-sufficient and autonomous.

p. 18 Praise Model
1. Specific
2. Sincere
3. Immediate
4. Personalized

p. 19 Positive Factors
1. Climate
2. Feedback
3. Input
4. Response opportunity

p. 20 Negative attitudes
1. well
2. abilities
3. feelings
4. check

4. When Problems Occur
p. 21 Making Changes
1. expect
2. getting now
3. difference
4. why

Cause/Solution
1. know
2. can’t
3. won’t
We’d Like to Suggest

Guidelines for Writing a Seminar Report

Often the people who attend our seminars want to share what they’ve learned with their managers or co-workers. We think that’s a good idea for several reasons.

Writing a report of the seminar for someone else reinforces its ideas for the person who attended the session. Sharing what you learned with others stretches your company’s training dollars too, and helps to increase the overall skills of your work force.

We suggest that you plan what you want to say before you begin to write. You might want to use the journalist’s rule of the inverted pyramid. That is, put your most important facts first—what, where, who, when and why—and proceed from there. Be sure to include the name of the seminar and company that presented it, where and when it was given, and why you attended. Then tell about the highlights of the presentation, and include any special benefits you got from the day.

As you plan your report, you might want to think about these questions:

- Did the seminar give you a new way to look at your job or company?
- What new ideas did you bring back?
- What did you learn from other participants?
- Did you discover new approaches to solving problems?
- What new management tips, practical suggestions for doing your job better, or personal insights did you learn?
- Did you think the seminar was well-organized?
- Was the material presented effectively?
- Did you enjoy the day—and would you attend another seminar like this one in the future?

We hope your day has been a profitable one. That’s our major goal—to make you feel as if you have spent your time and company’s money well by attending this session.

We appreciate your coming and hope to see you again soon at another Fred Pryor Seminar.