



Training Leader's Guide

PREVIEW ONLY

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INTRODUCTION

The Front of the Class: Learning to Lead training video and accompanying leader's guide assumes that the majority of viewers and participants already know what they must DO to be a supervisor. This program is designed to help identify what it means to BE a leader.

HOW TO USE THIS GUIDE

Before beginning *The Front of the Class* training session, read through this guide and take special note of the *before class begins* sections. These sections, also noted in the *leader's checklist* on page 6, will assist you in preparing several exercises beforehand. Outside of these sections, little preparation is required. This workbook is designed as an easy-to-follow script that will guide you and your class through a series of discussions, exercises, and role plays that explore the characteristics that set a true leader at the front of the class.

The text in this guide is structured to be easy to understand and follow:

Indented text blocks offer a script for you to read out loud to the class,

Italicized text blocks describe what to do next and how to do it,

LEADER'S CHECKLIST

The day before your scheduled class session:

- Read through the workbook**
- Assemble:**
 - A flip chart
 - "Class rewards" such as candy or team T-shirts
 - A stopwatch or a wristwatch with a second hand
 - Employee handbook explaining company policies
 - Writing paper and pens or pencils for participants
 - Name tags for participants (include job titles)
- Perform the preparations described in the "before class begins" sections, including:**
 - Examples of Leadership, page 17
 - Messages from a Superior, page 25
 - Workplace Conflict Scenarios, page 33
 - Communications Games, page 40
 - Company Disciplinary Policies, page 43
- Photocopy class exercise masters on pages 11 - 13**
 - Nonverbal listening skills questionnaire, page 11: one per participant
 - Final Test, pages 12 - 13 : one per participant
(answer key for final test can be found on page 53)
- Create, or assemble, and photocopy the following:**
 - Workplace conflict scenarios, page 33: enough for all
 - Company policies, as described on page 43
Please note: There are no master pages for the conflict scenarios or company policies. As training leader you will create these yourself.
- Prepare the flip chart pages described on pages 7 - 10**

FLIP CHART MASTER LIST

Before class begins:

Prepare the following flip charts, one to a page, as described on pages 7 - 10. You may find it useful to number the flip chart pages, as they are numbered here, as this will make it easier to follow the steps outlined in the Training Leader's Guide.

<p style="text-align: center;">Welcome To the Front of the Class: Learning to Lead</p> <p style="text-align: center;">1</p>	<p style="text-align: center;">“Managers are people who do things right, and leaders are people who do the right things.”</p> <p style="text-align: center;">-Warren G. Bennis</p> <p style="text-align: center;">2</p>
<p style="text-align: center;">LEADERSHIP</p> <p style="text-align: center;">3</p>	<p style="text-align: center;">THE FOUR BEs</p> <p style="text-align: center;">BE</p> <p style="text-align: center;">BE</p> <p style="text-align: center;">BE</p> <p style="text-align: center;">BE</p> <p style="text-align: center;">4</p>

<p style="text-align: center;"><u>BE FIRST</u></p> <ul style="list-style-type: none"> • • • <p style="text-align: center;">5</p>	<p style="text-align: center;"><u>SET THE PACE</u></p> <p style="text-align: center;">6</p>
<p>“One step by 100 people is better than 100 steps by one person.”</p> <p style="text-align: center;">-Koichi Tsukamoto</p> <p style="text-align: center;">7</p>	<p style="text-align: center;">K I S S</p> <p style="text-align: center;">8</p>
<p>WHAT</p> <p>HOW</p> <p>WHEN</p> <p>WHY</p> <p style="text-align: center;">9</p>	<p style="text-align: center;"><u>SET THE MOOD</u></p> <p style="text-align: center;">10</p>

<p>Antennae</p> <p>Horns</p> <p>11</p>	<p>DO:</p> <p>eye contact</p> <p>open body language</p> <p>eliminate distractions</p> <p>affirmative feedback</p> <p>follow-up questions</p> <p>echo back</p> <p>accept at face value</p> <p>DON'T:</p> <p>jump to conclusions</p> <p>formulate rebuttal</p> <p>be biased</p> <p>be suspicious</p> <p>12</p>
<p><u>BE FAIR</u></p> <ul style="list-style-type: none"> • • • <p>13</p>	<p>EMPATHY = to identify with and understand another's situation, feelings, motives.</p> <p>14</p>
<p><u>BE FIRM</u></p> <ul style="list-style-type: none"> • • • • <p>15</p>	<p><u>COMMUNICATION GAMES</u></p> <p>16</p>

<p style="text-align: center;"><u>BE FLEXIBLE</u></p> <ul style="list-style-type: none">••• <p style="text-align: center;">17</p>	<p style="text-align: center;">“TRUST people and they will be true to you; treat them GREATLY and they will show themselves to be great.”</p> <p style="text-align: center;">-Ralph Waldo Emerson</p> <p style="text-align: center;">18</p>
<p style="text-align: center;">YOU ONLY SUCCEED WHEN THEY DO.</p> <p style="text-align: center;">19</p>	

NONVERBAL LISTENING SKILLS QUESTIONNAIRE

From your experience, describe how the following messages can be communicated nonverbally in conversation. How can you tell when the person you are speaking to:

Could care less about what you have to say?

Could care less about you?

Is distracted and not giving his or her full attention to what you are saying?

Is trying to find a way to end the conversation?

Has taken offense at what you have said?

FINAL TEST (PAGE 1 OF 2)

Fill in the blanks with complete answers.

What is the key to succeeding as a leader?

1. You only: _____.

What are four ways to BE a leader?

2. Be _____

●

●

●

4. _____

●

●

●

●

3. Be _____

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●

●

5. _____

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●

6. What are two **nonverbal** ways to be an effective listener?

●

●

7. What are two **verbal** ways to be an effective listener?

●

●

8. Explain the “KISS” principle of communication:

K

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FINAL TEST

PAGE 2 OF 2

9. What is the difference between an “antennae” question and a “horned” question?
10. Give an example of an “antennae” question:
11. Give an example of a “horned” question:
12. What is a lethal phrase?
13. What is the one element that defines a team?

LEARNING TECHNIQUES

This step-by-step leader's guide was created with the following learning techniques in mind to help you provide your class with an education that they will long remember.

People learn by different training methods. This workbook incorporates various training methods, including discussions, role plays, video, and written and oral exercises. Using a variety of methods reinforces your message and promotes audience involvement.

An informal environment is the most effective environment. Design your training room to be as informal as possible. Avoid classroom-style seating. If appropriate, encourage participants to wear casual clothing. This leader's guide is scripted to encourage discussion and interaction to make participants feel more comfortable and relaxed.

People learn only what they feel they need to. As training leader, your experience in the workplace is your most valuable tool. This guide will prompt you to draw upon your own experiences to discuss with your class how this training will help them improve job performance and to ask for examples of how they will use their new skills on the job.

People learn by doing. Use the exercises provided, or create your own, to give participants an opportunity to practice skills they can take back to their workplace.

WELCOME

Introduce yourself and welcome participants. Take a moment to go around the room and have participants introduce themselves, name the store, division or agency that they work for, and the number of people under their supervision. At this point flip chart page #1 should be visible.

LEARNING TO LEAD

Explain:

As a supervisor, many of you are already well familiar with what it takes to supervise and manage your team. But leading a team is not the same thing as supervising a team. During the time that we're together today, we will talk about what it takes to become a supervisor who is also a well respected leader.

Flip Chart:

Reveal flip chart #2 that reads:

“Managers are people who do things right, and leaders are people who do the right things.”

--Warren G. Bennis

Read this quote aloud and then continue:

Explain:

All of you are here today because you know how to do things right. You know what is expected of you as a supervisor. You know how to use your team to accomplish the work for which you, as their supervisor, are accountable. And the reason people listen to you is because of the title next to your name.

At this point single out an individual in the class and read his or her name tag, including title. For example: Joe Smith, Supervisor; Allison Pritchard, Manager

Ask & Discuss:

Who gave you your title: Your supervisor or your coworker?

Expected answer:

Superior, supervisor, etc.

Explain:

Your authority as a supervisor comes from above, from the people **who supervise you**, and you earned it because you did things right. Your position as a leader -- you will find once you've earned it -- comes from the people **you supervise**.

To be a supervisor you must **do** the things that your supervisors ask you to do. You must see to it that the work gets done on time, that your team shows up on time, and that the rules of your workplace are followed by all. **You must know the rules and make them clear to others.**

But the truth is, your team may not always listen to what you have to say. A team member will not always hear what his or her supervisor has to tell them -- but they will always listen to what a **leader** has to say.

That's because supervision is about **doing something**, and leadership is about **being someone**. A leader is someone who people look up to -- and listen to.

Today we're going to look at some of the ways you can become a **leader**.

LEADERSHIP

Ask & Discuss:

Let's take a few minutes to brainstorm out of our own experience. Think of the leader who has had a large impact on your life. Take a few minutes to write down his or her name. It can be anyone: a teacher, parent, friend, or famous individual. Then list some of the reasons why you looked up to them and followed their example.

Flip Chart:

Reveal flip chart #3 which reads: LEADERSHIP

Before class begins:

Take a few minutes to recall a leader you have known. Then, during class, write down the attributes that made you look up to him or her on flip chart #3 as the class writes down their own. As class leader, it is important that you share in this exercise.

Continue Discussion:

After a few minutes have passed ask participants to share the reasons why they looked up to a particular leader in their life. Write the most essential of these reasons down on flip chart #3, where they will be visible for later discussion. Be certain to focus in on leadership attributes that will be spotlighted in the upcoming video.

For example:

- Positive attitude
- Set high, but attainable, standards
- Recognized good work and gave credit where credit was due
- Accepted responsibility; took the heat when necessary
- Respected the people he lead

Take a moment to commend your class on their performance.

Explain:

Now we're going to view *The Front of the Class: Learning to Lead* which contains some valuable lessons about leadership. You may want to take notes about the qualities that set a leader apart from a supervisor. This tape is about 22 minutes long.

VIEW VIDEO

At the conclusion of the video, announce a ten minute break. After ten minutes have expired, call the class back from break.

THE FOUR Be'S

Ask & Discuss:

Drawing on what we've just seen in the video, what are four ways to "be" a leader?

Flip Chart:

Reveal flip chart #4, with four "be's," prepared before class.

Fill in answers as they are offered by the class:

Be First, Be Fair, Be Firm, Be Flexible.

Continue Discussion:

And what is the key to succeeding as a leader?

Write answer on the bottom of flip chart #4 when it is offered by the class:

"You only succeed when they do."

Explain:

A supervisor is one who supervises **others**. A manager is one who manages the activities of **others**. A leader is one who leads **others**. You can not be any of these things without -- **others**. You need them as much as they need you.

As a leader, your success can only be measured in one tangible way: through the success of the people you lead. Their success is your success.

1. BE FIRST

Flip Chart:

Reveal flip chart #5 that reads:

BE FIRST

Ask & Discuss:

What were the three attributes described in the video that help a leader “be first?”

Field the responses that follow, seek out the following answers and write them on flip chart #5.

- Set the Pace
- Set the Standard
- Set the Mood

BE FIRST: SET THE PACE

Exercise:

Before we continue, I'd like everyone to extend their right hand directly in front of them (*do the same and extend your right hand*) and then touch your forefinger to your chin (*as you say "chin," touch your forefinger to your FOREHEAD and leave it there. The majority of the class will do the same before realizing their mistake. Allow time for realization and laughter before continuing.*)

So you can see that your team is more likely to do what you **do**, than they are to do what you **say**. Keep that in mind.

Flip Chart:

Field the following discussion by noting the answers on flip chart #6 with the heading: SET THE PACE.

Ask & Discuss:

How can we set the pace through our actions?

Field answers and make the following points as well:

- Show up for work on time
- Set example with hard work
- Upgrade performance

How can we set the standard through our actions?

Field answers and make the following points as well:

- Dress professionally and appropriately
- Treat customers, clients, and suppliers with respect and courtesy
- Give proper attention to paperwork
- Practice strong communication skills

BE FIRST: SET THE STANDARD

Ask & Discuss:

In the video we saw two examples of teachers who set very different standards: “Tirebiter” and “Murdock.” What standards did they set, and how did these standards impact their classes?

Lead the discussion that follows, commend good answers and pursue the following points:

- Tirebiter = expected class to make it through the day, nothing more
- Murdock = expected class to learn the material, nothing less

Flip Chart:

Reveal the following quote on flip chart #7:

“One step by 100 people is better than 100 steps by one person.”

--Koichi Tsukamoto

Read this quote aloud and then continue:

Ask & Discuss:

As the leader of your team, you can't do it alone. You need a strong team behind you to succeed. What is the one thing that unites a team to work together?

Field responses and acknowledge good answers. Work toward the following response:

A Common Goal

Explain:

The one element that unifies a team is a shared goal. A team may be a team without a leader -- it may not be a

successful team, but it will be a team. But a **team is defined by the purpose and goal that it shares**. The goal of an NFL team is to win the next game -- and eventually make it to the Superbowl. Without the game to play, there's no reason to have a team.

As a leader you are responsible for **setting team goals, and communicating** to your team what those goals are. These goals must be reasonable and achievable. If they are not, your team will resent you.

Secondly, you are responsible for **empowering your team** to meet these goals. Stand behind your team. Let them know you believe in them.

When communicating goals and other information to your team, there is one simple rule to keep in mind. You may be familiar with it already. It's the KISS principle.

Flip Chart:

Reveal flip chart #8 with KISS spelled out vertically in the margin. Fill in the blanks as you announce them.

Keep

It

Short and

Simple

Explain:

Keep it Short:

- Know what you want to say before you speak
- Come to the point directly (diplomatically, if need be); don't dance around an issue
- Clearly define for your team what is expected of them

Keep it Simple:

- Use simple words that will be understood
- Avoid jargon
- Take into consideration your receiver's ability to understand
- Do not use simplicity as an excuse for speaking down to your subordinates --- this will quickly erode the trust and respect that you may have established
- Articulate "What, How, When, and Why"

Flip Chart:

Reveal flip chart #9 prepared before class that reads: *What, How, When, Why.*

Explain:

Always provide your team with the following information:

- **What** must be accomplished
- **How** it is to be accomplished (respecting skill level and ability: never condescend)
- **When** it must be completed
- **Why** it must be completed or done this way

By definition a goal must have a specific and reasonable deadline, or it is not a goal: it is simply an ambition. For example, it may be your goal to break the four-minute mile, but unless you pace yourself to reach the finish line in under four minutes, your goal remains only an ambition. Help your team accomplish both their independent and unifying goals by clarifying **when** a job must be completed.

Offering the **why** behind the task distinguishes the leader from the supervisor: When told why a job must be carried out, the team member is empowered because she is shown how her work fits into the overall vision and goal. Workers who are not told why a task must be accomplished complain of feeling like nameless cogs in the wheel.

When made clear to the team in the beginning, these terms. -- What, How, When and Why -- later serve as a foundation from which to offer feedback and, if it becomes necessary, constructive criticism.

Explain:

Sometimes your ability to communicate with your team members can be complicated by the communications you receive from your superiors. As a leader, you are responsible for “decoding” complicated messages for your team, so that they can accomplish the work that is required.

Before class begins:

Prepare two “complicated messages from a superior.” Have fun with this: drawing on your experience in your workplace, use complicated language and jargon to describe a simple task -- like peeling a banana, turning off the lights before leaving at night, or a task that is appropriate to your workplace. Put each message on a separate page, and make enough copies so that each message can be distributed to half the class.

Role Play:

Ask the class to pair up in groups of two. Distribute the first statement to the leaders of each pair. Initiate a role play in which the leaders must first decipher the instructions from “above” and then communicate these instructions to their partner in the role play. The receiving partner must then echo back the instructions as they understand them. Reward the first group to do so correctly (with a candy prize, T-shirt, etc.). Ask groups to switch roles and repeat the exercise using the second message.

BE FIRST: SET THE MOOD

Explain:

A bad mood is like bad cold: when you’re working with someone who has one, chances are good that you will catch it -- and pass it on the next person. As a leader, the mood that you bring with you to work has an enormous impact on your team as a whole. In the video, Murdock set high standards, she also established a mood of fear and oppression. As a result, Robert didn’t have many good memories of her class. Fortunately, you have more control over your mood than you do over a flu virus. It’s not always

easy to smile and be friendly when you're having a rough day, but your good mood may be contagious enough to put a bad day into "turnaround" for the team that you lead.

Ask & Discuss:

It's been said that the mood that you first bring with you when you step into a room sets the tone in that room for the next two hours. In your experience, do you find this to be true?

Facilitate the discussion that follows. You may want to ask the participants to draw upon their personal experiences. When they return home at the end of the day, how does their mood upon entering their home establish the mood for others in the household?

What are some tangible ways that we as leaders can bring a positive mood to the workplace?

Flip Chart:

Write answers on flip chart #10 (with the heading: SET THE MOOD). Offer the following if they are not offered:

- How you greet the day
- How you look at challenges
- How you recognize and celebrate success
- How you encourage those who are struggling
- How you react to failure

Explain:

When you establish a receptive mood at your workplace through your own behavior, you open channels of communication that can greatly enhance the way work gets accomplished. Effective communication means that **before you, as a leader, insist on being understood, you first endeavor to understand.** Teamwork is a two way street, and the leader who insists on redirecting traffic to flow only one way (*his way*) will meet the formidable opposition of oncoming drivers. Remember: To be a leader you need a team to lead - and before they will be led, your team will insist on being heard.

Flip Chart:

Reveal flip chart #11 with two columns labeled: "Antennae" and "Horns."

Ask & Discuss:

It has been said that a good communicator -- and a true leader -- must "grow antennae, not horns." What does this mean? Let's look at these things as a symbol for something else: How are "antennae" different from "horns"? How are they used differently?

Facilitate the discussion that follows; make the following points if they do not arise. Write replies on flip chart #11.

Antennae:

- Pliable, able to bend
- Can sense and react to resistance
- Used to feel out a situation
- Sense what the other team members are up to, how they feel about a situation
- Persuade rather than threaten

Horns:

- Stiff, unyielding
- Response to resistance: push harder
- Confrontational
- Used to goad people to action
- Threaten rather than persuade

Explain:

As a supervisor, you may be wearing horns without even realizing it. One of the keys to developing an effective pair of antennae is to develop better listening skills. Here are some pointers:

Flip Chart:

Reveal flip chart #12 with the following points described; ask participants to take notes. Read through the list together, and keep floor open for questions.

DO:

- Make eye contact
- Maintain open body language
- Set aside all distractions, or suggest a better time and place to meet for the discussion
- Offer affirmative feedback
- Ask follow-up questions
- Echo back to the speaker what you have heard, to confirm that you have heard it correctly
- Accept what is said at face value

DON'T:

- Jump to conclusions about what the speaker has to say
- Formulate your rebuttal as you listen
- Allow yourself to be biased by the speaker's mannerisms or appearance
- Be suspicious about the speaker's motives

Explain:

To sum up: To be first, a leader must set the pace, set the standards, and set the mood.

Take a minute to commend your class on their performance.

2. BE FAIR

Flip Chart:

Reveal flip chart #13 prepared before class

BE FAIR

Ask & Discuss:

What were the three attributes described in the video that help a leader “be fair?”

Field the responses that follow, seek out the following answers and write them on flip chart #13:

- Don't Play Favorites
- Give the Credit
- Take the Heat

BE FAIR: DON'T PLAY FAVORITES

Explain:

When you lead a team, you soon learn who you can rely on -- and, sometimes, who you can't. One of the challenges of leadership is to overcome our biases about what our people are capable of accomplishing, **and draw out the talents and strengths of our entire team.** Because we only succeed when they do.

Ask & Discuss:

In *The Front of the Class* we learned about Dee Dee Webber, the “teacher’s pet.” Ms. Davis expressed regret for latching on to her as the “special one,” and was adamant about “not playing favorites.”

What are some of the ways that we as supervisors make the mistake of playing favorites?

Field responses and search for the following:

- Overburden one highly competent worker with too much work
- Favor one person in the scheduling -- to the disadvantage of others
- Spend lunch hour and breaks consistently with one person
- Publicly praise “favorite’s” work -- overlooking reasons to praise others’

Continue Discussion:

How can the mistake of “playing favorites” weaken the team as a whole?

Field responses and search for the following:

- Resentment among coworkers: toward both favorite and supervisor
- Defeatism: lack of enthusiasm to take on new responsibilities that may not be acknowledged
- Frustration: lack of opportunity to take on new responsibilities
- Upsets team dynamics: work not distributed equally

Continue Discussion:

How can we as leaders avoid the pitfall of “playing favorites”?

Field responses and search for the following:

- Spend equal time and attention on all
- Don’t punish the good workers with more work
- Don’t punish the group for the few

- Use discretion when issuing reprimands
- Be fair

Explain:

As we saw before, to be an effective leader you need a team to lead. That's why it's important to invest your time and attention in every member of your team. There will be times when personality conflicts threaten the cohesion of the team as a whole. Your job as team leader is to overcome these conflicts -- which is often easier said than done.

The shortest rout to conflict resolution can often be a dose of empathy.

Flip Chart:

Reveal flip chart #14 that reads:

Empathy = to identify with and understand another's situation, feelings, motives.

Explain:

Conflicts generally occur when two people have entirely different ideas about a situation. As a supervisor, you will be called upon to resolve conflicts by making a decision. As a *leader*, you must decide *how* to decide: and how to do so in a way that is fair to all parties. One way to do this is to "change shoes."

It has been said that the best way to get to know a person is to walk a mile in his or her shoes. Use this as a metaphor when considering the sides of a conflict: Take off your shoes, and put on the shoes of the people involved with the problem or conflict. Consider the situation from their vantage point: how would *they* describe the problem. How would they *solve* the problem? How can you, as a leader resolve these many vantage points into one equitable, fair solution?

Before class begins:

Drawing from your own experience, create three scenarios that dramatize potential conflicts in your workplace.

Role Play:

Divide the class into groups of three. Have each group choose a leader (this role will rotate). Read the first conflict scenario aloud. Have the team enact a role play surrounding the conflict and rely upon the leader to arrive at a resolution. Cycle through the scenarios until each player has had a chance to play the role of leader.

BE FAIR: GIVE THE CREDIT

Explain:

Another way to “level the playing field” at work, and make all team members feel equally appreciated, is to **regularly give credit where credit is due**. In the video, Ms. Davis made a habit of pointing out to Robert what his strengths were as a leader, and reminded him how he had proved himself so long ago.

- Give sincere praise to coworkers who have earned it -- and don't be afraid to do so in public (but remember to distribute praise all around: not just on one “favorite”).
- A word of praise given in privacy is also effective, and particularly so when you have reason to believe that your team member might be embarrassed by public attention.
- Keep a record of your team members' merits -- in the same way that you may already keep a record of demerits or “warnings”.
- Recognize improvement as well as excellence.
- Be specific in your praise -- generalities don't carry as much weight or make as great an impact as specifics do. Remember: **specific means descriptive**. Take the time to describe to the worker what went well and what they did to bring that about.

Exercise:

Let's practice using specific, descriptive language. Write down one of your favorite foods, along with five **specific** reasons why you enjoy it. "Because it's good," isn't specific: be descriptive. Describe what makes it good. For example: "Ice cream is good because it's cold on a hot day; I like hot dogs because they remind me of baseball games when I was a kid."

Allow participants a few minutes to brainstorm, then choose someone to describe his or her favorite food -- without naming it. After the description is complete, ask the class to identify the food. If the class is unable to identify the food, ask the participant to offer more descriptive terms until the class can make an identification. Repeat for as long as time allows.

Role Play:

Ask participants to pair up in groups of two and take turns praising one another with descriptive language. Encourage the class to have fun and exaggerate with this exercise: the objective is to break through the inhibitions that prevent us from offering compliments to one another.

BE FAIR: TAKE THE HEAT

Explain:

One of the key distinctions between being just a supervisor, and being a supervisor who's also a strong leader, is that a leader takes the heat when things go wrong. The person who's content with being only a supervisor is the first one to say "I'm just doing my job," or "I only work here," when things turn sour. **The supervisor who is also a leader will shoulder responsibility for the problems of his or her team.**

Ask & Discuss:

We saw an example of "taking the heat" in *The Front of the Class* when Bobby stepped forward to accept responsibility for a mistake his classmate had made. Have you ever known someone like Bobby: someone who shouldered responsibility graciously?

- What were the circumstances?
- Did you find his or her actions admirable or objectionable?
- Must a leader be a hero to be a true leader?

Using the preceding questions as a springboard for discussion: discuss some of the advantages and disadvantages, permissions and boundaries, in being a hero for your team.

Explain:

To sum up: To be fair, a leader must not play favorites, must give the credit, and take the heat.

Take a moment to commend your class on their performance and announce a ten minute break.

3. BE FIRM

Flip Chart:

Reveal flip chart #15 prepared before class::

BE FIRM

Ask & Discuss

What were the four attributes described in the video that help a leader “be firm?”

Field the responses that follow, seek out the following answers and write them on flip chart #15

- State the Facts
- Reach an Agreement
- Explore for a Solution
- Explain the Consequences

BE FIRM: STATE THE FACTS & REACH AN AGREEMENT

Explain:

When the time comes and you must offer corrective feedback, the first step is to be firm and state the facts, as Ms. Davis did in the video when Robert failed to turn in his homework.

Flip Chart:

Turn back to flip chart #9 prepared before class (What, How, When, and Why):

The most concise way to do this is to turn back to the terms that we discussed when we talked about setting the standard. Before approaching the team member, identify:

What: Was the task accomplished? Was the goal achieved?

How: Was the task accomplished according to policy and guidelines?

When: Was the task accomplished according to schedule?

Why: How do the actions of this team member affect the team's ability to meet their shared goal?

When you know the answers to these questions, approach the team member and **state the facts of the situation** in a single sentence, for example: "I noticed you were late again this morning." Follow this statement with silence: this puts the full weight on your team member to respond.

Exercise:

Never underestimate the power of silence.

At this point, without further introduction, start clocking a 30 or 60 second period of silence. Your class will probably grow uncomfortable. Try to keep your gaze on the class during this time. After 30 or 60 seconds resume:

Explain:

Most people are uncomfortable with silence. When you simply state the facts and then stand in silence, expecting a response, you'll get one. It's important to maintain that silence while you're waiting: that way the burden of explanation falls to the one who has some explaining to do.

Once you and your team members agree on the facts of the situation, you're ready to explore for a solution to the problem. If they don't agree with your assessment of the facts, give them an opportunity to respond. Wear your antennae -- not your horns. There may be more to the situation than meets the eye. But be on the look out for communications games like the ones we saw in the video.

Flip Chart:

Reveal flip chart #16 that reads:

Communication Games

Ask & Discuss

What were some of the communications games that Bobby tried on Ms. Davis when she asked for his homework assignment?

Look to the class for the following answers, and write them on flip chart #16 as they are offered:

- the stall
- the self-inflicted wound
- the guilt trip
- the dodge
- the attack

Continue Discussion:

As a supervisor, have you ever been confronted with these communications games?

Which of these tactics “push your buttons?” Why do you think that is? If this has happened, how were you able to overcome the communications game and accomplish the communications objective?

Use the preceding questions as a springboard for discussion.

Before class begins:

Brainstorm answers to the above questions, drawing upon your own experiences. Try to recall a disciplinary situation with a team member when you were required to “state the facts.” Were you able to do so? How? If not, how would you do so if you found yourself in a similar situation again? Share this experience with your class.

Explain:

It is critical at this stage that you focus on the facts until you reach an agreement with the team member that his or her performance is the problem at hand. When you arrive at this point you are ready to explore for a solution.

BE FIRM: EXPLORE FOR SOLUTIONS

Explain:

Once you’ve stated the facts and your team member has agreed that his or her performance is a problem, it’s time to explore together for solutions. Remember: You’re through playing communication games and you’re through exploring for **reasons**. You’re now focused on finding **solutions** that will correct performance.

Ask & Discuss

When addressing poor performance, what are the differences between **reasons** and **solutions**? For example: What are the *reasons* that people often give for being late to

work, and what are some *solutions* to the problem of being late to work?

Field the discussion that follows and commend good answers. Introduce the following examples if they do not come up:

Reasons late: car trouble, traffic, day care, alarm clock, missed bus

Solution to prevent lateness: get up earlier, arrive on time

Explain:

Reasons are often unlimited; *solutions* are always limited to correcting poor performance. Even when poor performance is more complicated than arriving on time it's usually caused by one of the following:

- A lack of clear communication: Do they know exactly what is expected?
- A lack of skill or ability: Are they able to do it? Do they need training? More authority? More equipment?
- A lack of consequences: What happens if they don't do it?

Before you confront an employee on a performance problem, it's important that you're prepared to lead them toward the correct solution.

If **communication** is lacking, you must clarify exactly what is expected by stating the facts.

If **skill or ability** is lacking, you must determine how to address this need and be prepared to invest time and/or money to provide training or equipment to correct the problem.

If **consequences** are lacking, you must clarify what will happen if poor performance continues.

BE FIRM: EXPLAIN THE CONSEQUENCES

Explain:

It is important that a leader make clear to all team members the consequences of their actions, should they decide to act in a way that is contrary to company policy.

Before class begins:

Review company policies (as outlined in your employee handbook) for recording verbal and written warnings, and putting suspensions and terminations into effect. Share this information with your class.

Explain:

To sum up: To be firm, a leader must state the facts, get an agreement, explore for a solution, and make clear the consequences.

4. BE FLEXIBLE

Flip Chart:

Reveal flip chart #17 prepared before class:

BE FLEXIBLE

Ask & Discuss:

What were the three attributes described in the video that help a leader “be flexible?”

Field the responses that follow, seek out the following answers, and write them on the flip chart:

- Assume the Best
- Make Room for Good Ideas
- Admit When You’re Wrong

BE FLEXIBLE: ASSUME THE BEST

Explain:

Your team is your most valuable asset. If you expect them to perform at their best, and if you empower them to do their jobs well, you will not be disappointed with their performance.

Flip Chart:

Reveal flip chart #18 with the following quote:

“TRUST people and they will be true to you; treat them GREATLY and they will show themselves to be great.”

---Ralph Waldo Emerson

Explain:

Trust is a powerful leadership tool. Often trust means simply believing that your team is genuinely interested in doing the best work of which they are capable. When a team member falls short of expectations, a leader continues to assume the best of that person by presuming they did their best, or has a valid reason for not meeting the agreed to goals. When shortcomings do present themselves, you must give team members every opportunity to explain their view of the situation.

One way to demonstrate this trust and facilitate constructive discussion is to use questions that “open doors” and invite team members to truthfully express their opinions about the issue at hand -- without worrying about whether *their* opinions are in alignment with *your* opinions.

Use “antennae” questions as often as possible.

Antennae questions assume the best about the person being questioned, and ask for answers that require thought. “*Why did you decide to do it that way?*” requires an explanation, and allows the team member a chance to be heard. By posing an antennae question, the leader changes the mood of the encounter from one of confrontation to that of cooperative problem solving and resolution.

Avoid “horned” question all together. Horned questions assume the worst about the person being questioned and then go on to attribute blame and pin shame on that person

before all the facts of a situation are known. Horned questions are structured to be coercive. *“What gives you the right to mess up everyone else’s schedule?”* is a horned question, and is just a few steps short of saying *“You don’t fit here.”* Horned questions may change behavior temporarily, but the results will not last.

Ask & Discuss:

Read the following bullet points aloud and ask the participants to identify whether each is an antennae or a horned question. When the question is horned, choose one participant to rephrase the question into an antennae question that removes its horns.

For example: “You still don’t have your proposal ready, do you?” is a horned question. Rephrased as an antennae question it might read: “When will your proposal be ready?”

- Don’t you think you should try to get along with your coworker? *horned question*
- What caused you to miss the deadline? *antennae question*
- Do you have the authority to make that decision? *horned question*
- How could you have serviced our client better in that situation? *antennae question*
- Why are you always so negative? *horned question*
- What do you think went wrong in this situation? *antennae question*
- Why can’t you commit to a deadline? *horned question*

Ask & Discuss:

Assume the best of the people under your supervision.

- How can you show your team members that you trust them?
- How can you “treat them greatly”?
- How can you build a better team?

Discuss until you are satisfied with the conclusions presented. Incorporate the following:

- Cross train team members; give them additional responsibility; use team members to train other team members
- Empower them to believe in themselves by believing in them first; respect your team
- Provide the training they need to build confidence
- Be patient when correcting mistakes; give them the information they need to do it right the next time
- Ask yourself: “What do they need from me to succeed?”
- RESPECT your team: employees are more effective when they feel respected

BE FLEXIBLE: MAKE ROOM FOR GOOD IDEAS

Explain:

Your role as a leader is not unlike the role of the chef who must satisfy a banquet hall full of picky eaters. Because of your responsibilities in the kitchen, it is impossible for you to visit each table, chat with the guests, and determine their food preferences and allergies. But you are blessed with a team of well trained waiters and assistant chefs whose business it is to focus on a small part of the puzzle and bring you the answers that you need so that you can prepare the feast.

Because your team members are often in closer contact with the customer than you are, they will have insight into certain situations that you do not have. **It is your responsibility as a leader to be open to new ideas:** make your place of business a safe place to share ideas and think creatively to arrive at the best solutions.

The quickest way to destroy an atmosphere that encourages new ideas is, once again, to fail to listen. Nonverbal listening skills can shut down an exchange of ideas before it's even begun. Let's test our nonverbal listening skills.

Before class begins:

Photocopy enough copies of the questionnaire on page 11 for the entire class.

Exercise:

Distribute the photocopied questionnaires and ask the class to take a few moments to complete the questions. As training leader; participate in this exercise along with your class.

From your experience, describe how the following messages can be communicated nonverbally in a conversation.

How can you tell when the person you are speaking to:

- Could care less about what you have to say?
- Could care less about you?
- Is distracted and not giving his or her full attention to what you are saying?
- Is trying to find a way to end the conversation?
- Has taken offense at what you have said?

Role Play:

After the class has completed their questionnaires, engage them in game of charades / role play. Select one person at a time and ask them to act out one of the items on the list as you speak to them. As they do so, ask the class to identify which of the characteristics - - such as "distracted," "uncaring," etc. -- that they are acting out.

Ask & Discuss:

Do any of the behaviors that you have described on your questionnaires, and acted out here, describe **your behavior** when you are on the listening end of the conversation?

If so, what are some ways that you may be able to change this behavior?

Explain:

Even more lethal than nonverbal clues are phrases that can kill an idea before it has time to develop. A sample of lethal phrases includes:

“Been there; done that.”

“It’ll never fly.”

“I’ll get back to you.”

“The boss will never sign off on it.”

“If it ain’t broke, don’t fix it.”

“That’s not for us.”

“That’s not in your job description.”

“This is the way it’s always been done.”

“Theoretically, maybe, but it won’t work in practice.”

Eliminate lethal phrases from your conversations, and you open the doors for cooperative problem solving.

Exercise:

As a class, brainstorm more lethal phrases that are used in your workplace. Resolve as a group to eliminate them from your conversations.

BE FLEXIBLE: ADMIT WHEN YOU’RE WRONG

Explain:

One of the worst ways we can show our inflexibility as a leader is to fail to admit when we are wrong. On the job, we may believe that a confession will compromise our authority -- but a supervisor who is incapable of realizing and confessing a mistake or a misunderstanding will never be elevated to the status of leader in the eyes of her team.

Ask & Discuss:

In the video, did Ms. Davis' admission that she was wrong to favor Dee Dee Webber as the class pet lessen her stature as a leader in the eyes of her former student, Robert?

- Why do you think we often find it difficult to admit when we are wrong?
- As a supervisor have you ever been in a position when you had to admit a mistake?
- How did you admit that you were wrong?
- How did your team respond?

Use the above questions to facilitate a discussion about the merits of admitting that one has made a mistake. If you feel it is necessary, you may ask the class to say aloud the words: "I'm sorry, I was wrong." This will work well if you make the moment playful and fun because it will give participants an opportunity to practice expressing words that can be difficult to say.

Before class begins:

Photocopy enough copies of the final test on pages 12 - 13 for the entire class.

Exercise:

Distribute photocopies of the final test and allow participants twenty minutes to half an hour to complete the questions. At the end of that time grade the tests as a group, calling upon participants to provide the answers (check their responses with the answer key on pages 53 and 54). Graded in this way, the test serves as a review of the material covered in this workbook.

CONCLUSION

Flip Chart:

Reveal flip chart #19 which reads:

You only succeed when they do.

Conclude:

Thank your class for their participation and input before dismissing them. If the situation allows, offer specific positive feedback to individuals as they depart.

FINAL TEST ANSWER KEY

*A photocopy master of the complete test
can be found on pages 12 - 13*

What is the key to succeeding as a leader?

1. You only: *Succeed when they do.*

What are four ways to BE a leader?

2. Be *First*
 - *Set the Pace*
 - *Set the Standard*
 - *Set the Mood*
3. Be *Fair*
 - *Don't Play Favorites*
 - *Give the Credit*
 - *Take the Heat*
4. Be *Firm*
 - *State the Facts*
 - *Get an Agreement*
 - *Explore for Solutions*
 - *Explain the Consequences*
5. Be *Flexible*
 - *Assume the Best*
 - *Make Room for Good Ideas*
 - *Admit When You're Wrong*

6. What are two non-verbal ways to be an effective listener?
See page 29 for more examples
- *Make eye contact*
 - *Maintain an open body posture*
7. What are two verbal ways to be an effective listener?
See page 29 for more examples
- *Offer affirmative feedback*
 - *Echo back to the speaker what you understand of what they've said*
8. Explain the "KISS" principle of communication:

Keep it Short and Simple: Be clear, concise, and to the point.
9. What is the difference between an "antennae" question and a "horned" question?

"Horned" question = coercive in nature; pins recipient in corner

"Antennae" question = gives team member a chance to truthfully express his or her opinions without worrying about whether their opinions are in agreement with the individual asking the question
10. Give an example of an "antennae" question:

For example: Why did you decide to do it that way?
11. Give an example of a "horned" question:

For example: Why are you always so negative?
12. What is a lethal phrase?

A defeating remark that kills an idea before it has time to take root and grow.
13. What is the one element that defines a team?

A shared goal.

NOTES

PROVE IT