

TRAINING LEADER'S GUIDE



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THE VIDEO'S MESSAGE

The number one reason people thrive at work is their boss. It's also the number one reason they quit.

-Gallup Organization Study



Trying to get more out of the people you supervise, trying to get them to go that extra mile, isn't easy. But most employees will tell you that what affects their productivity more than anything else is their immediate supervisor. A good supervisor inspires people to give their all; a bad one inspires them to leave. Unfortunately, most supervisors are unaware of how the people they manage really see them. To be successful, supervisors must recognize and put into practice behaviors that inspire people, rather than alienate them.

The video, "**Would I Work For Me**" demonstrates one supervisor's behavior and the results in two different situations; first as a newly appointed supervisor, and then in imagined "what might have been" scenes after he has learned a few hard lessons about supervising people. As he shares the lessons he has learned as a supervisor, viewers will recognize some of their own misguided behavior and the negative effects it can have. They will also recognize the positive effects of good management on people's motivation and productivity.

HOW TO USE THIS GUIDE



Before beginning your "**Would I Work For Me?**" workshop, read through this guide. Take special note of the Preparing for the Workshop section. The Planning Considerations and Suggested Group Workshop will help you determine your workshop agenda.

Please note that you may present the graphic layouts, located at the end of this guide, on flip charts, overheads or computer video projection. These graphics are also included on the DVD version of this program. The worksheets, Session Evaluation Form, and graphic layouts may be duplicated for use only in training sessions with the program.

KEY TRAINING POINTS



- **A supervisor's behavior strongly influences the success of a work group**
- **Dos and don'ts of effective management**
 - **Don't dictate**
 - **Share information**
 - **Get people involved**
 - **Don't ignore workers' needs**
 - **Listen to people's concerns**
 - **Take action to show you care**
 - **Don't focus on the negative**
 - **Tell people what they're doing right**
 - **Focus on solutions, not problems**
 - **Don't publicly embarrass workers**
 - **Deal with mistakes in private**
 - **Use mistakes to help people**

TRAINING APPLICATIONS

This program is appropriate for all **Supervisory and Management Training** and would benefit:



- **New Supervisors and Managers**
- **Experienced Supervisors and Managers**

The training in this video program is essential for people new to supervisory/management positions, but also extremely valuable as a refresher course for experienced supervisors.

PLANNING CONSIDERATIONS



1. **Know Your Audience**

- Understand the training needs of your audience and target your workshop accordingly.

2. **Determine Objectives**

- Considering your audience and the materials you will be using, decide on the objectives of your workshop.

3. **View Video**

- Watch the program. Note situations that relate directly to your audience.

4. **Prepare Environments**

- Reserve a comfortable room with easy access for viewing the video and for small and large group discussions.

5. **Prepare Materials**

- Use the Training Leader's Checklist to prepare flip charts and/or overheads and photocopy all participant handouts.

6. **Check All Presentation Equipment**

- Test all audio and visual equipment **well before** the training session begins. At the beginning of the session, make sure everyone can see and hear the presentation.

7. **Send out Invitations to Participants**

- A sample letter is provided for your use. (page 6)

SUGGESTED GROUP WORKSHOP

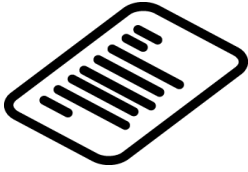


For: 2 ½ -Hour Group Training Session

Activity	Time	Page(s)
“Would I <i>Work</i> For Me?” Discussion & Worksheet	20 minutes	8, 9
“What Makes You Work For Someone?” Discussion & Worksheet	30 minutes	10, 11
Video Presentation & Discussion	30 minutes	12, 13
Break	10 minutes	
“Action Plan 1” Discussion & Worksheet	20 minutes	14, 15
“Action Plan 2” Discussion & Worksheet	30 minutes	16-18
Conclusion / Evaluation	10 minutes	19, 20

(These times are approximate and may vary depending on the size and responsiveness of your audience.)

SAMPLE INVITATION TO WORKSHOP



This letter can be sent to your participants approximately two weeks before the training session. You can customize it to fit your needs.

(Date)

To: (Participant's Name)
From: (Trainer's Name)
Re: "Would I *Work* For Me?"

As a supervisor (or manager) within our organization, you need to sustain the active participation of your work group (or team or employees). In order to do that – to manage effectively – you must recognize the effect of your behavior on your work group *and* put into practice those behaviors that contribute to productivity and success. With today's organizational pressures, many well-meaning supervisors lose sight of the importance of effective management practices.

On (insert date) at (insert time), we will hold a training session on successful management practices. The workshop will focus on the effect of a manager's behavior *and* on 8 essential management practices:

- Share information
- Get people involved
- Listen to what people need
- Do what you can to show you care
- Tell people what they're doing right
- Focus on solutions, not problems
- Deal with mistakes in private
- Use mistakes to help people

The video, "Would I *Work* For Me?" along with the training session, will not only demonstrate how to successfully manage, but will also inspire participants to consider the effects of their own management behaviors.

Please mark your calendar so you can attend this important training session.

Thank you!

TRAINING LEADER'S CHECKLIST



1. Reserve an appropriate location with...

- Comfortable seating
- Easy viewing of visuals
- Good lighting
- Adequate writing surface
- Good acoustics
- Accommodations for participants with disabilities

2. Make sure all equipment is working by...

- Checking the player, monitor, and sound
- Testing the video before showing
- Checking overhead projector and any additional equipment

3. Organize and prepare all materials, including...

- Training Leader's Guide
- Overheads and/or flip charts
- Paper and pencils
- Worksheets photocopied for participants

4. Any additional materials (list below)

- _____
- _____
- _____

“WOULD I WORK FOR ME?” WELCOME & DISCUSSION



Time Required: ● 20 minutes

Materials Needed: ● Graphic #1 (page 22)
● Graphic #2 (page 23)
● “Would I *Work For Me?*”
Worksheet (page 9)

Reveal Graphic #1:

“Would I *Work For Me?*”

Welcome:

Introduce yourself and welcome participants. Ask participants to introduce themselves, describe their job responsibilities and work group.

Read or Paraphrase:

This is a workshop about supervising (managing). We will be considering the effects of a supervisor’s (manager’s) behavior on a work group’s productivity and success. We will also be discussing what specific behaviors do and *don’t* inspire people to do their best.

Reveal Graphic #2 & Read:

The number one reason people thrive at work is their boss. It’s also the number one reason they quit.

-Gallup Organization Study

Hand out Worksheet and Explain:

Ask participants to take a few minutes to consider this quotation by completing the “Would I *Work For Me?*” Worksheet.

Large Group Discussion:

Ask participants to share some of the experiences described on their Worksheets. Encourage everyone to respond to the experiences others describe.

“WOULD I WORK FOR ME?” WORKSHEET

The number one reason people thrive at work is their boss. It's also the number one reason they quit.

-Gallup Organization Study

Instructions: Considering the quotation above, describe either one or both of the following situations:

1. Describe a specific situation when you had an immediate supervisor who inspired you to do your best, to thrive in your organization.

2. Describe a specific situation when you had an immediate supervisor who alienated you and led you to perform at less than your best or to leave.

“WHAT MAKES YOU WORK FOR SOMEONE?” EXERCISE & DISCUSSION



Time Required: ● 30 minutes

Materials Needed: ● “What Makes You *Work* for Someone?”
Worksheet (page 11)
● Graphic #3 (page 24)

Hand out Worksheet and Explain:

You may wish to introduce the exercise by saying, “As a person in a management position, you should consider what behaviors inspire you to go the “extra mile” to really *work* for someone and, in contrast, what behaviors alienate you.” Allow approximately 10 minutes for completion.

Reveal Graphic #3 (“What Makes You Work for Someone?”) and Discuss:

Using the flip chart or overhead, write down participants’ answers from their worksheets. Discuss the results – the similarities or differences among their answers. You may wish to guide the discussion towards the behaviors illustrated in the video they will be seeing:

- **Don’t dictate.** Share information and get people involved.
- **Don’t ignore workers’ concerns.** Listen to what people need and take action to show you care.
- **Don’t focus on the negative.** Tell people what they are doing right and focus on solutions, not problems.
- **Don’t publicly embarrass workers.** Deal with mistakes in private and use mistakes as opportunities to help people.

“WHAT MAKES YOU WORK FOR SOMEONE?” WORKSHEET

Instructions:

1. Think of two (2) people in management positions you have worked for, one who has inspired you and one who has alienated you.
2. Under the *INSPIRE* column, list specific behaviors of the person that inspired you.
3. Under the *ALIENATE* column, list specific behaviors of the person that alienated you.
4. List below each column the effects on you and your work.

INSPIRE

ALIENATE

Behaviors:

Effect on you & your work:

VIDEO PRESENTATION & DISCUSSION



- Time Required:** ● 30 minutes: Video & Discussion
- Materials Needed:**
- Video – “Would I *Work* For Me?”
 - Graphic #4 (page 25)
 - Graphic #5 (page 26)

Video Presentation:

You may want to introduce the video by saying, “The video we will be watching, “**Would I *Work* For Me?**” demonstrates the significant, but often unintended, effect of a manager’s behavior on his or her work group. The video also illustrates successful management practices. As you watch the video, please note those situations that relate to your own work experience.

Reveal Graphic #4 (Four Wrong Ideas)

Ask and discuss:

Q: What was the effect of each of Tom’s “wrong ideas” on his work group?

1. I’M IN CHARGE HERE: People were panicked, angry and confused.
2. DON’T BE A PUSHOVER: People felt ignored and uncared for. In response, they didn’t care about their work or their boss.
3. TELL PEOPLE WHAT THEY’RE DOING WRONG: People were demoralized.
4. MAKE A PUBLIC EXAMPLE OF MISTAKES: He created resentment in the person he embarrassed and in those who witnessed it. He alienated his one remaining ally.

Q: Which of Tom’s “wrong ideas” relates to situations you have been involved in, either as a leader or member of a work group?

Answers will vary

(more)

Reveal Graphic #5 (Eight Effective Management Practices)

Ask and discuss:

Q: What are the benefits of effective management practices, not only in the video, but in your own work situations?

1. **SHARE INFORMATION:**
People can better participate in solutions if they understand the problem. (Additional answers will vary.)
2. **GET PEOPLE INVOLVED:** People are more willing to work if they participate in making decisions. They “buy in” to the solutions. (Additional answers will vary.)
3. **LISTEN TO PEOPLE’S CONCERNS:** People feel what they have to say matters. They are more willing to listen in response. (Additional answers will vary.)
4. **TAKE ACTION TO SHOW THAT YOU CARE:** If people feel their boss cares about them, they will care about the job and their boss. (Additional answers will vary.)
5. **TELL PEOPLE WHAT THEY’RE DOING RIGHT:** People are more responsive to positive reinforcement and are more likely to perform better. (Additional answers will vary.)
6. **FOCUS ON SOLUTIONS, NOT PROBLEMS:** The work group becomes more focused on solutions and can be more productive. (Additional answers will vary.)
7. **DEAL WITH MISTAKES IN PRIVATE:** Both the person who made the mistake and the others in the work group will not become resentful. Embarrassing people will always have a negative effect. (Additional answers will vary.)
8. **USE MISTAKES TO HELP PEOPLE:** People can learn to do their jobs better when they consider how they might have handled a negative situation differently. (Additional answers will vary.)

Q: What management behaviors do you think need the most attention in your work group? Please explain. (Answers will vary)

“ACTION PLAN 1: IF I COULD DO IT OVER” EXERCISE & DISCUSSION



Time Required: ● 20 minutes

Materials Needed: ● Graphic #6 (page 27)
● “Action Plan 1” Worksheet (pages 15)

Reveal Graphic #6, Read & Discuss:

Discuss the following quotations in relationship to the role of a supervisor. Ask participants if they agree or disagree with the statements. Encourage them to support their opinions with specific supervisory/management situations they have experienced.

Of all the workplace stressors, a bad boss is possibly the worst, directly impacting the productivity of employees.

- The Financial Express: “When Bad Bosses Happen to Good People”

Of all the abuses, employees find public humiliation the most intolerable.

- The Financial Express: “When Bad Bosses Happen to Good People”

Another high crime of bad managers is showering criticism while stinting on praise.

- National Public Radio

Hand out “Action Plan 1” Worksheet & Explain:

Explain that this is the participants’ opportunity to consider some misguided practices they may have used in their own work situations and, like the supervisor in the video, how they would “reenact” those situations for better results.

Large Group Discussion:

After everyone has completed the worksheet, encourage participants to share their “wrong way” scenarios. (Or, alternately, have participants turn in the worksheets and you read the “wrong way” scenarios, without names. At the conclusion of this session, return the worksheets to the participants.) Ask all participants to suggest “right way” behaviors for each situation. Conclude with participants sharing what they have learned from this exercise and how they would act differently in the future.

"ACTION PLAN 1: IF I COULD DO IT OVER" WORKSHEET

Instructions: Following are four misguided ideas the supervisor in the video put into practice, with unintended negative results. Choose ONE you have used yourself (or have witnessed).

1. I'M IN CHARGE HERE
2. DON'T BE A PUSHOVER
3. TELL PEOPLE WHAT THEY'RE DOING WRONG
4. MAKE A PUBLIC EXAMPLE OF MISTAKES

Part A. Describe the situation, your behavior and the results.

Part B. Describe what you would do if you could re-enact that situation and what the results would be.

Part C. What have you learned from this situation and, as a result, how will you act differently in the future?

“ACTION PLAN 2: BECOMING A BETTER BOSS” EXERCISE & DISCUSSION



Time Required: ● 30 minutes

Materials Needed: ● Graphic #7 (page 28)
● “Action Plan 2” Worksheet (pages 17-18)

Reveal Graphic #7, Read & Discuss:

Discuss the following quotation. Ask participants to share “great boss” examples and the effect they had.

An employee’s happiness has less to do with a chief executive and more to do with his supervisor.

-Inc.Com, “Bad Bosses Are Bad for Business”

One of the biggest things you can do for people is provide them with great bosses.

-Inc.Com, “Bad Bosses Are Bad for Business”

Hand out “Action Plan 2” Worksheet & Explain:

Explain that this is the participants’ opportunity to consider the effectiveness of their own management practices and how they might improve.

Large Group Discussion:

After everyone has completed the worksheet, ask which behaviors might be the most difficult for them to maintain. Why? You may also wish to ask participants to discuss what they learned from this exercise.

“ACTION PLAN 2: BECOMING A BETTER BOSS” WORKSHEET

Instructions: On a scale of 1 to 5 (5 being the highest), rate yourself on the following management behaviors:

<u>BEHAVIOR</u>	<u>RATING</u>
• SHARE INFORMATION Keep people informed and let them know what’s expected.	_____
• GET PEOPLE INVOLVED You actively encourage participation and feedback.	_____
• LISTEN TO PEOPLE’S CONCERNS You actively listen to people’s problems and requests.	_____
• TAKE ACTION TO SHOW YOU CARE You respond to requests and show you care about people and their work environment.	_____
• GIVE POSITIVE FEEDBACK You focus more on what people are doing right, rather than what they are doing wrong.	_____
• FOCUS ON SOLUTIONS, NOT PROBLEMS You spend more time working with people on solutions, rather than dwelling on problems.	_____
• DEAL WITH MISTAKES / PERSONAL ISSUES IN PRIVATE You don’t embarrass people in front of their coworkers.	_____
• USE MISTAKES TO HELP PEOPLE You use mistakes as opportunities to help people.	_____

Considering those behaviors where you rated yourself 3 or below, what has motivated you to behave as you currently do?

(more)

“ACTION PLAN 2: WORKSHEET” - continued

If there are behaviors you would like to change, what specific actions can you take to improve?

What obstacles, if any, may prevent you from taking the above actions? How can you overcome those obstacles?

What changes in your work group can you predict (if any) as a result of these actions?

CONCLUSION / EVALUATION



Time Required: ● 10 minutes

Materials Needed: ● Session Evaluation Form
(page 20)

Hand Out Session Evaluation Form & Conclusion:

Ask participants for any final questions or comments. Thank your group for their participation, hand out Session Evaluation Forms, and ask participants to complete them before leaving.

SESSION EVALUATION FORM

Instructions:

Please circle the number that best describes your evaluation of the training session:

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
This program clearly demonstrated the significant effect of a supervisor's behavior.	5	4	3	2	1
This program clearly demonstrated the behaviors necessary for effective management.	5	4	3	2	1
This program provided practical information I can use in my work situation.	5	4	3	2	1
The session was well organized.	5	4	3	2	1

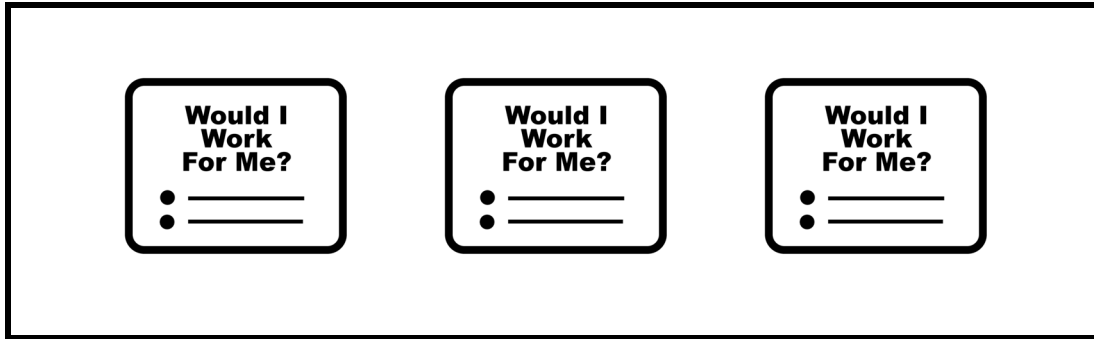
The best part of the program was: _____

The program could be improved by: _____

Additional comments: _____

GRAPHIC LAYOUT SECTION

The following pages may be photocopied onto acetate for overhead projection, used as a guide in creating flip charts or for computer video projection. (These graphics are also included on the DVD version of this program.)





The number one reason people thrive at work is their boss. It's also the number one reason they quit.

- Gallup Organization Study

What Makes You Work For Someone?

INSPIRE

ALIENATE

Behaviors:

**Effect on
you & your
work:**

Four Wrong Ideas

- 1. I'M IN CHARGE HERE**
- 2. DON'T BE A PUSHOVER**
- 3. TELL PEOPLE WHAT THEY'RE DOING WRONG**
- 4. MAKE A PUBLIC EXAMPLE OF MISTAKES**

Eight Effective Management Practices

- 1. SHARE INFORMATION**
- 2. GET PEOPLE INVOLVED**
- 3. LISTEN TO PEOPLE'S CONCERNS**
- 4. TAKE ACTION TO SHOW THAT YOU CARE**
- 5. TELL PEOPLE WHAT THEY'RE DOING RIGHT**
- 6. FOCUS ON SOLUTIONS, NOT PROBLEMS**
- 7. DEAL WITH MISTAKES IN PRIVATE**
- 8. USE MISTAKES TO HELP PEOPLE**

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