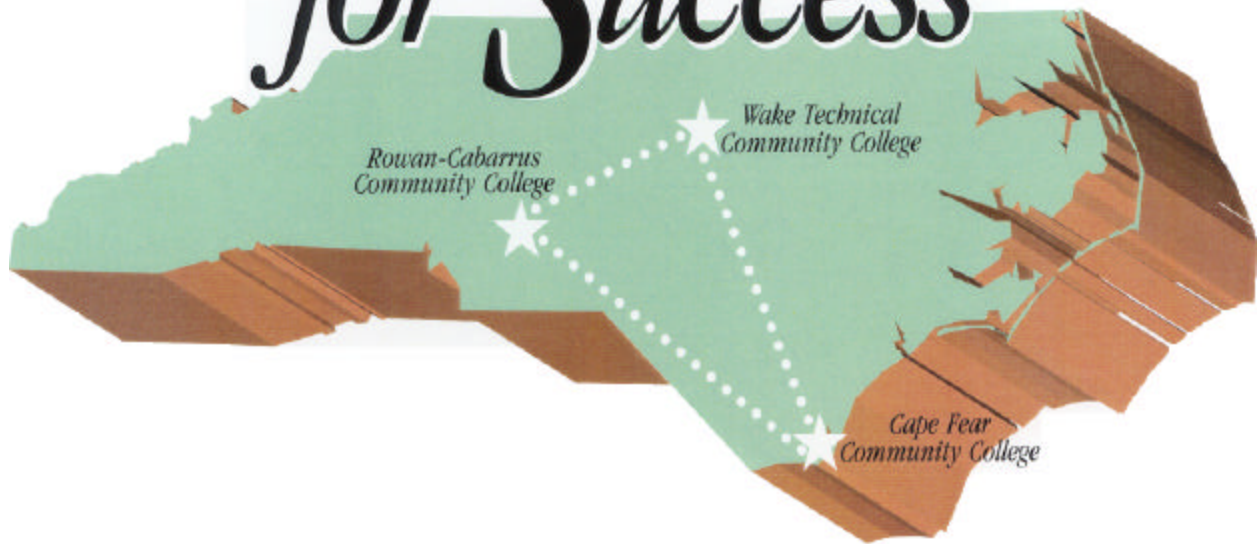


Supervising for Success



*Rowan-Cabarrus
Community College*

*Wake Technical
Community College*

*Cape Fear
Community College*



A PARTNERSHIP:
*Governor's WorkFirst Business Council,
Department of Social Services,
and North Carolina Community Colleges*

Introduction

This curriculum, “Supervising for Success,” was developed by members of Cape Fear Community College, Rowan-Cabarrus Community College, and Wake Technical Community College at the request of the Governor’s Work First Business Council. It is intended to be used by instructors of community colleges in North Carolina who are in charge of providing supervisors who deal with new and entry-level employees with the skills and strategies to be successful in their jobs.

A complete Instructor’s Guide is included in this curriculum, as well as a complete Student Guide and additional references and resources. Transparencies and additional handouts can be made from these materials at the discretion of the instructor. It should be noted that there are more materials than can be taught in an eight-hour period; this was done intentionally in order to allow the instructor to choose exactly what topics to focus upon to meet the needs of a particular class or company without having to search for additional materials. Some overlap occurs between topics, but this only provides additional reinforcement of ideas.

Because this is a pilot program, revisions may be necessary after several classes have been conducted. Evaluation materials for students and managers are included as part of this package and comments and suggestions from these documents will be used to refine the curriculum.

Isobel M. Charlton
Director of Corporate Training
Cape Fear Community College
411 North Front St. Wilmington, NC 28401
(910) 251.5150 FAX (910) 251.5947

MaryLu Garrison
Recruiter/Retention Specialist
Workplace Literacy
Wake Technical Community College
9101 Fayetteville Rd. Raleigh NC 27603-5696
(919)662.3400

Stacey George
Instructor Job Developer
Human Resources Development and Job Training Programs
Rowan-Cabarrus Community College
North Campus, PO Box 1595, Salisbury, NC 28415.1595
(704) 637.0760 ext.237 FAX (704)637.6642

Table of Contents

Instructor's Guide

I. Module I - Understanding your entry-level employee

II. Module II - Interpersonal Skills

Listening, speaking, writing, body language

Problem-solving and decision-making

Leadership methods

Conflict recognition and resolution

III. Module III - Strategies for Success

Coaching on the job

Teamwork

IV. Module IV – Application of Strategies

Case studies/guest speakers

Role playing

Referrals/resources

Evaluation

Student Guide

Appendix

Resources

Works Consulted

Company _____ **Date** _____
Class _____ **Session** _____

Housekeeping: Attendance, restrooms, messages, etc.

Subject: Understanding Your Entry Level Employee

Materials:

Time: ≈2 hrs.

Student Guides
Pencils and paper
Whiteboard
Overhead projector/Transparencies
Flip Chart
Dictionaries

Purpose:

Educate the students as to how they can better supervise, understand and appreciate the diverse population that they will be working with, and treat people with fairness and respect.

Objectives/Competencies:

1. Students will better understand necessary communication skills, as well as learn more about attitudes and relationships.
2. Students will understand that we are all different, but that we all have individual worth.
3. Students will identify different learning styles.
4. Students will be able to explain the philosophy of individual worth.
5. Students will be able to explain why cultural bias can affect the quality of your supervisory skills.
6. Students will be able to list five examples of cultural differences that could contribute to misunderstandings between a supervisor and an employee.
7. Student will be able to apply the philosophy of individual worth to relationships with supervisors and employees.

Introduction:

Ask students what they think will be the benefits of this training. Lead off the discussion by writing “Benefits of Training”, and the subheadings Supervisor: Company: Employee: Community: on the board. List student responses.

Refer students to Benefits of Training handout in their Student Guides. (*NOTE: A copy of this handout appears below*)

Benefits of this Program

The benefits of this program are many, and are listed below in relation to four entities: the supervisor, the company, the employee, and finally the community.

Supervisor:

- Increased awareness of characteristics/needs of the entry-level employee
- “Hands-on” experience to address employee issues
- Improved communication skills
- Network of peers to provide support
- Access to community resources and agencies
- Increased self-confidence in supervisor’s role

Company:

- Improved supervisors/employee relations and communication
- Less attrition of entry-level workers
- Improved customer relations
- Higher level of commitment from supervisor/employees to resolve conflict at base level
- Less conflict in work environment

Employee:

- Supervisors who are more informed regarding their employees’ unique needs
- Improved working conditions
- Better communication
- Clearer expectation of their role and responsibilities

Community:

- Improved customer service
- Decreased dependence from entry-level employees on public assistance

Lesson/Instruction:

Ask students why companies find it hard to employ and retain entry-level workers. Responses could include lack of understanding what work requirements are, attendance, attitude and an inability to do anything without specific instruction, lack of social skills, personal problems which carry over into the workplace.

Discuss handout “Learning from Agency Perspectives.” In the Student Guide. (*NOTE: A copy of this handout appears below*)

Learning from Agency Perspectives.

Information for Rowan County Employment Security Commission.

Until 1998 ESC stationed a Counselor at the local DSS on a full-time basis to work with these clients. We provided Job Skills workshops, vocational counseling and a job referral service on site. DSS ended that contract in Rowan County in June of 1998. Cabarrus County still operates this type of program. We interact with DSS clients now through the First Stop Employment program and the Food Stamp Employment and Training program. First Stop requires that all applicants for cash assistance at DSS be referred to ESC for evaluation and placement services before their application for assistance can be processed. We see 50-60 clients a month. The Food Stamp program requires that able-bodied food stamp clients be referred to ESC for placement services also. We see 25-30 food stamp clients a month. Although 75 – 100 are referred, many do not show. In my experience these clients are unmotivated and unskilled. Most do not realize why they are not successful in working. Hygiene, attitude and deficient communication skills are immediate problems. Secondary problems are transportation and childcare. Many of these people have no experience working and even lack family members or friends who work. They have a fundamental lack of understanding of what work requires a person to do. Employers commonly complain about

attendance, attitude and an inability to do anything without specific instruction. They lack the social skills associated with work that most of us have developed over a period of time and take for granted. How to speak to supervisors and co-workers, what time you have to get up in order to be at work, the fact that you could get fired for not showing up at the same time each day, how to get to work and get the kids to school, and get back after school and work.

Note: This perspective also applies to any county throughout North Carolina.

Ask: “How can we ensure that our entry-level employees will become a productive workforce?”

Show: Overhead “Techniques for Effective Supervision”

Discuss briefly each heading and explain to students that most of these topics will be covered in more depth as they go through the program. (*NOTE: Additional information for these topics follows in the Instructor Guide*)

Techniques for Effective Supervision	
* Communicate	* Provide Incentives
* Be a Good Listener	* Offer Praise & Recognition
* Develop New Skills in Your Staff	* Personal Growth Opportunities
* Assess Employee Strengths	* Trust Your Instincts
* Provide Personal Guidance	* Maintain a Strong Presence
* Encourage “Big Picture” Thinking	* Establish Trust
* Appreciate Different Learning Styles	* Provide Feedback
* Share Your Enthusiasm	* Instill a Sense of Contribution
	* Reward Risk Takers

Lesson/Instruction: Additional Instructor Information

Set and Communicate Clear Goals. An ancient proverb proclaims, “If you don’t know where you are going, any path will take you there.” This wisdom still applies today. To maximize the efforts of your team, make sure that your goals for the group are communicated to all team members. To ensure their commitment to achieving these goals, involve both tenured and newer staff members in drafting the department’s objectives and strategies. In addition, periodically follow up on long-term efforts to ensure that team members recognize that organizational priorities have not changed.

Be open and realistic with any deadlines that are communicated. Employees soon lose their enthusiasm for putting in extra effort if they realize that you have “cried wolf” about the urgency of a task. If necessary, shift resources to help meet impossible deadlines.

Brush Up On Your Listening Skills. As a coach, it is important to talk with team members, not at them. This requires using all of your active listening skills. Try not to interrupt as employees relate information. A simple nod of your head will often encourage them to continue talking. Ask questions to allow staff members to share, while avoiding the temptation to put words in their

mouths. Also be aware that your body language and facial expressions can indicate a lack of interest that may discourage them from talking.

Look for non-verbal clues such as restlessness or fidgeting in an employee's demeanor that may indicate that he or she has something difficult to tell you. Employees are often reluctant to share problem news. However, getting advance notice of a troublesome situation can help prevent a larger disaster later. In time, an atmosphere of trust within the group will encourage individuals to open up. In the interim, remember that it will be easy to hear good news, but you're going to have to work at getting employees to share bad news.

As a good listener, you will be demonstrating sincerity, commitment, and a willingness to hear input from staff members at all levels. For continued feedback, make every effort to act on what your employees tell you. For instance, if they indicate it is not possible to finish a project on time without additional assistance, show your commitment by arranging for additional help to prevent employee burnout and to ensure the deadline is met.

When employees feel their supervisors are really listening to them, they are much more likely to contribute ideas and solutions.

Develop New Skills in Your Staff. As a coach, your accomplishments are measured by what your employees achieve. To maximize their efforts, it is critical to build the individual skills of each team member. Assess the type of training or coaching they need and find the best way to provide it for them.

Assess Employee Strengths. A good manager stands back and takes an objective look at the strengths of individual team players and assigns work accordingly. In the beginning, this may mean shaking up the status quo with new assignments and reorganized responsibilities. However, change can be your ally in increasing departmental performance.

Provide Personal Guidance. Staff members will look to you for ideas on how they can enhance their skills and improve performance. You will likely have had first-hand experience with some of the tasks they now face and can function as a mentor, sharing your knowledge with them. Be certain, however, that you encourage them to bring in new ideas to develop even better methods for achieving success. Also, provide regular feedback on the progress an employee has made, whether it is mastering a specific technology, making group presentations or managing a major project. Remember to reward the acquisition of new skills, as well as the improvement of existing ones.

It is also necessary to address less-than-stellar performance. Individuals who are putting forth maximum effort can become frustrated if they feel that others are not contributing their full share. Consequently, your efforts to counsel problem performers to bring up their performance level through training can be motivating for all. Top performers will realize, too, that you will be there to provide training and career development for them when they need it.

Encourage Big Picture Thinking. A good coach explains how a task fits into the department's objectives and provides guidelines for accomplishing the task. An employee who understands

how his or her portion of the project fits into the big picture will be more committed to the quality standards and time deadlines needed for the group effort. Smaller tasks often seem much more important when they are considered as an essential part of a critical, larger project.

Appreciate Different Learning Styles. As you attempt to expand your team's skill levels, be mindful of differences in individual learning styles. Some staff members will be able to learn quickly from a conceptual overview while others may benefit from more detailed directions. Similarly, some individuals may prefer having a how-to-manual that they can follow at their own pace, while others on the team will prefer interfacing with teammates who can walk them through the steps of a new technique or procedure. As long as you achieve first-rate results and meet departmental deadlines, the mode of learning is not important. Put aside your own preferences in favor of the learning methods that work best for your individual team members.

Share Your Enthusiasm. If you are passionate about what you do, let it show. Your passion will bring out the best in your team. Your entire group will have more energy and a renewed commitment to achieving organizational goals.

Provide Incentives. Budget cutbacks may stall the promotion of a high achiever, but money is not the only reward for strong performers. As a coach, it is your job to make sure that other psychic rewards are used. This can include praise for individual and team successes, as well as personal growth, in the form of new responsibilities or mentoring opportunities.

Offer Praise and Recognition. Public recognition can be an important motivator. Even if there is no money in the budget to award a cash bonus, corporate gift or an evening on the town, you can provide a plaque, a prime parking spot, or a feature in the company newsletter to reward a star performer.

Share the news of individual and team successes to inspire future contributions. It is a well-documented fact that morale and productivity increases are inseparably linked. When your unit's productivity improves, you will further increase morale if you share the good news with co-workers and members of senior management. And, make sure your team knows that you have shared their success story. You can reward individual and team performance and increase morale with comments such as "good job," laudatory memos, congratulatory speeches at department meetings and other forms of public recognition.

Tom Peters once wrote, "Celebrate what you want to see more of." In other words, reward accomplishments that align with your company's goals. If you are striving to cut red tape and develop new approaches to existing procedures, reward innovations that achieve these objectives.

Personal Growth Opportunities The streamlining of your department may bring new projects and paths for job growth and self-actualization. Technology and other productivity tools can provide opportunities for intellectual growth and increased responsibilities. Time formerly spent on mundane and repetitive tasks can be reallocated to strategic planning, questioning the status quo, and developing creative solutions. Convey the positive implications of technology to staff members when streamlining plans are first announced.

Mentoring is another valuable practice to consider. A mentor can further enhance a top performer's sense of achievement and self-worth, as well as encourage newer employees by affording them with a unique training opportunity.

It is not easy to raise the productivity of a department to higher levels, but with commitment and ingenuity it can be done. By constantly questioning and challenging your own tactics and mindset, you can revitalize your workgroup. Your new—found coaching skills will be as personally rewarding as they are beneficial to your team.

Trust Your Instincts. You don't need to see team members in action to know if they're productive. Look at the quality of work you're receiving and listen to fellow group members for clues to the performance of the employees in question.

Maintain a Strong Presence. This can be achieved by following up with employees via the network or in person. Ask for regular updates and make yourself available for questions and input. Some network systems provide computerized updates.

Establish Trust. Show you trust employees. Display confidence in your employees' abilities and let them know you value their expertise.

A healthy company is built on a spirit of trust. As far back as the 1930's, McCormick Spices took the unprecedented step of abolishing time clocks. This step showed employees they were trusted to arrive on time and put in an honest day's work without management looking over their shoulders. At Nordstrom, the popular Seattle-headquartered retailer that brings new meaning to the term "customer service," the company's rules exemplify the implicit trust in employees: "Rule #1 – Use your good judgment in all situations. There will be no additional rules."

Supervisors and managers should adopt this same attitude by showing good faith that staff members are using their time wisely and efficiently. If year-end is fast approaching and you're feeling the crunch, you should trust – to a reasonable extent – that your employees also are feeling the pressure to get their work in on time. Give them credit for understanding the importance of their projects without having to be told repeatedly. Putting this kind of trust into action requires an active commitment to communication. Managers should conduct periodic (quarterly or semi-annual) employee briefings in which they share information about past and current activities, organizational goals, and financial issues (benefits, training, investments, and so forth). This information will give your staff a sense of the big picture and present them with the opportunity to offer their own input. It also is important for communication to take on a less formal spirit. Decades ago, Hewlett-Packard pioneered the concept of "management by walking around," an approach that, despite its proven success, is still highly neglected by today's managers. Former Lands' End CEO Richard Anderson, now retired, kept in touch with his staff by lunching twice a month with different groups of seven employees. This kind of interaction demonstrates management's respect for employees and willingness to listen to their concerns. In turn, it increases workers' morale and commitment to the company. But it is not always easy, especially for new managers and controllers more accustomed to accumulating, recording, and auditing data than supervising others. The importance of people skills should never be

underestimated. Staff members who feel comfortable communication with their supervisors are more likely to maintain a strong sense of loyalty to the organization.

Provide Feedback. Let employees know when they're doing a good job.

Instill a Sense of Contribution. The chance to do something of value – to leave a mark – is a very powerful motivator. Most people want to perform well and derive great satisfaction from knowing they have been productive. Giving employees increased responsibility at their jobs, without overloading them, can instill a strong sense of contribution and boost morale. One way to offer responsibility and create teamwork is by having a few employees rather than an entire department attend off-site training sessions. Du Pont took great strides in this area by creating its “Corporate Leadership Conference.” When attendees return they conduct in-house workshops in the seminar material for the rest of their department. In account departments, this responsibility can be rotated among the staff.

Robert Half International recently commissioned a survey of U.S. companies to determine the extent employees are being given more authority to make decisions and take action. Interestingly, we found that while a good deal of progress has been made, there is still a significant gap between the way management and employees perceive empowerment. A resounding 88% of the managers, compared to 64% of the employees, believed that employees were given more authority. As long as the gap exists, corporate leaders are allowing vast amounts of energy and talent to slip through their fingers.

Reward Risk Takers – Win or Lose. A recent survey commissioned by Robert Half International found that more than two-thirds (69%) of the executives said management at their company encourages more risk taking among employees than it did three years ago. Encourage your staff to be risk takers with an innovative and entrepreneurial spirit. These kinds of employees build companies that dare to try new things and launch trends. 3M's “Genesis Program,” for example, is designed to underwrite employees who suggest and wish to pursue new project ideas. The program provides grants worth up to \$50,000.

Remember, however, that those who take calculated, well-thought-out risks will still make some errors in judgment. Let your staff know you understand this possibility and they will not be penalized for trying. You also should acknowledge and thank the employee for submitting the idea, and be sure to respond quickly and clearly with your thoughts about it.

Activity:

Ask students to turn to the handout “Communication Skills” included in their Student Guide. *(Note: A small-scale copy of the handout is given below.)* Have students complete this handout

Communication Skills

Questions:

Place a T on the line if the statement is True. Place an F on the line if the statement is False.

- _____ 1. If you communicate well, your attitude is unimportant.
- _____ 2. Verbal communication refers to spoken words only.

- _____ 3. The way you organize your thoughts and the words you choose affect your communication skills.
- _____ 4. What you fail to say is as important as what you say.
- _____ 5. You convey your attitude toward others by your tone of voice.
- _____ 6. If you speak well, you will be able to write well.
- _____ 7. Nonverbal communication is less important than verbal communication.
- _____ 8. As a listener, your nonverbal communication helps convey your attitude toward the speaker.
- _____ 9. The goal of communication is to establish a relationship with another person.
- _____ 10. Your communication skills affect others' attitudes toward you.

Ask students what this tells them about the importance of communication. **Discuss** responses and lead discussion into how their use of proper communication will affect their relationships with their entry-level employees.

Activity:

Ask students to turn to handout “Self-Assessment: Evaluate Your Communication Skills”. *(Note: A small-scale copy of the handout is given below.)* Have students complete this handout.

SELF-ASSESSMENT: Evaluate Your Communication Skills.

- _____ 1. I feel comfortable asking my co-workers for help with a work problem.
- _____ 2. I have a hard time asking others for help.

- _____ 1. I express myself well. People understand what I am saying.
- _____ 2. People frequently misunderstand me when I am trying to make a point.

- _____ 1. I look others in the eye when I am speaking to them.
- _____ 2. I never know where to look during a conversation.

- _____ 1. At meetings, I feel comfortable expressing my opinions and sharing ideas.
- _____ 2. I never volunteer my opinion and dread being asked how I feel about an issue.

- _____ 1. People feel comfortable talking to me.
- _____ 2. People rarely initiate conversations with me.

- _____ 1. I listen carefully when someone is asking me a question.
- _____ 2. I often find myself thinking of the answer to a question rather than listening carefully.

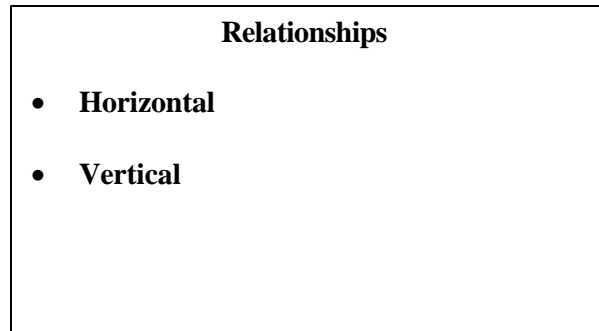
- _____ 1. I practice good telephone techniques and treat callers with courtesy.
- _____ 2. I consider the telephone an intrusion into my worktime.

Ask students what this told them about themselves. Do they see a need to change their communication style in order to supervise an entry-level employee, or are they comfortable with their style of communication and feel they can motivate their employees using this style?

Lesson/Instruction: Developing Relationships

Say: Anytime two people have contact on a frequent basis, a relationship exists between them. It may be a good relationship; it may be not so good; sometimes it may even be bad or destructive. But rarely will a relationship be neutral. In this section we will discuss two types of relationships.

Show: Overhead – Relationships



Horizontal Relationships.

At the end of this segment, you will be able to:

- Define horizontal relationships.
- Recognize the importance of good horizontal relationships in the workplace.
- Identify the importance of attitude in horizontal relationships.

In your social life, you can choose those you wish to have a relationship with. In your working life, however, you have no choice. You will have a relationship with your co-workers, and it is in the best interests of your career and the productivity of your company that these relationships be positive ones.

What does a good working relationship involve? It does not mean that the people you work with need to become your best friends. It does mean that you interact with one another in such a way that your personal goals and company goals are achieved. These relationships with co-workers are called horizontal relationships.

Every relationship is different, because every person sees you, your personality, and your attitude differently. Your personal prejudices, likes, and dislikes influence how you view another person. How others view you is affected in the same way. As a result, good relationships are built differently with different people.

Establishing good horizontal relationships will also enhance your vertical relationship with employees. It is important to have a good horizontal relationship between people who work together closely. It is also good to develop relationships with others in your company. Often, departments must work together, on a day-to-day basis or an occasional special project. Make an effort to know the others in your organization.

Activity:

Ask students to turn to handout “Horizontal Relationships”.

. (Note: A small-scale copy of the handout is given below.) Have students complete this handout.

Horizontal Relationships

Questions:

1. Identify one of your horizontal relationships.
2. What role did your attitude play in the development of this good horizontal relationship?

Place a T on the line if the statement is True. Place an F on the line if the statement is false.

- _____ 1. Relationships are almost never neutral.
- _____ 2. You should like the people you work with in order to develop effective horizontal relationships.
- _____ 3. The end result of good horizontal relationships is achieving personal and company goals.
- _____ 4. Your attitudes affect your horizontal relationships.
- _____ 5. All horizontal relationships are built in the same manner.
- _____ 6. Communication is the most important element in developing good horizontal relationships.
- _____ 7. Taking sides in a dispute between two co-workers can damage your horizontal relationships with both.
- _____ 8. Horizontal relationships have no bearing on your relationships with employees.
- _____ 9. You should only concern yourself with your relationships to people inside your company.

Say: The second type of relationship is the Vertical Relationship and at the end of this segment, you will be able to:

- Define vertical relationships.
- Recognize how good vertical and horizontal relationships interact.
- Identify the importance of a good attitude in establishing both good vertical and horizontal relationships.

A vertical relationship is the relationship between you and your employee. Developing a strong vertical relationship is essential. The development of a good vertical relationship has much in common with the development of good horizontal relationships. Both depend on effective communication between two people. But, there are some important differences.

The primary responsibility for creating a good vertical relationship lies with you. You will set the tone for interactions between boss and employee. Realizing this, many businesses provide their managers and supervisors with training in interpersonal relationships.

The type of business conducted may influence the tone of your office. The personality of the department manager will be a contributing factor, also. Whether you have a casual office or more traditional, keep in mind that different people may work more effectively in one than in the other.

An overly strong vertical relationship can weaken horizontal relationships. A particular friendship between a supervisor and one or two employees can create jealousy and threaten other workers. It can adversely affect the morale and productivity of a department. It is important that a manager avoid favoritism and even the appearance of favoritism.

As you work on developing a good vertical relationship, do not neglect your horizontal relationships. The company's success and productivity depend on both types of relationships being strong.

Activity:

Ask students to turn to handout "Vertical Relationships".
(*Note: A small-scale copy of the handout is given below.*) Have students complete this handout.

Vertical Relationships

Questions:

1. Identify one of your vertical relationships.
2. Identify how a good vertical relationship improved your horizontal relationship.
3. What role did your attitude play in the development of this good vertical relationship?

Place a T on the line if the statement is True. Place an F on the line if the statement is false.

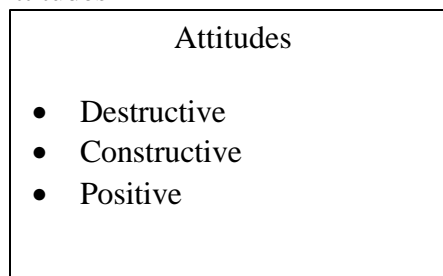
- | | | |
|-------|----|--|
| _____ | 1. | Vertical relationship refers to the relationship between you and a particular co-worker. |
| _____ | 2. | The entire responsibility for a strong vertical relationship lies with the supervisor. |
| _____ | 3. | The supervisor sets the tone of the relationship. |
| _____ | 4. | Effective communication is less important in vertical relationships than in horizontal ones. |
| _____ | 5. | Casual offices are better than more formal ones. |

- _____ 6. Verbal and nonverbal communication will give you clues about the tone of office relationships.
- _____ 7. An overly strong vertical relationship can be detrimental to both people involved and to others in the department.
- _____ 8. Poor vertical relationships affect department morale and productivity.
- _____ 9. If you have a strong vertical relationship, you do not need to worry about your horizontal relationships.

Say: Attitude plays an important part in developing good employee/supervisor relationships.

Ask students "What role did your attitude play in the development of this good vertical relationship?"

Show: Overhead "Attitudes"



Lesson/Instruction:

Say: At the end of this segment, you will be able to:

- Define and identify destructive attitudes.
- Recognize the negative effect of destructive attitudes on the job.
- Identify a destructive attitude in either you or a friend that had a negative effect on the job.

Destructive attitudes have a negative impact on everything you do. Racism is a destructive attitude that has profoundly influenced our society. People have been denied basic human rights because of the color of their skin or their country of origin. Other destructive attitudes are:

Ageism – discriminating against others because of their age.

Sexism – wrongly assuming a person cannot perform some jobs simply because of his or her sex.

Racism, ageism, and sexism are examples of prejudices. A prejudice is an adverse or harmful opinion based on a generalization – often incorrect – about a group of people. Prejudices are obstacles to good human relations because they prevent us from seeing each person as an individual. They cut off communication between two people.

Prejudice can be responsible for destructive actions like playing favorites. It can lead to arrogance or outright rudeness in your dealing with others. You may underestimate or overestimate those you work with because of your attitudes about their race, age, or sex.

You may not be aware of your destructive responses to people and situations, because your attitude is often an unconscious reaction on your part.

*Take the time to examine your responses to others.
Analyze your reaction to situations that confront you on the job.*

Ask yourself:

*Are my attitudes constructive ones or destructive ones?
Do I respond to situations in a positive or a negative way?
Does my attitude help communication or hinder it?*

Activity:

Ask students to turn to handout “Destructive Attitudes.” (*Note: A small-scale copy of the handout is given below.*) Have students complete this handout.

Destructive Attitudes

Questions:

1. Define destructive attitudes and give examples of specific ones.
2. What impact has a destructive attitude, either yours, a peer’s, or an employee’s had on the job?

Place a T on the line if the statement is True. Place an F on the line if the statement is False.

- _____ 1. If you are a productive at your job, you can get away with a negative attitude.
- _____ 2. Racism is a form of prejudice that denies other people basic human rights based on skin color or ethnic heritage.
- _____ 3. Racism, ageism, and sexism are three examples of constructive attitudes.
- _____ 4. Prejudices are based on true generalizations about groups of people.
- _____ 5. Destructive attitudes cut off communication with people.
- _____ 6. Oversensitivity means being very sensitive to the needs of others.
- _____ 7. Selfish workers are often tactless and inconsiderate in their relationships.
- _____ 8. One dissatisfied worker can reduce group productivity.
- _____ 9. People are often unaware of their own destructive attitudes.
- _____ 10. You know if your attitude is constructive if it helps communication with others.

Lesson/Instruction:

Say: The other side of the coin is Constructive Attitudes, and at the end of this segment, you will be able to:

- Define and identify constructive attitudes.
- Recognize the difference between a positive attitude and a constructive attitude.
- Identify the effect a constructive attitude has had on you.

A positive attitude alone cannot make up for a lack of human relations skills. Some people seem as if they are born with a constructive attitude. In any given situation, they look for new ways to help others solve problems. Their positive aspects make them cheerful and friendly, but people are attracted to them because they are also helpful.

Being around a person with a positive attitude makes you feel better than being around someone who is often gloomy and depressed. But, a constructive attitude combines a smile with efficiency and knowledge, and this leads to productivity.

A constructive attitude is more than just a smile, although presenting a friendly face is important. An important element of a constructive attitude is being interested in others to the point of sincerely helping them solve problems. Take a personal interest in your employees. This will help them feel special and valued.

Everyone wants to feel that he or she is important and not just another nameless face in the crowd. A willingness to help others leads to ties that bind.

Constructive attitudes bring positive responses. Everyone has bad days. Worries about family, health or money can interfere with your interactions at work. It is hard to smile at an employee when you are worried about something. If you have a constructive attitude, these days are the exception, not the rule. Valued supervisors do their best to help others and by doing so, they forget their own problems.

Activity:

Ask students to turn to handout “Constructive Attitudes.” (*Note: A small-scale copy of the handout is given below.*) Have students complete this handout.

Constructive Attitudes

Questions:

1. Define a constructive attitude you recently experienced and give an example.
2. Identify one of your constructive attitudes and how it affected your work.

Place a T on the line if the statement is True. Place an F on the line if the statement is False.

- _____ 1. Developing and maintaining a constructive attitude is one element in a

successful career.

- _____ 2. Constructive attitudes are more important in fostering productivity than simply being positive.
- _____ 3. Technical skill is more important than attitude at work.
- _____ 4. It is impossible to develop a positive outlook on life – people are born with their attitudes.
- _____ 5. Most people regard cheerful, friendly employees, as Pollyannas and dislike being around them.
- _____ 6. If you have a smile on your face, you have a constructive attitude.
- _____ 7. Discovering the interests and needs of others is only important in your personal relationships.
- _____ 8. Everyone wants to feel important.
- _____ 9. Positive actions and attitudes can sometimes bring about negative responses.
- _____ 10. Valued workers can forget their own problems while helping others.

Activity: Activity:

Ask students to turn to handout “Self Assessment: is Your Attitude Constructive or Destructive.” (Note: A small-scale copy of the handout is given below.) Have students complete this handout.

Self-Assessment: is Your Attitude Constructive or Destructive

How would you describe your attitude toward others? Which words in the following list of adjectives best describe you? Which do not apply to you?

First, rate your attitude on a scale of 1-5:

5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never.

Scale	C or D	Scale	C or D
_____	_____ accepting	_____	_____ inventive
_____	_____ aloof	_____	_____ judgmental
_____	_____ biased	_____	_____ loyal
_____	_____ candid	_____	_____ nosy
_____	_____ critical	_____	_____ polite
_____	_____ curious	_____	_____ prejudiced
_____	_____ direct	_____	_____ selfish
_____	_____ helpful	_____	_____ sincere
_____	_____ honest	_____	_____ stubborn
_____	_____ frank	_____	_____ tactful
_____	_____ guarded	_____	_____ teasing
_____	_____ insensitive	_____	_____ timid

Now, put a C next to those qualities that are constructive. Put a D next to the qualities that are destructive.

Total your C and D scores separately. Which is higher?

C _____ D _____ Totals

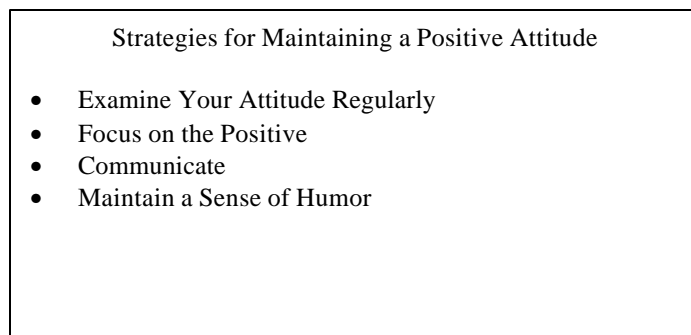
A perfect score would be 60 points (12 *Always* answers) for constructive qualities and 12 points (12 *Never* answers) for destructive ones. A more likely result might be 48 points for C answers and 24 points for D answers. Ask a friend or coworker to rate you. Does your self-rating agree with theirs? Where is the big difference? Why could this be?

Lesson/Instruction:

Say: It is very important that a supervisor always maintains a Positive Attitude, and at the end of this segment, you will be able to:

- Identify strategies you have used for maintaining a positive attitude.
- Identify a situation at work where an attitude resulted in good human relations skills.

Show: Overhead – “Strategies for Maintaining a Positive Attitude”



Perhaps, somewhere in the world, there is a person who is constantly in a positive frame of mind. This person has a perfect job and an ideal homelife. Every day is wonderful. Perhaps this person truly exists, but it is not likely.

Everyone’s life – home, church, and work – is full of ups and downs, positive and negative situations. Having effective strategies to use in maintaining a positive attitude will help you to cope with these situations.

Strategy No. 1: The first and most important strategy is to examine your attitude regularly. Ask yourself:

Am I practicing good human relations skills?

What is my attitude toward my job?

Is it constructive or destructive?

Consider all aspects, including your relationships with your co-workers and employees. If your attitude is negative, ask yourself why?

Am I unsuited for my job as a supervisor?

Are personal problems interfering with my ability to supervise?

Do I dislike my co-workers or employees?

*Do I need more training to perform my supervising effectively?
How can I change destructive attitudes to constructive ones?*

If you feel that your attitude is positive, are you projecting that attitude to others?

*How do you think your employees would characterize you?
How would your co-workers rate your human relations skills? Be honest!*

Most likely, you will discover one or two areas where you need to adjust your attitude. You may love your job, but find dealing with certain employees exasperating. That exasperation will show in your attitude. Recognizing that there is a problem, you can work to fix it. Having specific strategies to use in maintaining a positive attitude is a big help.

Strategy 2: Focus on the positive. When one aspect of your job gets you down, do not let it get out of hand. Focus on the positive relationships at work as well. Remember that you can have an effective working relationship even with those who have a different set of personal values. Concentrate on the values and goals you share, such as building a productive department.

Strategy 3: Communicate. Communications is our link with others. Practice good listening and communication skills every day. Be sure that you say what you mean and that you hear what others are saying. Ask questions if you are unsure. If you are giving directions, be sure your listeners know what to do.

Strategy 4: Maintain a sense of humor. Humor can help you put situations in perspective. Taking yourself and others too seriously will not solve problems, and it may cause you to dwell on mistakes or focus on the negative side of situations that cannot be changed. Developing a sense of humor does not mean becoming the office clown. It does mean developing the ability to see the lighter side of situations.

Activity:

Ask students to turn to handout “Strategies for Maintaining a Positive Attitude.” (*Note: A small-scale copy of the handout is given below.*) Have students complete this handout.

Strategies for Maintaining a Positive Attitude

Questions:

1. Identify five to eight strategies that you developed to maintain a positive attitude.
2. Review the importance of maintaining a positive attitude and practicing good human relations skills on the job.
3. Give an example from your own experience where you needed to maintain a positive attitude. What strategies did you use?

Place a T on the line if the statement is True. Place an F on the line if the statement is False.

- _____ 1. If you have a constructive attitude, all your experiences will be positive.
- _____ 2. There are specific strategies you can use to help maintain a positive attitude during tough times.
- _____ 3. There is one right way to balance your priorities between work and home.
- _____ 4. You can have an effective working relationship even with those who have a different set of values.
- _____ 5. Most people respond happily to changes in their life.
- _____ 6. The only way to educate yourself is to return to school.
- _____ 7. Your initiative and enthusiasm may diminish after some time on the job.
- _____ 8. To maintain your sense of humor, become the office prankster.
- _____ 9. A poor diet and lack of exercise will zap your energy and make it harder to be productive.
- _____ 10. People often judge you by your appearance.

Ask students for specific examples of when maintaining a positive attitude has made them a better supervisor and has helped them relate in a more constructive way with their employees.

(Note: The following activities are optional and may be used if time permits, or may be assigned as homework, to be completed before the next session.)

Optional Activity: Ask students to turn to handout “Self Assessment: Test Your Attitude.” *(Note: A small-scale copy of the handout is given below.)* Have students complete this handout.

HANDOUT

Self-Assessment: Test Your Attitude.

Does your attitude toward your co-workers help your relationships or hinder them? Think about your relationships with two specific co-workers. Choose as Co-worker 1 a person with whom you have a strong relationship. Choose as Co-worker 2 a person with whom you have a poor or weak relationship. Respond to the following statements about your relationships. Write YES or NO in the appropriate column.

STATEMENT	CO-WORKER NO. 1	CO-WORKER NO. 2
A good relationship with this person is important to me.		
My productivity depends on my relationship with this person.		
I lose my patience with this person.		
I think it is his or her responsibility to make the first move.		

This person complains often.		
This person has a positive attitude.		
This person pulls his or her own weight.		
This person shares my sense of humor.		
We are about the same age.		
We can discuss minor problems before they become major.		
We have similar backgrounds.		
We have similar beliefs and values.		
We have the same interests and lifestyle.		

EVALUTE YOUR ANSWERS

Can you see a pattern to explain why you may have an easy time developing a good relationship with one co-worker and not another? In the space below, use what you have learned and develop a three-point plan for improving your horizontal relationship with Co-worker no. 2.

Optional Activity: Ask students to turn to handout “Self Assessment: Examine Your Attitude.” (Note: A small-scale copy of the handout is given below.) Have students complete this handout.

HANDOUT

Self-Assessment: Examine your Attitude

What messages are you sending to employees? For each statement below, give an example of how you projected a constructive attitude and an example of when you failed to. Remember, the first step in changing destructive attitudes is identifying them.

1. Look for the positive side of a situation.

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

2. Help others solve problems .

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

3. Make others feel important.

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

4. Seek positive response through positive action.

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

5. Maintain a constructive attitude when having a bad day.

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

Lesson/Instruction:

Discuss how students will be able to use the following techniques to recognize diversity and avoiding stereotypes (culture, gender, age, and race).

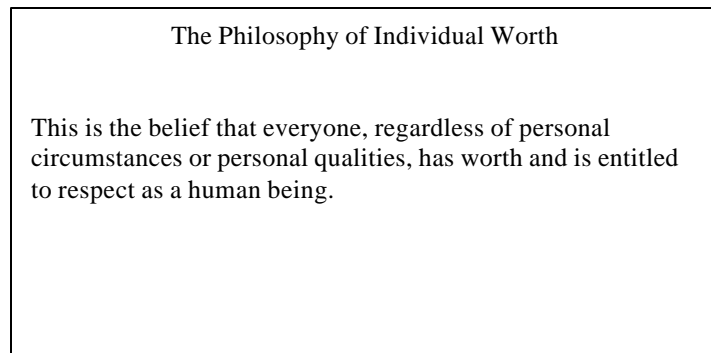
Ask students what the overall cultural make – up is of their workforce. List responses on the board.

Say:

A supervisor comes in contact with people from many different backgrounds. Some employees have never known anything but poverty. Some have come from other countries or from homes in which the customs of other nationalities are followed. Some have been reared in a religious faith with beliefs very different from those you and your friends have.

If you have had little contact with people from other cultures or from other levels of society, your first reaction may be to view these people not only as “different” but also as less acceptable than people who are like you and your friends. However, it is not a supervisor’s right to judge people or to vary the treatment of these individuals because they are “different.”

Show: Overhead – The Philosophy of Individual Worth



The philosophy of individual worth is the belief that *everyone, regardless of personal circumstances or personal qualities, has worth and is entitled to respect as a human being.* For supervisors, this means that the treatment of your employees does not vary because of the employee’s race, nationality, religion, sex, age, economic level, education, or any other characteristic.

Each employee is an individual. A supervisor should take into consideration the person’s individuality. The philosophy of individual worth has many implications for employee treatment. A supervisor who does not accept the philosophy of individual worth may interact differently with employees from another culture than with employees from his/her own culture. Yet, the supervisor would probably be unaware of any differences in treatment of the employees he/she is giving that employee.

Ask students to refer to handout “The Philosophy of Individual Worth” in their Student Guide.

Discuss this handout (*Note: A small-scale copy of the handout is given below.*)

The Philosophy of Individual Worth

The philosophy of individual worth is the belief that *everyone, regardless of personal circumstances or personal qualities, has worth and is entitled to respect as a human being*. For supervisors, this means that the treatment of your employees does not vary because of the employee's race, nationality, religion, sex, age, economic level, education, or any other characteristic.

Cultural Bias. Each socioeconomic class within a society has its own customs, standards of living, values, interests, and other characteristics that distinguish it from other socioeconomic classes. Members of one class generally do not understand the differences between their own class and other classes. The supervisor's expectations regarding employee behavior may be unrealistic for all those employees who are from a different cultural background or socioeconomic level. The tendency to make negative judgments about a person because of the culture or class from which that person comes is called *cultural bias*.

The Employee from the Poverty Class. People who have never lived in poverty find it difficult to understand those who live center around survival. People who live in poverty have a daily routine that is quite different from the daily activities of middle-class people. They may lack running water in the home; to some, the modern toilet may seem strange and frightening. Badly decayed teeth may mean poor diet, lack of knowledge about oral hygiene, and perhaps ignorance of such things as toothbrushes and fluoride toothpastes. Deodorants are a luxury for those who do not know today where tomorrow's dinner will come from.

Expectations of Supervisors. Each employee, regardless of socioeconomic status, age, race, religion, or national origin, is entitled to be treated fairly. Each is a human being with feelings, hopes, problems, habits, and needs. All of these factors contribute to the uniqueness of each personality.

Can you, as a supervisor, expect people from other economic levels of society to have the same beliefs, attitudes, hygienic habits, and understandings that you have? Are they either less worthy or worthier as human beings because their lifestyle is different from yours?

Feelings About Employees. The degree to which you accept the philosophy of individual worth will influence your supervisory skills. You may need to overcome prejudice in order to apply this philosophy to your daily work. You may even have difficulty in understanding some employees, especially those whose cultural background is different from yours. Your responsibility as a supervisor is to know your role and, within that role, to treat each employee fairly. Avoid making value judgments about an employee or allowing your feelings to interfere with the treatment that you give to that employee.

The Challenge. One of the greatest challenges is to work with those who are from a different culture or economic level. Try to understand these employees in terms of their background; try to see situations as they see them. You can fulfill your role as a supervisor, and at the same time adapt to the special needs of each employee. Your choice of words is important in helping the employee understand your meaning. Your sincerity and interest can influence an employee's attitude.

Studying a Situation. It is not easy to serve all employees equally. Sometimes there is a strong desire to escape – to carry out an assigned task and leave the employee as quickly as possible. If you find yourself trying to avoid an employee, there is evidence that the situation needs thoughtful study. Why do you find this employee difficult to deal with? Have you tried to understand this employee’s needs. Have you tried to see the situation as the employee sees it? If you make a habit of studying such situations, applying knowledge about some of the many influences on human behavior, you will grow in your ability to form effective relationships with your employees.

Applying a Philosophy of Individual Worth. It is easy to give lip service to the philosophy of individual worth. It is quite difficult to practice it day after day when there is a busy schedule and a wide variety of employees to deal with, unless you form certain ways of thinking about your employees. The following suggestions provide a starting point for developing and applying a philosophy of individual worth to your relationships with employees:

- Accept each employee as he/she is an individual with a *unique personality*.
- Recognize that each person tries to meet his/her needs with patterns of behavior that have developed over a lifetime; these patterns cannot be changed readily.
- Make a conscious effort to understand each employee’s behavior.
- Consider each employee with a cultural background different from yours to be an opportunity for you to learn about human behavior as it is influenced by customs, beliefs, values, religious practices, and socioeconomic level.

Optional activity: Ask students to turn to handout “Words and Terms You Should Know.” (*Note: A small-scale copy of the handout is given below.*) Have students complete this handout.

Words and Terms You Should Know:

Affluent	Bias	Cultural bias
Culture	Customs	Individual worth
Philosophy	Prejudice	Socioeconomic
Superstitions	Tolerance	Unique Values

Circle any of the words you are not familiar with
Use your dictionary to find out the meaning of these words.

Activity:

Ask students to turn to handout “Cultural Differences.” (*Note: A small-scale copy of the handout is given below.*) Have students complete this handout.

Cultural Differences

Questions:

1. The following are examples of cultural differences that could contribute to a misunderstanding between a supervisor and an employee.

2. Think about someone you know whose background is different from your own; list five ways in which this person's lifestyle is different from yours.
3. Participate in a class discussion about examples of cultural practices related to:
 - Beliefs.
 - Work habits.
 - Hygienic practices.
4. Share with the class a situation involving you and someone from a different culture. Was there any evidence of misunderstanding or distrust? If so, try to identify some cultural differences that may have contributed.

Ask students to share what is happening in their individual work areas as discuss what can and cannot be done in the workplace.

Show: Overhead – Federal Laws the Protect Employees

Federal Laws that Protect Employees

- Title VII of the Civil Rights Act of 1964
- The Age Discrimination in Employment Act
- Rehabilitation Act of 1973
- The Americans with Disabilities Act

Ask students to refer to handout “Federal Laws that Protect Employees” (*Note: A small-scale copy of the handout is given below.*)

Federal Laws that Protect Employees

1. Federal Laws that Protect Employees. In the 1850's, a typical list of rules for office employees looked something like this:

- All clerical staff must be on the job from 7 AM to 6 PM.
- Office help will wear clothing of a sober nature; no bright colors. In cold weather, hats and scarves are allowed.
- There will be daily prayers in the main office – no exceptions.
- During cold weather, each worker will bring four pounds of coal for the office stove.
- All office workers must have permission to leave the room. The half-hour lunch break will be taken at the desk, while working.
- No talking among office employees during working hours. Tobacco, wine, or spirits are strictly forbidden at any time.
- Office employees will provide their own writing instruments. A pencil sharpener will be made available upon request.

Today, employees have more rights, of course, and workplace issues are more complicated. Now the law dictates certain employment practices that pertain to all workers.

Traditionally, employees fell under the concept of **employment-at-will**, which meant that either the employer or the employee could end the employment at any time. Federal legislation has changed this to some extent. Laws passed throughout the twentieth century make it illegal to fire or otherwise discriminate against employees for these reasons:

- Union membership or political activity.
- To prevent collection of retirement benefits.
- Because of race, religion, sex, age, or disability.
- For exercising the right to free speech.
- For refusal to take drug or lie-detector tests.

Employees generally cannot sue their employers simply because they have been fired, but an employer cannot fire an employee for an illegal reason.

There are a number of important federal laws that protect employees from illegal discharge or other abusive practices in the workplace.

a. Title VII of the Civil Rights Act of 1964. Makes discrimination in the workplace illegal. It applies to businesses that have at least fifteen employees for at least twenty weeks during the year. The law states that employers cannot do the following:

- “Fail or refuse to hire or to discharge any individual or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex or national origin.”
- “Limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual’s race, color, religion, sex or national origin.”

Most states have also enacted statutes prohibiting discrimination in the workplace, and some state laws are more far-reaching than the federal law cited above. A number of states prohibit discrimination based on marital status or parenthood, and others bar discrimination based on mental health, mental retardation, sexual orientation, personal appearance, or political affiliation.

b. The Age Discrimination in Employment Act. Passed in 1967 and amended in 1974, it is also illegal for employers with twenty or more employees to discriminate against workers on the basis of age. The federal law protects employees aged forty and up, but state law may extend protection to workers of younger ages and may apply to employers with fewer employees.

c. Rehabilitation Act of 1973. This Act requires federal agencies to take affirmative action to hire people with disabilities; requires federal contractors to implement affirmative action plans in hiring and promoting disabled employees; and prohibits discrimination against persons disabled in programs that receive federal funds.

Critics of the Rehabilitation Act say that its broad definition of *disabled* dilutes the effects of the act. The act defines a disabled person as “any person who (a) has a physical or mental impairment which substantially limits one or more of such person’s major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment.” Under this definition, obesity is included, but left-handedness has been barred.

d. The Americans with Disabilities Act. This Act became effective in January, 1992. The act bans discrimination against disabled persons in the workplace and mandates equal access for the disabled to

certain public facilities. By July 26, 1994, all employers with fifteen or more employees must have complied. Provisions of the act that most directly affect employers and employees are:

- Employers may not discriminate against a disabled person in hiring or promotion, if the person is otherwise qualified for the job.
- Employers may ask about one's ability to perform a job, but may not inquire if someone has a disability or subject a person to tests that screen out persons with disabilities.
- Employers must provide "reasonable accommodation" to disabled persons, including job restructuring and equipment modification.
- Employers do not need to provide accommodations that impose undue hardship on the business operations.

Lesson/Instruction: Identifying Learning Styles.

Say: There are three distinct learning styles and an effective supervisor will recognize these styles and use them to motivate their employees.

Show: Overhead – Learning Styles

Learning Styles

- Quiet and Passive
- Busy and Active
- 3-Dimensional – uses sight, speech, hearing and touch

Say: These distinct learning skills have different needs, and an effective supervisor will build on these needs using the following techniques:

Appreciate Different Learning Styles. One difficulty in the workplace is the fact that all employees do not have the same style of learning. Some are passive learners who make no noise or body movement while working and learning new information. Others are active learners who must incorporate vision, speech, hearing, and even body motion in order to learn best. Some employees learn best by seeing (visual learners), while others learn best by hearing (auditory learners). Some learn best by doing (tactile learners). Most workplaces contain a mixture of employees with all of these basic learning styles who must adjust to each other in the same space. Complicating matters even further are differences in supervisory styles of the employers. Some supervisors are quiet, private persons who insist that the area be still and passive. Others are active supervisors who want employees to interact orally and be actively involved in the

group process. For purposes of discussion, we have separated learning styles into three basic types. The learning styles described in this section will be found in most work environments.

Quiet and Passive Learners (Number One Learners)

Number One learners are quiet and passive as they go about the business of learning, studying, and absorbing. Number Ones are basically private people who want to be left alone during the process of learning. A Number One is passive in that only one sensory pathway is used to acquire new information. The Number One uses only the sense of sight as the primary channel for information processing. The Number One could be a delight to a supervisor, keeping quiet and still during the learning process. This person can sit passively for long periods of time, quietly absorbing new information without any outward body action. When the Number One needs to move, there is no disrupting of neighbors. This quiet, passive person glides silently around the work area attracting no attention and not causing distractions. Number Ones usually have long attention spans. They absorb most of what they see, which yields a high level of comprehension reading. They usually develop clear, well-organized mental images that stay put in the memory. They are unobtrusive in a work setting, and do not like to be interrupted after they have started their silent work.

Number Ones tend to be highly territorial. They establish their space within the work area, and then they want to be left alone inside that space. They do not want another employee's chair or items too close. They do not like to be in groups where they feel crowded. When possible, they go off to a corner to find a private place to work. They resent being interrupted, and they strongly dislike anyone who makes noise or too much distraction nearby. Number Ones seldom voice their irritations. They are passive in that they absorb a great deal of outside pressure before they react. Their surface behavior usually does not reflect the irritation they may be feeling in the inside. Careful observers may see quick frowns or irritated glances cast in the direction of an intruder, but the Number One usually does not start an argument. He or she tends to sit there passively while smoldering on the inside.

Show: Overhead – The Quiet and Passive Learner

- | |
|--|
| <p style="text-align: center;">The Quiet and Passive Learner</p> <ul style="list-style-type: none">• Allow Privacy• Allow Free Choice• Be Available• Provide Options and Alternatives |
|--|

Lesson/Instruction: Additional Instructor Information
What to Do with Number One Learning Style.

Allow Privacy. As much as possible, permit Number Ones to find their own private work space where they feel comfortable. Let them “stake out” private territory where they can do their best

work, so long as this does not create conflict with other employees. Spend time explaining the need for privacy so that your employees understand why this is important. Help them see that all people need a certain degree of privacy to feel safe or secure. Use this discussion to impress upon employees the need to honor the privacy of others at home, school, or wherever they are.

Allow Free Choice. Whenever possible, permit Number Ones to choose the kinds of work they prefer. Excuse them from committee work if they would rather do projects by themselves. Do not force Number Ones to be on committees or in groups with aggressive, domineering employees when such a relationship generates friction.

Be Available When Employees Want to Talk. As much as possible, provide some private time when Number Ones may want to talk with you alone. Make it clear how many minutes you have available. If you cannot manage private conversations during work time, arrange another time when you can talk privately for a few minutes. Do not try to force Number Ones to express themselves openly before others.

Provide Options and Alternatives. Whenever possible, give overly sensitive Number Ones alternative activities so they are not forced to compete with aggressive Numbers Two and Number Threes. Let them choose projects they can do comfortably by themselves. Number Ones usually can function on their own, alone. Help Number Ones to outline a reasonable project, then turn them loose to do the work in their own best way. A great deal of creativity is crushed when sensitive Number Ones are forced to be part of aggressive groups in which they cannot compete successfully.

Busy and Active Learners (Number Two Learners)

Number Two learners are busy, active learners. Number Ones only use one sensory pathway to absorb new information (sight). Number Twos must use three sensory pathways in order to learn. They must see it, hear it, and say it. The three sensory channels of sight/hearing/speech must be integrated to give them a complete, well-organized mental image. Number Twos are moderately active and rather noisy. In sharp contrast to Number Ones, they must add voice to what they see. They must double-check new information in a form of self-editing. What they see must be transformed into a type of speech, which then is run through the hearing process as a final confirmation. If what they see, say, and hear comes together in a meaningful whole concept, then they have learned. The study mode of silent reading is irritating and often meaningless for Number Twos. They tend to subvocalize as they read, either silently saying the words as if reading soundlessly to themselves, or actually whispering the words with the vocal cords responding. Thus, they translate what the eyes see into speech, which is simultaneously heard as an inner voice.

Number Twos are group people, in contrast with Number Ones who tend to be private and prefer to be alone. Number Twos become restless and lonely in the silent working environments. They tend to have short attention spans in this type of setting. They look for excuses to leave their work area. They think of all kinds of questions to go ask the supervisor. They dawdle and procrastinate instead of returning directly to their workspace. They love to work together, in contrast with Number Ones who hate to work with anyone else. The Number Twos need others,

while the Number One person enjoys being alone. Number Two yearns to be in voice contact with others, while Number Ones yearn for solitude. When Number Twos drive vehicles, they buy CB radios or car telephones so they can be in touch with the outside world as they travel. Number Ones hate CB radios and thrive on traveling in quiet isolation. In the work place, Number Twos are irritated by the silent word restrictions, which delight Number Ones. At home Number Twos are forever on the phone calling friends or receiving calls. They tie up the family phone line for hours. Number Ones may call a friend for a specific detail, but the conversation is brief. If Number Ones receive a call, he or she is soon ready to terminate the telephone encounter. Number Twos seek to prolong phone conversations as long as possible.

Number Twos do not recognize the territorial boundaries of Number Ones. They do not see the body language that says "Leave me alone" or "Don't interrupt me." Number Twos are rather impulsive. When a thought bubbles to the surface, they want to say it to someone. It makes them restless and uncomfortable not to be able to say what comes to mind. Number Twos have difficulty postponing their desires to visit, confer, and interact with others. Number Ones can postpone such business indefinitely. Number One is a person of few words. Number Twos have lots to say, and need to say it often. If two Number Twos work together, they whisper and share a lot of vocal information. This is distracting and eventually irritating to any Number One sitting nearby. A great deal of hostile undercurrent can be generated when the territory and privacy of Number Ones are invaded by Number Twos' behavior.

Show: Overhead – Busy and Active Learners

- | |
|---|
| <p style="text-align: center;">Busy and Active Learners</p> <ul style="list-style-type: none">• Allow Partners to Work Together• Encourage Joint Projects• Control Aggressive Tendencies |
|---|

Lesson/Instruction: Additional Instructor Information

What to Do with Number Two Learning Style.

Allow Partners to Work Together. As much as possible, permit Number Twos to work in pairs or small groups. Help them find space where they will create the least amount of distraction, then let them work together. Teach them how to work together quietly without wasting time. Help them develop work outlines that they can follow together. You will need to stay in touch to control wasting of valuable time.

Encourage Joint Projects. Encourage Number Twos to do projects together. Help them organize the project so that each member carries a fair share of responsibility. You must monitor the group to make sure that conflict does not block progress within the group. You will need to settle any disputes or disagreements that may arise between competitive Number Twos.

Control Aggressive Tendencies. When Number Ones need to mix with other learning styles, be prepared to keep Number Twos/Number Threes styles under control. Be careful not to let a passive Number One be overwhelmed or intimidated by more competitive employees.

3-Dimensional Learners (Number Three Learners

Number Threes bring still another dimension into the way they learn. They must have body action to finish developing mental images. Some kind of body action must take place before a full mental image is established. Number Threes employ four sensory pathways together: sight, speech, hearing, and touch (or muscle action). They must see it, say it, hear it, and give a muscle reaction in order to learn completely. When forced to work silently, Number Threes make a lot of noise. Number Threes like to chew while they work. If gum is not allowed, they munch on paper wads or rubber bands. There is a lot of mouth noise as air is sucked in and blown out in a noise gusts. There may be a good deal of snorting and clearing the throat. Number Threes have a short attention span when confined to silent work. He or she cannot sit still comfortable very long at a time. Number Threes need to talk it over with himself or herself in order to commit new details to memory. When Number Threes talk with a neighbor, he or she lays a hand on the friend's shoulder or puts an arm around the shoulder. Number Threes do a lot of touching and physical stroking as part of the communication process. This causes Number Three to reach across the territory lines which Number One has carefully established. Number One hates to see Number Three coming because Number One's private space is about to be violated, both orally and physically.

Show: Overhead – 3 – Dimensional Learners

- | |
|---|
| <p style="text-align: center;">3 – Dimensional Learners</p> <ul style="list-style-type: none">• Allow Body Action• Encourage Joint Projects• Teach Self-Control |
|---|

Lesson/Instruction: Additional Instructor Information
What to Do with Number Three Learning Style

Allow Body Action. If possible, let Number Threes pace, move about, and work off inner tension as they work. Ideally, Number Threes should have access to an area for working off excess energy. Encourage them to do what their bodies need to do in order to keep thought patterns flowing. Help Number Threes develop ways to keep on working without creating too much distraction.

Encourage Joint Projects. As much as possible, let Number Threes work in pairs. However, you must be ready to supervise so that body action does not become too distracting. It is usually not wise to let several Number Threes work together, because they tend to overstimulate each other as times goes by.

Teach Self-Control. Number Threes must learn to read signals from others to avoid inadvertent conflict. Help them listen to their own voices so they can recognize when they are becoming too disruptive. Help them watch their own movement so they can recognize when they are becoming too active. They must become aware of the rights of others and how their own behavior can trigger conflict.

What Not to Do With Different Learning Styles.

Do not force different styles to share the same space. One of the most destructive experiences for a sensitive, private Number One is to be forced to occupy the same space with aggressive, competitive Number Twos or Number Threes. Private people are easily overwhelmed and intimidated in the presence of aggression and competition. Overly sensitive Number Ones cannot hold their own without feeling afraid and eventually hostile. Deep damage to self-esteem is inflicted when passive Number Ones are forced to deal with aggressive peers who disregard their needs.

Recognize Creative Souls. It is important to realize that creative people dance to their own beat. Within reason they should be treated somewhat differently from others on your staff. Nurture their spirit by being attentive to their special needs – providing flexible work schedules and private, quiet places to work. This should be done, however, without alienating other employees.

Another way to support particularly creative employees is by allowing individual “think time.” Managers can take the lead on this activity by establishing a process for honoring time spent in creative thinking. Give employees an opportunity to get away from their daily activities. Let them spend time in a quiet place exploring topics related to their work, but that go beyond daily responsibilities.

Closure/Review:

Review of topics covered in this module:

- Communication skills, attitudes and relationships
- The Philosophy of Individual Worth
- Different learning styles.

Supervising for Success

Module I

Understanding Your Entry-Level Employee

Benefits of Training

- Supervisor
- Company
- Employee
- Community

Techniques for Effective Supervision

- Communication
- Listening Skills
- Develop New Skills in Your Staff
- Assess Employee Strengths
- Provide Personal Guidance

Techniques for Effective Supervision

- Communicate
- Be a Good Listener
- Develop New Skills in Your Staff
- Assess Employee Strengths
- Provide Personal Guidance
- Encourage “Big Picture” Thinking
- Appreciate Different Learning Styles
- Share Your Enthusiasm
- Provide Incentives
- Offer Praise & Recognition
- Personal Growth Opportunities
- Trust Your Instincts
- Maintain a Strong Presence
- Establish Trust
- Provide Feedback
- Instill a Sense of Contribution
- Reward Risk Takers

Relationships

- Vertical
- Horizontal

Attitudes

- Destructive
- Constructive
- Positive

Strategies for Maintaining a Positive Attitude

- Examine your Attitude Regularly
- Focus on the Positive
- Communicate
- Maintain a Sense of Humor

The Philosophy of Individual Worth

This is the belief that everyone, regardless of personal circumstances or personal qualities, has worth and is entitled to respect as a human being.

Federal Laws that Protect Employees

- Title VII of the Civil Rights Act of 1964
- The Age Discrimination in Employment Act
- Rehabilitation Act of 1973
- The Americans with Disabilities Act.

Learning Styles

- Quiet and Passive
- Busy and Active
- 3-Dimensional - uses sight, speech, hearing and touch

Quiet and Passive Learners

- Allow Privacy
- Allow Free Choice
- Be Available
- Provide Options and Alternatives

The Busy and Active Learner

- Allow Partners to Work Together
- Encourage Joint Projects
- Control Aggressive Tendencies

3-Dimensional Learners

- Allow Body Action
- Encourage Joint Projects
- Teach Self-Control

Company _____ **Date** _____
Class _____ **Session** _____

Housekeeping: Attendance, restrooms, messages, etc.

Subject: Supervising for Success - Module II
Interpersonal Skills

Materials:

Time: ≈2 hrs.

Student Guides
Pencils and paper
Whiteboard
Overhead projector/Transparencies
Flip Chart

Purpose:

Introduce students to interpersonal skills and techniques that will be useful on the job when dealing with all employees, but especially when dealing with entry-level employees.

Objectives/Competencies:

1. Students will analyze and evaluate their own communication and interpersonal skills and identify weak areas.
2. Students will determine how and when to use different listening, speaking, and writing techniques with employees.
3. Students will recognize and interpret the meaning of signals sent by an individual's body language.
4. Students will use problem-solving steps to identify, analyze, and solve work-related problems and reach decisions.
5. Students will choose and apply different leadership strategies for different employees at appropriate times.
6. Students will effectively use conflict recognition and resolution techniques.

Introduction:

Ask students for comments and ideas about interpersonal skills. Lead off the discussion by writing "What are interpersonal skills?" on the board. Responses could include having a good attitude, working well with people, being able to set goals, plan and achieve them, mediating, having good common sense, solving problems, making quick, good decisions. etc. Ask how interpersonal skills affect them at work. Explain to students that this module was designed to help them become better all-round communicators, supervisors, and more creative problem-solvers.

Have students complete the Interpersonal Skills Survey included in their Student Guides.
(NOTE: A copy of this survey follows this page of the IG.) Discuss their responses.

Communication/Interpersonal Skills Survey

1. What training did you receive when you joined this company?

2. Who helped you the most when you started out in this job?

3. How did this person help you?

4. What are your strongest interpersonal skills?

5. Which of your interpersonal skills need improvement?

6. What one tip or idea about working with people can you pass on to others?

Lesson/Instruction: Listening

Ask students to turn to the handout, “Listening” included in their Student Guide. **Show** the transparency as you lead the discussion. (*NOTE: A small-scale copy of the handout is given below.*) Read the first paragraph aloud. **Discuss** the keys to listening and assumptions; ask for examples of questioning and paraphrasing.

Stress that listening to any employee is extremely important, but that it is even more important to listen carefully to new and entry-level employees. It takes time to get to know new employees, and the extra attention and care a supervisor takes to establish a positive relationship at the outset can pay big dividends in avoiding problems in the future and retaining employees.

Listening

We speak at the rate of 150 to 160 words per minute with “gusts up to 200.” We think at the rate of 650 to 700 words per minute. (If only we could type that fast!) Are we so busy thinking that we’re not listening? Most people cannot remember more than seven pages of written information.

Keys to Effective Listening:

- Take responsibility for understanding what you hear.
- Make a conscious effort to focus your undivided attention on the person speaking. You can understand and internalize information much better when you learn to focus and ignore distractions.
- Listen without interrupting, disagreeing, or offering explanations.
- Use body language - gestures such as nodding your head, maintaining eye contact - to show that you are involved in the conversation.
- Be certain of your interpretation of the message by asking questions, paraphrasing, and summarizing what you’ve heard.
- Take notes if necessary to remember or document what was said.

Be Careful Not To Assume:

- People really do understand me when they say they do.
- People understand me unless they say they don’t.
- I have people’s undivided attention when I speak to them.
- My message is understood because my behavior is consistent with my words.

Source: Facilitation Training for Team Members, Donna Reges Hall, used with permission.

Discuss causes and effects of using good listening skills on the job (*get better information, save time, solve problems, reduce errors*) and of poor listening skills (*lack of information creates misunderstandings, wastes time, allows for mistakes*). Write all responses/comments on board.

Activity: Role-playing Situations

Divide students into partners and give each pair one of the following role-playing situations. Allow them to choose whether they will use effective or poor listening skills; when everyone is ready, ask for volunteers to act out their scenarios.

1. Your manager has called you in to discuss next week's project. The phone rings and he/she answers it. People keep sticking their heads in the door and he/she speaks with them. Loud machinery from the plant floor is running.
2. You have been asked to step in and handle most of the necessary duties for several weeks for a person who will be out for immediate surgery. You have one to two hours to get your instructions from this person before he/she leaves.
3. Your boss has asked you to listen to the noon radio news to get detailed information on a new piece of equipment being heavily marketed to your industry. He/she will return at 1:00 p.m. and wants the information on his/her desk.
4. A group of employees has asked you to join them at a meeting to discuss another fellow employee's poor work habits which have resulted in errors and reduced productivity. When you get there, everyone talks at once expressing a lot of frustration and anger. Nothing is really being accomplished.

Lesson/Instruction: Speaking

Discuss work situations when speaking/direct communication is *necessary (solving a problem, giving a report, asking for something, relating feelings, ideas, or problems, etc.)*. Ask students to turn to the handout "Techniques for Effective Speaking/Direct Communication" in their Student Guides; as you **show** the transparency. **Discuss** each of the points listed on the handout. (*NOTE: A copy of the handout follows with points for the instructor to emphasize listed in italics on the IG copy only.*)

Techniques for Effective Speaking/Direct Communication

1. **Organize your message (thoughts).** *Think of key points and eliminate unnecessary information.*
2. **Speak directly to the person concerned.** *Maintain eye contact. Acknowledge the individual. ("John, I like your idea," rather than "John's idea is good.") Speaking directly to a person has a much greater impact than speaking as if the person wasn't there, speaking in general, or letting your eyes wander the room as you address one person.*

3. **Make “I” statements.** *Somewhere in our lives we learned not to say “I.” We label people as self-centered who consistently use the word “I.” We learned to say “we,” “you,” “people,” etc. It makes a more authoritative, influential statement to use “I” because, clearly, we are speaking for ourselves. “We” is appropriate if you are speaking for a group, but if the statement or opinion is yours, use “I.”*
4. **Own your feelings.** *Speak for yourself and express your own feelings rather than projecting them upon others. For instance, say, “I don’t think that this is the best way of doing the job,” rather than, “We don’t think this is the best way of doing the job.” Don’t guess others’ feelings or opinions.*
5. **Practice listening checks.** *Use the listening skills you just learned to make certain your direct communication was understood. Encourage the listener’s response. This will help avoid second-guessing and misunderstandings.*

Emphasize that effective speaking and direct communication creates clearer, more concise communication and allows less chance for misinterpretation. In most working and personal relationships, mastering this essential skill will leave less room for serious problems.

Activity: Role-playing Situations

Divide students into partners. Have one be the speaker and one the listener. Give each pair one of the following scenarios to act out.

1. An entry-level employee must explain to you, his/her supervisor, why he/she has been late to work for the last four days.
2. As a supervisor, you must pass a message from the personnel office to a new employee explaining that insurance benefits do not kick in for new hires until ninety days after the first day on the job.
3. Ask a fellow supervisor how he/she feels about a company situation, such as cutting hourly employees to 25 hours a week for the next three months.

Lesson/Instruction: Writing

Point out that while a large part of time at work is spent listening and speaking, many jobs require writing skills as well. Ask students what types of writing they do in their jobs. Responses might include filling out forms, writing memos and business letters, or completing applications, daily reports, and other documentation. Ask students what problems they feel they have when writing to communicate. Answers may range from the inability to organize thoughts and put them down on paper to problems with spelling to poor, even unreadable, handwriting. Put all answers on the board. Finally, ask

students what problems have occurred at work or in their life outside of work as a result of problems with writing skills. Also, stress that anytime they must fill out forms on the job or have employees fill out forms, they should print or use block letters, and write in black ink.

Lesson/Instruction: Body Language

Review the interpersonal skills discussed so far: listening, speaking, and writing. Now ask students to define “non-verbal” communication techniques (*body language*). Then have students turn the “Non-Verbal Techniques of Communication” handout in the Student Guide as you **show** the transparency. (*NOTE: A small-scale copy of the handout follows this page of the IG*) **Discuss** each point and ask students how they rate themselves on these items. Have someone volunteer to model the various expressions listed at the bottom under “Observation.”

Non-Verbal Techniques of Communication

Positive messages come from:

- **Attentiveness** - Maintaining eye contact, looking relaxed, facing the speaker, nodding the head to show understanding, no interrupting
- **Voice and Facial Expressions** - clear, strong voice volume, relaxed face with smile when appropriate and minimal frowning
- **Movement and Position** - don't stand stiffly in one spot, sit down or move around with a relaxed stance; use movement as an energizer
- **Silence** - as a sign of effective listening, use silence after asking a question so people can think of their responses; don't be afraid of silence

Observation:

Observe expressions or body movements to determine if your communication is being accepted or understood or if problems are interfering.

These Expressions:	May Indicate:
<ul style="list-style-type: none"> • leaning back in chair, yawning, looking at clock, shifting, shuffling feet • smiling, nodding agreement, keeping eye contact, leaning forward • avoiding eye contact, frowning, scratching head, pursing lips 	<ul style="list-style-type: none"> • boredom, fatigue, disinterest, impatience • interest, enthusiasm, agreement, humor • confusion, disagreement, suppressing thoughts or feelings, anger, suspicion

Adapted from Facilitation Training for Team Members, Donna Reges Hall, used with permission.

Activity: Role-Playing Situations

Divide students into pairs and give each pair a situation to act out. As they act out the situation, the other students should observe if non-verbal communication skills are displayed. Some suggestions for situations follow.

1. Tell a new worker that the company will now offer direct deposit to all employees.
2. Explain a new responsibility to an employee, such a filling out a daily report.

3. Explain to a new worker a layoff situation in which the company lays off people during the cold weather months; he/she will most likely be one of the employees laid off.
4. Tell an entry-level worker that he will be switched to third shift beginning next week.

Lesson/Instruction: Problem-solving and Decision-making

Introduce the problem-solving component of the module by presenting the activity listed below.

Dot in a Circle Exercise

Break students into groups to work on the Dot in a Circle activity. (*NOTE: Arrange to make enough copies of the circle for everyone in the class in advance. A copy of this activity with instructions follows this page of the IG.*) When one group comes up with the correct solution, have them demonstrate it to the other group. Emphasize that teamwork is important in solving problems.

Discuss what a problem is (*a situation that is different than what is wanted*). Discuss the benefits of problem-solving.

Explain to students that the abilities to solve problems and make effective decisions are two of the most important interpersonal skills a supervisor can have. Some of the benefits include:

1. **Preventing problems from happening again.** You're not just cleaning up the mess.
2. **Improving the quality of the workplace.** When a problem is solved permanently, work begins to be more productive and effective, and people are happier.
3. **People can be more effective and efficient at their work.** As workers learn new skills and see their ideas supported by others, they "own" more of their job and are able to work more effectively.
4. **Communication improves.** Using a system to solve problems opens communication paths that allows for coordination among different individual workers and work units.

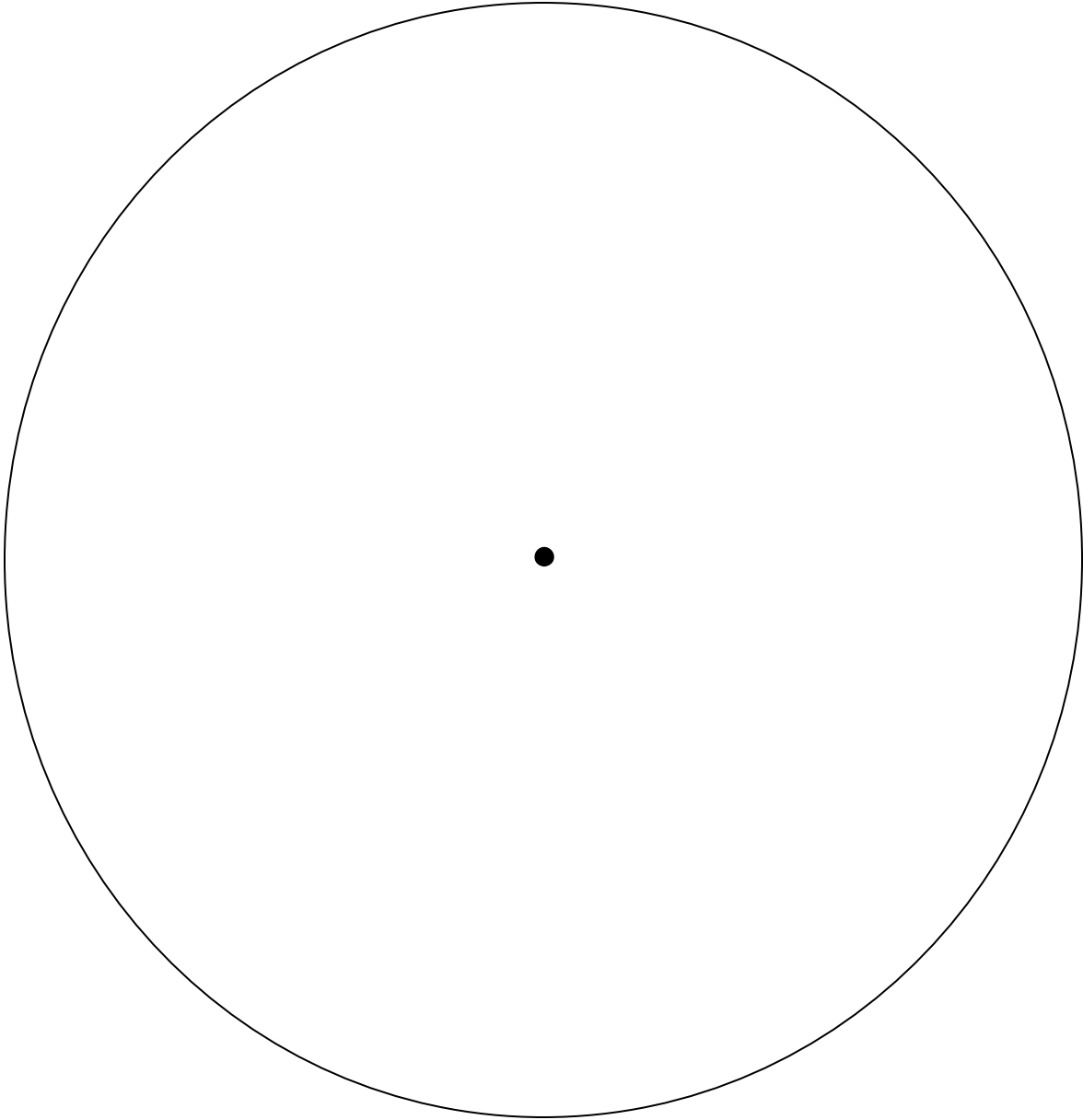
Using a problem-solving process not only solves problems but also teaches everyone to think before making decisions and allows the entire organization to run more effectively and efficiently.

Source: Making Things Better, Members Workbook, Carolina Power and Light, Organizational Dynamics.

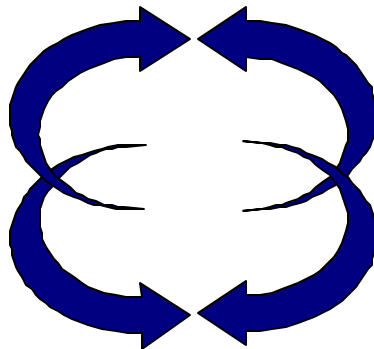
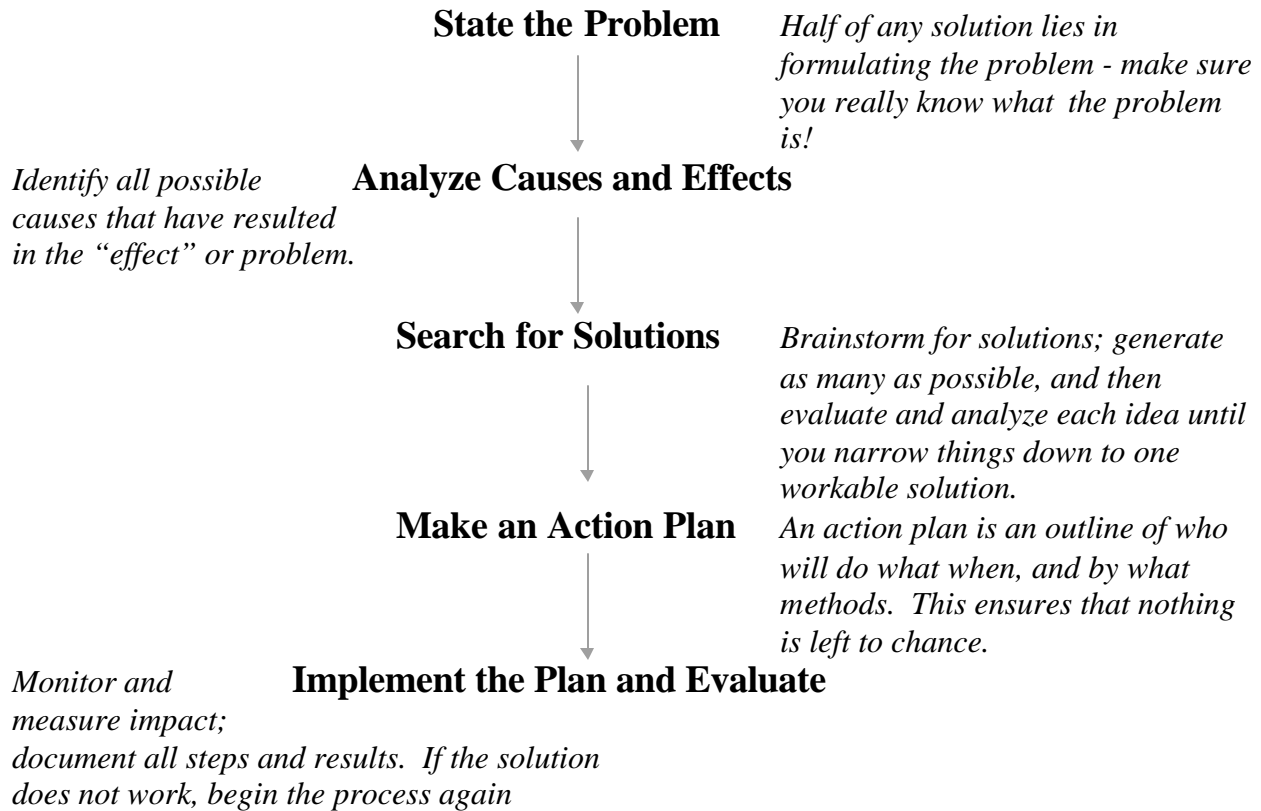
Ask students to turn to "The Problem-Solving Cycle" in their materials as you **show** the transparency. (*NOTE: A copy of the handout follows with additional points included for the instructor's benefit in italics.*) As a group, go through and **discuss** the diagram and tie to the "Dot in a Circle" activity.

Dot In a Circle

- OBJECTIVE:** To encourage participants to solve a task (an apparently impossible one) through the use of creativity.
- PROCEDURE:** Participants are provided with a visual drawing of a circle with a dot in the middle (see following page). They are then directed to produce such a figure” without lifting their pencil from the paper.”
- KEY:** Fold a corner of the paper up toward the middle. Place the pencil lead against the edge of the fold and create a dot adjacent to the fold (and in the middle of the original sheet). Then, without lifting the pencil to break contact with the paper, drag the point across the folded corner a few inches and then begin to sweep around the dot to create a circle. As the pencil moves off the folded corner and onto the regular paper surface, unfold it to make room for a complete circle to be drawn. Note that the pencil has remained in continuous contact with the paper.
- DISCUSSION QUESTIONS**
1. What prevented you from seeing the solution initially (e.g. A self-definition that “the problem is impossible”)?
 2. What rule of creativity is involved in the solution (e.g. Redefinition of the problem)?
 3. How could you use this creative principle at work?
- MATERIALS REQUIRED:** Flip Chart
- APPROXIMATE TIME REQUIRED:** Five – ten minutes
- SOURCE:** John Turner, Blue Cross



The Problem-Solving Cycle



Sources: Faultless Facilitation: A Resource Guide for Group and Team Leaders, Lois Hart.

“Creative Problem-Solving: Thinking Outside the Box.” Presentation by Wynn Montgomery and Morris West at the North Carolina Workforce Development Partnership Conference, Greensboro, NC, Nov. 7, 1996.

Facilitation Training for Team Members, Donna Reges Hall.

Optional Activity: Problem-solving Scenarios

NOTE: The following activity is a very structured exercise that may not be appropriate for all situations; however, the exercise is an excellent means for supervisors to practice and actively participate in the mechanics involved in solving work-related problems in a very logical, timely manner. If the class is particularly interested in how to solve problems in a managerial fashion, allow enough time for this activity. Otherwise, skip the activity itself and briefly go over each page, since they are included in the Student Guide.

Divide students into partners or small groups. Ask them to turn to the “Problem-solving Worksheet.” This handout consists of three pages. (*NOTE: A copy of all pages follows this page of the IG.*) Tell students that they must choose a situation which has been brought up in class to solve. They need to use the Problem-Solving Worksheet, steps 1-3, to determine the exact problem, causes, and solutions. Then they must complete step 4, filling out the action plan table, and finally step 5, the evaluation of the success or failure of the plan. With the students, briefly skim each page. You may also wish to go over the points given below before students begin working on a problem.

1. Write down the problem as simply and fully as possible.
2. Determine the causes of the problem and the effects of the problem; this helps to measure the importance in time and effort of solving the problem, as well as to more clearly define the problem.
3. Brainstorm solutions. Quantity, not quality, of the ideas are important. All ideas are accepted without judgment.
4. Take time to off to let the ideas simmer. Come back and reach an agreement of which solution will work the best in this situation.
5. Plan how you will attack the problem. Divide the plan into specific steps; take into account how long each step will take and develop an overall timeline or schedule.
6. Implement the plan and see how it works. Finally, evaluate the solution to the problem; you may even have to go through the problem-solving process again to work out any “kinks.”

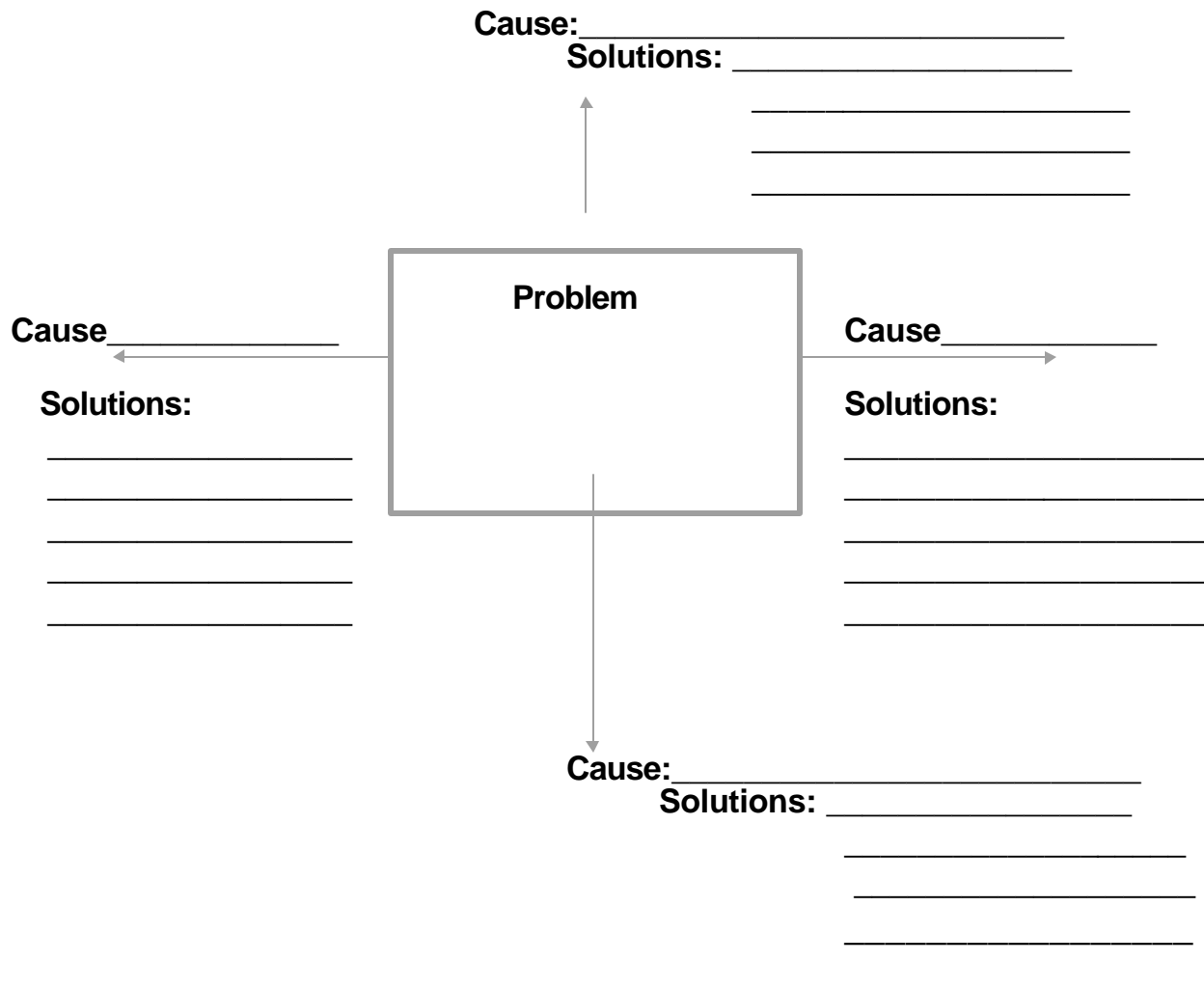
Allow ample time for the students to complete the exercise, including time for presentations and discussion.

PROBLEM-SOLVING WORKSHEET

STEP 1: Briefly describe the problem without assigning blame, giving an opinion, or implying a solution

STEP 2: Analyze causes; list on chart

STEP 3: Brainstorm possible solutions; list on chart



STEP 4: Make an action plan. Rewrite the problem as a goal; use the most workable and realistic solutions as steps in the action plan.

GOAL: _____

Action Steps	Begin/End Dates	Person Responsible

STEP 5: List how action plan will be evaluated

a. _____

b. _____

c. _____

d. _____

e. _____

Lesson/Instruction: Leadership

Remind students that the number one need for successful supervision and teamwork is **leadership**. **Explain** that the purpose of this section is to provide them with a model to follow as they supervise different employees - especially new and entry-level employees. **Ask** students to state what they think are the characteristics of a good leader, or to name people they consider to have good leadership skills. Record their responses on the board, and also have one student write down the responses for later use/reference.

Show the transparency “Comparison/Contrast of Leadership Styles” on the overhead projector (*small-scale copy given on the next page of the IG*) as the students follow on their copy in the Student Guide. **Discuss** the differences in the two styles and ask students what type of leader they consider themselves to be.

Comparison/Contrast of Leadership Styles

Traditional Controlling Leader:

- Takes power into own hands
- Tells
- Decides
- Delegates
- Solves problems
- Sets goals
- Uses authority to get things done

Contemporary Facilitating Leader:

- Puts power in everyone’s hands
- Listens
- Asks
- Directs group processes
- Coaches
- Teaches
- Builds consensus
- Shares in goal setting
- Shares in decision-making, empowers others

State that management consulting firms agree that the most effective modern managers or leaders share two specific traits: a concerned **attitude and** adaptable **behavior**. **Ask** students to turn to “Keys to Effective Leadership” handout as you **show** the transparency. (*NOTE: A small scale version is given on the next page of the IG with instructor notes in italics.*)

Keys to Effective Leadership

ATTITUDE: Concern for Production

Concern for People

A consistent, balanced, high concern for others coupled with a high concern for getting the job done results in the most effective leader possible. An attitude which leans too much on either side leads to less effective leadership, which in turn leads to a less effective team and ultimately affects morale and production.

BEHAVIOR: Task

Relationship

Task behavior involves one-way communication and is evident when telling or showing someone how to do a job or explaining a new chore, etc. Relationship behavior involves two-way communication and is evident when problems are being discussed or ways and means or achieving a goal or target energizer are being planned.

A leader's **attitude** should remain consistent; his/her **behavior** will change depending on the **situation** and the team members'

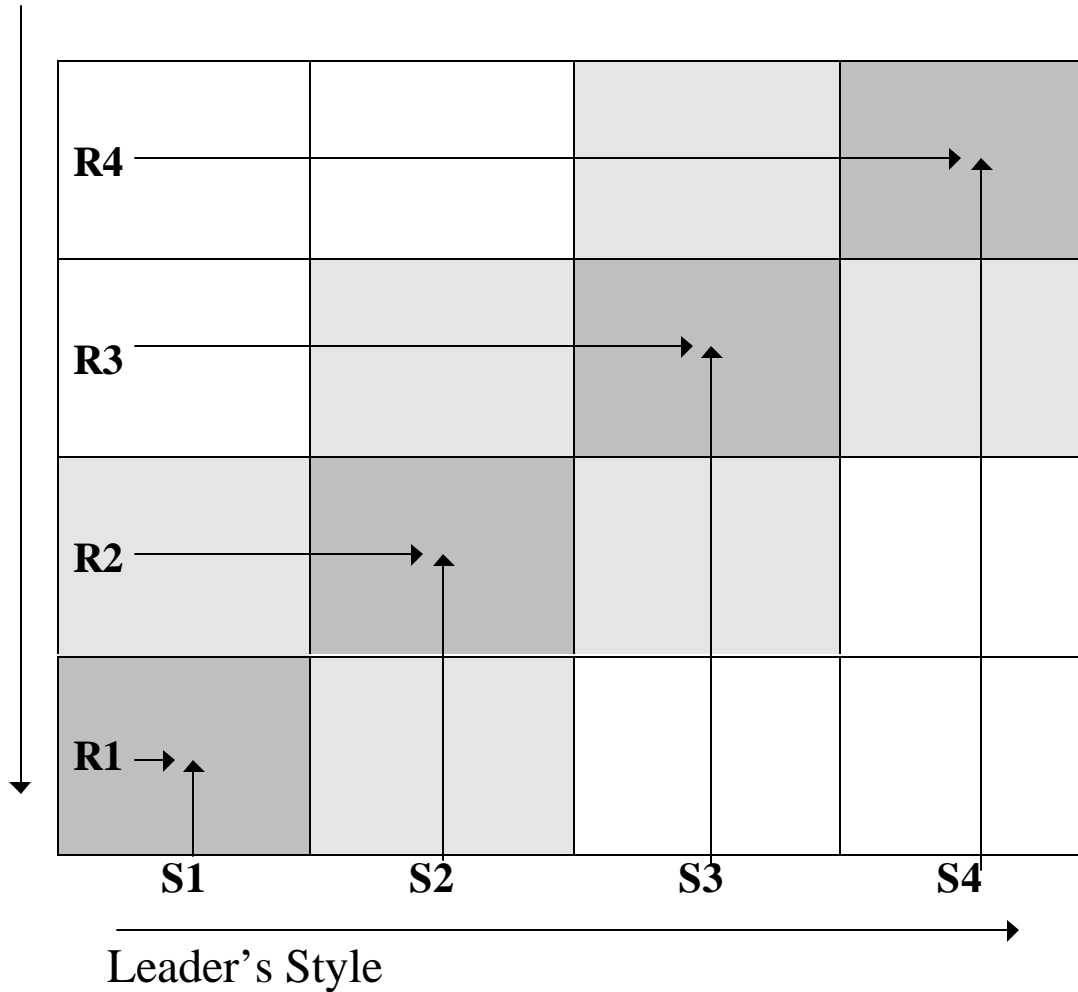
READINESS to perform a task.

READINESS: Ability - past experience, training, and understanding of the task

Motivation - confidence, responsibility and initiative, incentive to accomplish the task

Ask students to follow along on their copy of "Model of Leadership" handout as you **show** the transparency. (NOTE: A copy of the handout follows this page of the IG. Specific examples are given in the IG following the copy of the handout.)

Readiness



Key to Team Member's Readiness

- R1 = Low in ability and Low in motivation
- R2 = Low in ability and High in motivation
- R3 = High in ability and Low in motivation
- R4 = High in ability and High in motivation

Key to Leader's Style

- S1 = **Directs**, supervises, provides all input
- S2 = Same as S1; discusses, **coaches**
- S3 = Listens, discusses, and **supports**
- S4 = **Delegates** all work

Source: "Team Building as a Leadership Tool: Essential Components for Workforce Development.": George A. Baker, III. Presented at 1996 North Carolina Workforce Development Partnership Conference, Greensboro, NC, November 7, 1996.

Examples:

If a team member is low in ability and motivation, the leader's behavior should be very task-oriented and directive.

If a team member is low in ability but highly motivated, the leader's behavior should still be very task-oriented but should also involve a great deal of two-way communication and discussion with the team member.

If a team member is high in ability but low in motivation, the leader's behavior should be very supportive and include listening to the employee and discussing the task with him/her.

If a team member is high in ability and motivation, the leader's behavior is basically "hands off" (delegation).

Activity: Situational Leadership Examples

Divide students into groups or pairs. Explain that each group/pair must write up a work-related example using any of the Leadership Styles/Readiness Levels shown on the handout. Have each group/pair share their example and discuss.

Emphasize that they have used some or all of these leadership styles in the past without thinking about it, but that the goal here is to have them begin to think about how they act as leaders and to begin to consciously pick and choose the best approach for a situation.

Put the following statement on the board:

**A n E f f e c t i v e L e a d e r
D o e s N o t
D o f o r O t h e r s
W h a t T h e y
C a n D o
F o r T h e m s e l v e s**

Lesson/Instruction: Conflict Recognition and Resolution

State that this section is about conflict resolution. **Ask** students to define "conflict" (*sharp disagreement or opposition, as of interest or opposing impulses...Webster's*). Then ask students to define "disagreement" (*failure to agree, difference [of opinion]...Webster's*). **Discuss** the difference between the two terms, ending by explaining that disagreements are usually about differences in opinions about facts or different interpretations about reality; disagreements do not have to be settled. Stress that most times people can agree to disagree and either debate the issue for the fun of it or resolve not to discuss or argue about the issue at all. Conflicts, on the other hand, occur

when people believe that their interests are different and that these interests cannot be reconciled or reached simultaneously.

Next, ensure that students understand the meaning of the term “resolution” (*resolving, or determining; deciding...Webster’s*). Put the following statement on the board and discuss:

Conflict is a Fact of Life, Not a Way of Life.

Have students turn to the handout “Styles of Handling Anger” as you **show** the transparency and briefly go over each style; **ask** students which style they identify with the most. Point out that there are other ways of dealing with anger that may not be listed on the transparency; ask if they can think of any (*quiet, internalized anger; suppressed, unrecognized anger*). (*NOTE: A copy of the handout and a full explanation of each type of anger given on the handout are included as the last two pages of the IG for the instructor’s use only.*)

Activity: Handling Conflict by Personality Type

Divide the class into two to four groups, according to how many related to the types of anger shown on the transparency. Have each group come up with a list of how they ACTUALLY handle conflict - not how they wish they handle it. Record lists on the board; pick out commonalities of each list. Give examples to clarify each point if necessary; encourage comments and discussion.

Explain that there are many, many courses offered on conflict resolution with many, many fancy methods and explanations of conflict management, but that they all boil down to a few simple steps and rules. Read aloud each of the following points, writing the main idea of each point on the board.

1. **Agree to talk out the problem;** speak one at a time, be honest, allow no put downs, blame, or name calling; both must stay in the present or future and stick to the topic at hand.
2. **Each person tells what happened and how they felt.** The other person must listen without interrupting the speaker.
3. **Each person restates what the other said** so there is clear communication and no misunderstanding.
4. **Both people think of ways to solve the problem and agree how to do it;** changes to be made should be in behavior, not attitude, and body language should match the verbal discussion.

Make sure that students understand each point; try and tie these points in with the responses listed by the groups. Add points that the class feels are necessary.

Closure/Review:

Review of topics covered in this module:

- Listening
- Speaking
- Writing
- Body Language
- Problem-solving and Decision-making
- Leadership
- Conflict Recognition and Resolution

The Terrible-Tempered Atoms

These folks regard anger as a way of life, trusting no one, finding insult where none was intended. They are the ones who suffer from extreme cases of “road rage.”

The Martyrs

Martyrs outwardly display no anger, yet seethe inside. They defer to everyone, but will make snide remarks when complimenting someone and play “poor me” games.

The Counter-Attackers

Counter-attackers hide their anger by criticizing in return. When yelled at, they yell back about another issue. They’re really saying, “When you hurt me, I’ll hurt you back.”

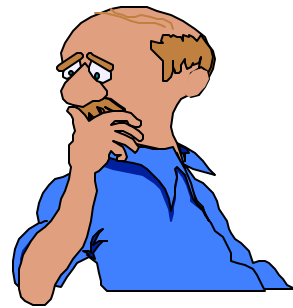
The Displacers

These people handle anger by taking it out on others - someone they work with, their spouse, a child. Whenever anger is out of proportion to whatever incident provoked it, displacement is probably at work.

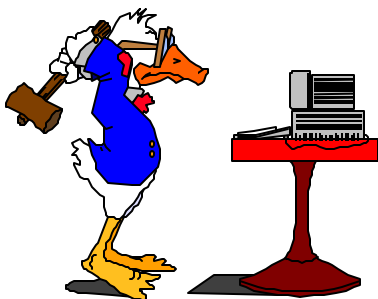
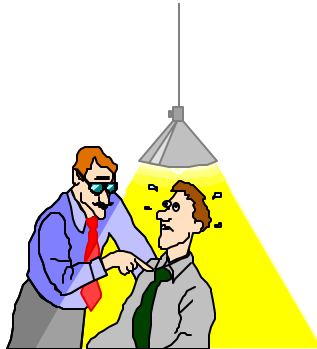


The Terrible-Tempered Atoms

The Martyrs



The Counter-Attackers



The Displacers

Company _____ **Date** _____
Class _____ **Session** _____

Housekeeping: Attendance: Restrooms: Messages, etc.

Subject: Strategies for Success – Module III *Time ~ 2hrs.*

Coaching
Teamwork

Materials: Student Guides: Pencil and paper: Flip Chart: Overhead projector/transparencies: White Board

Purpose: Introduce students to coaching and teambuilding techniques that will be useful both on and off the job.

Objectives/Competencies

1. Students will establish performance standards and expectations.
2. Students will know how to reward positive and negative behavior.
3. Students will be able to set realistic goals.
4. Students will understand the role of the supervisor and the role of the employee.
5. Students will develop techniques to build trust within the group.
6. Students will understand the mentoring process.

Introduction/Review:

Explain to the students that this lesson will be divided into two parts:

Coaching on the Job and Teamwork

Show: Overhead – Coaching Objectives

Coaching

At the end of this session, students will:

- be able to establish performance standards and expectations
- know how to reward positive and negative behavior
- be able to set realistic goals

Lesson/Instruction:

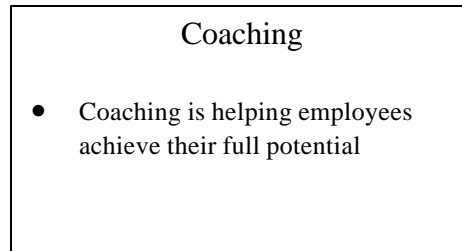
Introduce the session by asking if anyone has ever been a coach or has watched a “good coach” in action.

Ask, “What makes a good coach?”

List responses on a flip chart.

Ask: What is coaching?

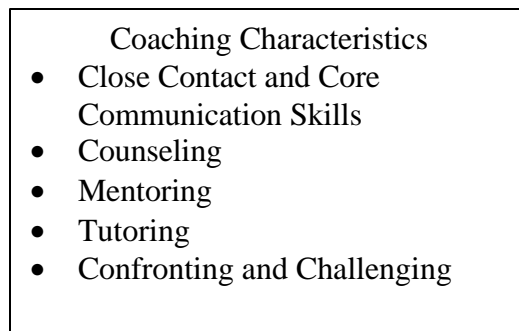
Show: Overhead – Coaching



Introduce definition of coaching:

Coaching is not telling employees what to do and then sitting back and expecting them to do it. Coaching is a way of helping people reach their full potential.

Show: Overhead – Coaching Characteristics



Discuss:

Student handout:

Close Contact and Core Communication Skills

The role of coaching happens best when you can have an informal conversation with an employee. In order to do this, you must have regular and easy contact with those employees who are to be coached. The key to this is to spend as much time as possible with your employees. Avoid getting chained to your desk where you can't see operations first hand.

Counseling

Counseling is helping other people discover solutions to their problems – not providing solutions for them. Counseling is often a combined effort of the coach and the employee. It simply requires being willing to listen while the other person explores solutions to the problem.

Mentoring

Mentoring is a process of helping others develop such things as political savvy and sensitivity to an organization's culture as well as helping an employee learn to manage their own jobs. The mentor's role is to provide guidance, answer questions, and help develop the employee's skills and experience.

Tutoring

Your success as a supervisor is measured largely by the degree to which you can help others obtain the knowledge and expertise needed in their work. This can be done during formal training or by tutoring – that is, informally providing job-skill information.

Confronting and Challenging

Confronting employees about poor performance is necessary to help the less-than-successful employees become successful. Likewise, challenging successful employees helps them reach their full potential

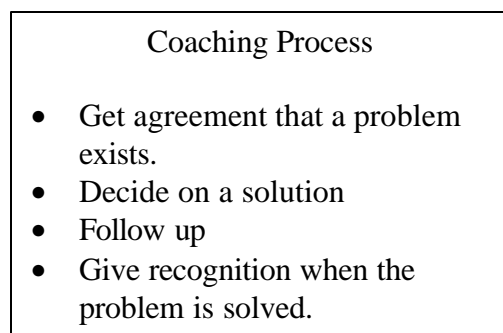
Discuss: When you would need to coach an employee:

- Performance, which has been good, begins to slip.
- An employee is having trouble keeping commitments or meeting deadlines
- An employee obviously needs help in resolving a problem
- An employee needs help to boost their job performance
- An employee comes to you for assistance.

Discuss: The Coaching Process

This is a four-step process that effective coaches use to resolve any of the above situations:

Show: Overhead – Coaching Process



Discuss:
Student handout:

The Coaching Process

1. Get agreement that a problem exists.

Agreeing that a problem exists can sometimes be the hardest step in the process. Few of us want to admit we have a problem. We can easily see the problems other people are having, but it is more difficult to see our own. But, until you get the employee to agree that there is a problem, there is no point in going any further. You can't help a person solve a problem if he or she doesn't think there is one.

Begin by asking questions to find out if the person is aware of the problem. You may have to ask several questions before you get any sort of agreement. Your questions should help the person understand the consequences of not solving the problem.

For example, if you were dealing with an employee who is often late for work, some questions you may ask are:

- How many times have you been late in the past month?
- When was the last time you were late?
- How do you think other employees feel when you are late?
- How do you think I react when you are late?
- How does being late affect your performance?

Listen to how the employee responds to each question. At some point in the discussion, the person should begin to understand the effect of being late on fellow employees and agree that being late is a problem. Once you get agreement on the problem, you are ready to move on to the next step.

2. Decide on a solution.

Remember, your role as a coach is to help your employees solve their problems, not solve the problem for them. Now your job is to get the employee to come up with an acceptable solution. As before, you begin by asking questions. For example, you might ask, "What are some things you could do to make sure you are on time for work?"

Your questions should make the employee think of several different things that could be done. Once several solutions have been identified, select the one(s) that will be used. In some situations there may be only one solution; sometimes there will be several. Then set up deadlines for getting this solution in place.

3. Follow Up

All the time you spend agreeing about the problem and deciding on a solution will be wasted if you don't follow up. If you don't check up to see that the solution is implemented, you send a signal to the employee that the problem wasn't all that serious

Go out of your way to verify whether the employee tries out the agreed solution. If things haven't changed you will need to go back to square one and start the process over again.

4. Give recognition when the problem is solved.

Go out of your way to catch the employee doing something right. Be sincere and let the person know that you appreciate the improvement. "Recognition strengthens performance." When you tell your employees you like the way they do things, you increase the chances that they will continue to work in the same way. If an employee who has been late starts coming to work on time, you need to recognize that change. Your recognition communicates to the employee that being on time really is important and the employee is much more likely to continue to get to work on time.

Activity: Jim is always late for work Divide the group into pairs and have one person play the supervisor, and the other person play Jim.

Using the four (4) techniques for the Coaching Process, come to a solution to this problem, so that Jim now comes to work on time.

Discuss: Although you can't establish unrealistic expectations, the fact is that most people can accomplish far more than they do, but employees need to know what is expected of them This can be done by setting performance standards. This is where you will really use your communication skills – words, voice, body language. People need to know what you expect them to do. Employees look to you for structure and direction; you have to be ready to provide both. Effective supervisors have a clear picture of what needs to be done and why, and they are able to communicate it clearly and effectively. Clear and concise goal setting starts with setting realistic performance standards. What is a performance standard?

Show: Overhead – Performance Standard

- | Performance Standard |
|--|
| <ul style="list-style-type: none">• A Target to Shoot for• A Yardstick for Measuring Performance• A Means of Spotting Problems• A Planning Tool• A Means of Avoiding Subjective Standards• A Way of Improving Communication |

Say: There is a definite formula for writing performance standards.

Show: Overhead – Formula for Writing a Performance Standard

Formula for Writing a Performance Standard

- I/you will + action word + key results + measurement

e.g. I will write a new procedure for assembling these widgets by May 15th.

e.g. You will learn how to enter orders into the computer by June 3rd.

Discuss the formula for writing a performance standard.

Using the flip chart develop one or two performance standards using class inputs.

Activity: Using the above formula, write a performance standard for yourself.
Using the above formula, write a performance standard for your newest entry-level employee.

Discuss: We have talked about coaching employees and also setting goals and standards that employees need to work towards. How do you reward employees who are doing an excellent job, and what happens when you have to reprimand an employee?

Show: Overhead – Rewarding Positive/Negative Behavior

Rewarding Positive/Negative Behavior

- Praise in Public
- Reprimand in Private

Activity: Go over the 85 Ways to Give Recognition – do this very quickly, as the object of the exercise is to get the students to come up with their own ideas for recognition. Post these ideas on a flip chart.

Discuss: Giving Feedback for Negative Performance

- Be as Specific as Possible
- Feedback Should be Immediate
- Focus on the Behavior or Process, not the Person

Activity: Have students fill in the bad news checklist.

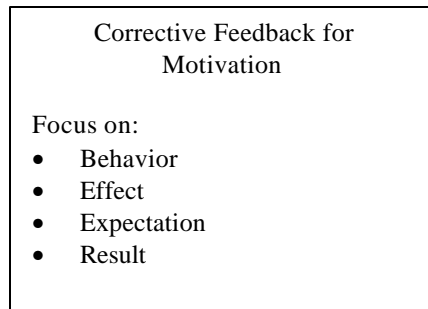
“Bad News” Checklist

1. Do I have all the facts?
2. Can I back up my assertions with facts and specific examples?
3. Do I know exactly what I am asking the employee to do?
4. Before accusing the employee. I need to know:
 - a. Is it a training problem?
(i.e. he/she doesn't know enough)
 - b. Is it a disciplinary problem?
(i.e. serious violation of policies or procedures)
 - c. Is there some obstacle in the organization preventing good performance?
(e.g. low staffing, unclear expectations, or competing priorities.)
 - d. Does he/she know what is required?
5. Am I ready to speak about the problem without blaming and accusing?
6. Can I balance my negative comments with a few positive ones?
7. Am I ready to listen to and paraphrase the employee's side of the story?
8. Am I committed to helping the employee succeed, yet giving him/her the responsibility and accountability for success?

Employee Performance Appraisal, Council on Education In Management, 1993, Walnut Creek, CA

Ask: What do you see as your strengths in giving feedback?
What areas need improvement?
How can this checklist help you?

Show: Overhead – Corrective Feedback for Motivation



Discuss: Corrective Feedback for Motivation

Most people are aware that they have done something wrong but may not understand the effect of their behavior. That is why *corrective* feedback which solves the problem is so important. Corrective feedback should focus on unsatisfactory performance and how it can be eliminated. It has four (4) components:

- Behavior
- Effect
- Expectation
- Result

Corrective feedback should focus on the *behavior* (what the employee is doing or not doing) that is unacceptable, how it hurts productivity or bothers others. It should also explain the *effect* – that is, why the behavior is unacceptable, how it hurts productivity or bothers others. Then tell the employee what you *expect*. If people know what you want there is a better chance that they will do it. Finally let them know the *result*, that is, what will happen if the behavior changes. Try to be positive whenever possible; however, in some cases, you may have to explain the negative consequences that will result if the behavior continues.

For example:

“John, it really causes a problem when you are late (behavior),

because we get behind on production (effect).

I expect you to be here on time every day(expectation).

That way you can participate in our daily production decision (result).

If the positive approach doesn’t work, you may have to resort to a negative approach:

“If you are late again, I will have to dock your pay”

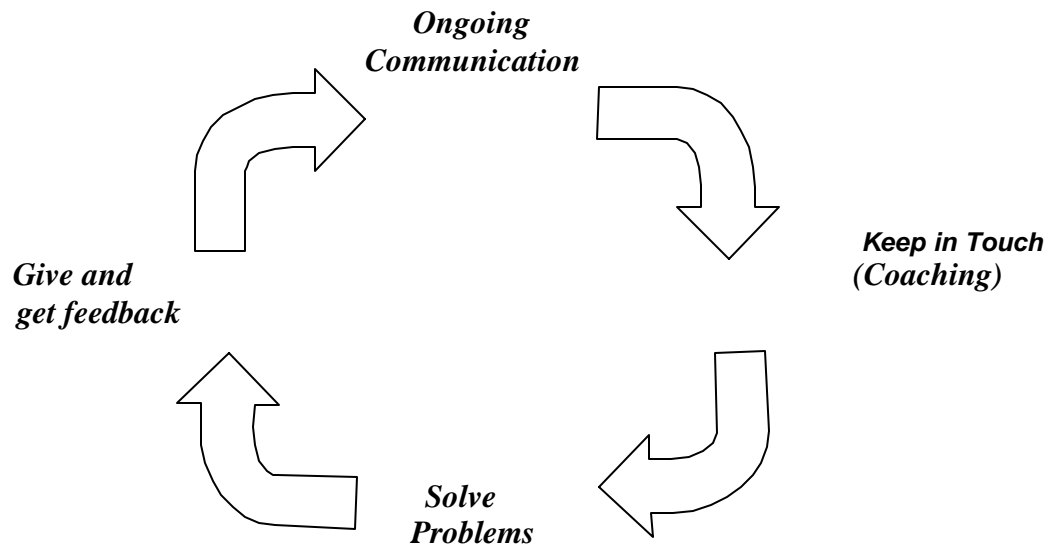
The goal of corrective feedback is to eliminate the behavior that is causing the problem. After giving corrective feedback, it is important that you follow up and provide positive feedback when the situation is corrected.

Closure/Review/Assignment:

Review of topics covered in lesson:

Use Performance Management Cycle

<i>What gets measured gets done</i>
<i>What gets measured and fed back gets done well</i>
<i>What gets rewarded gets repeated</i>



Formula for Performance Standard Management

Coaching:

- Get agreement that a problem exists
- Decide on a solution
- Follow up
- Give recognition when a problem is solved
- Performance Standards/Goal Setting
 - I/you will + action word + key results + measurement
- Recognition
 - Can be both positive and negative
 - Praise in public/ Reprimand in private

Explain: The second part of this session will be taken up with the topic of teamwork

Show: Teamwork overhead

Teamwork

Leading the team as a first line supervisor

Show: Objectives overhead. Explain to students that this is what will be covered in this part of the session.

Objectives

- Understand the role of the supervisor and the role of the employee
- Know how to build trust within the group
- Understand the mentoring process

Show: Teamwork overhead and discuss:

Teamwork

- What is a team?
- What is the difference between a group and a team?
- Why operate as a team?

- **What is a team?** (a group with a highly developed goal or mission)
- **What is the difference between a group and a team?** (a group is three or more people gathered to form a unit: they do not necessarily have a goal or common purpose)
- **Why operate as a team?** Ask students if their groups work as teams: also ask if they work well together and why.

Explain: As we go through this part of the session, you will be able to see that many of the topics and techniques discussed in the coaching part of the session also apply to the teamwork part.

Ask: What do you see as your role as a supervisor?
What do you think are the characteristics you will need to become an effective supervisor?

Show: Overhead – The Supervisor’s Role

- The Supervisor’s Role***
- Establish clear goals
 - Provide resources
 - Be accessible
 - Treat all employees equally
 - Circulate and communicate

The Supervisor’s Role

Establish Clear Goals

People need to know what you expect them to do. Employees look to you for structure and direction; you have to be ready to provide both. Effective supervisors have a clear picture of what needs to be done and why, and they are able to communicate it clearly to their employees.

Provide Resources

It is your job to make sure your employees have the tools and supplies they need to get their jobs done. If you’re on top of your job, in most cases you should know when your people need something; even better, you should know ahead of time. Don’t wait for your employees to come to you. By then it may be too late, and you’ll have to delay a project until you get the necessary supplies.

Be Accessible

Have an open-door policy. Let employees know that you welcome their suggestions and even their complaints. Be available whenever they want to talk to you. Listen to what they have to say. Often some of the best ideas come from the people doing the job, not the person supervising the job. Put into practice the communication techniques that you have learned in previous sessions.

Treat All Employees Equally

Treating all employees equally can be the hardest job of all. Some people will be easier to get along with than others. Be aware the selectivity breeds resentment. Employees know when you play favorites and it can lower morale. Effective supervisors are impartial. No one has to worry what kind of a mood you are in, because they know that you will always react to everyone in the same way, regardless of the situation.

Circulate and Communicate

Don't sit in your office and read reports all day. Go wherever your employees are and talk to them. Find out what they are doing and help them if they are having problems. When you find good work, compliment the worker for their efforts. People like to be recognized for what they do – especially by the boss.

Being a good supervisor requires showing your people that you care about them and what they are doing. Remember, if your employees are successful, you will be successful. Good supervisors then to have fewer performance problems because of the way they interact with people.

Ask: Do you see similarities with the coaching model?
Which one of these roles do you do best?
Which one do you need to work at?

Show Overhead: Role of the Employee

- | |
|---|
| <p style="text-align: center;">Role of the Employee</p> <ul style="list-style-type: none">• Be a team player• ** Complete "Are you a Team Player?" survey. |
|---|

Ask: What is the Role of the employee? This team player survey will help you understand some of the characteristics your employees should be displaying in order to be good team members. Think of yourself as a member of your team at work. "Are you a Team Member?"

Are you a Team Player?

Survey

1. How energetic am I? _____
2. What work assignments really turn me on? _____
3. Do I work best alone or with a group? _____
4. Do I work better quickly or slowly? _____
5. How do I like to learn new things? _____
6. Do I like to compete? _____
7. Do I like to be a leader or a follower? _____
8. How do I take criticism? _____
9. Am I a good listener? _____
10. What are my strengths as part of my team? What are my weaknesses?

Discuss: As you can see, building teamwork takes effort, and it also requires creating an environment of trust within the group. Group members often distrust one another because they don't understand on another's roles. If you don't understand why someone is doing something, you may suspect the worst: for example, you may think a person is trying to go behind your back or show you up. The consequences of wide spread suspicion are that each employee adopts the attitude of looking out for him or herself. Team members work in a climate of trust and they encourage one another to offer suggestions on how they can improve. People don't have to worry about what someone else is doing because they already know what the goals or performance standards are. To develop this atmosphere, set realistic goals and performance standards, then follow these guidelines:

Show: Overhead – Building Trust

- | |
|---|
| <p>Building Trust</p> <ul style="list-style-type: none">• Always focus on issues, not personalities• Build the self confidence and self esteem of your team members• Build constructive relationships with your team members• Try to always make things better. |
|---|

Discuss: One of the most important ways to get your team to work well together, and to make new people feel welcome when they arrive in the workplace is through the mentoring process. What is mentoring?

Show: Overhead – Mentoring

Mentoring

- A process of helping others develop knowledge and sensitivity to an organization's culture.

Show: Overhead – The Mentor's Role

The Mentor's Role

- Provide guidance
- Answer questions
- Help develop the individual's skills and experience

Ask: What can you do to ensure this happens in your group?

Closure/Review

Review of topics covered in this session:

- Role of the supervisor/role of the employee
- Building trust
- Encouraging mentoring

Supervising for Success

Strategies for Success

Module III

Coaching and Teambuilding

Coaching

- Coaching is helping employees achieve their full potential

Coaching - Objectives

At the end of this session, you will:

- be able to establish performance standards and expectations
- know how to reward positive and negative behavior
- be able to set realistic goals

Coaching Characteristics

- Close Contact and Core Communication Skills
- Counseling
- Mentoring
- Tutoring
- Confronting and Challenging

Coaching Process

- Get agreement that a problem exists
- Decide on a solution
- Follow up
- Give recognition when the problem is solved

Performance Standard

- A Target to Shoot For
- A Yardstick for Measuring Performance
- A Means of Spotting Problems
- A Planning Tool
- A Means of Avoiding Subjective Standards
- A Way of Improving Communication

Formula for Writing a Performance Standard

- I/you will + action word + key results + measurement.

E.g. I will write a new procedure for assembling these widgets by May 15th.

E.g. You will learn how to enter orders into the computer by June 3rd.

Rewarding Positive/Negative Behavior

- Praise in Public
- Reprimand in Private

Corrective Feedback

Feedback should be:

- Specific
- Immediate
- Focused on the behavior, not the person.

Goal Setting

- Provides structure and direction
- Must be realistic and attainable
- Must be communicated effectively

Corrective Feedback for Motivation

Focus on:

- Behavior
- Effect
- Expectation
- Result

Teamwork

Leading a team as a first line
supervisor

Objectives

- Understand the role of the supervisor and the role of the employee
- Know how to build trust within the group
- Understand the mentoring process

Teamwork

- What is a team?
- What is the difference between a group and a team?
- Why operate as a team?

The Supervisor's Role

- Establish clear goals
- Provide Resources
- Be Accessible
- Treat All Employees Equally
- Circulate and Communicate

Role of the Employee

- Be a team player
- ** Complete “Are you a Team Player?” survey.

Building Trust

- Always focus on issues, not personalities.
- Build the self confidence and self esteem of your team members.
- Build constructive relationships with your team members.
- Try to always make things better.

Mentoring

- A process of helping others develop knowledge and sensitivity to an organization's culture

The Mentor's Role

- Provide guidance
- Answer questions
- Help develop the individual's skills and experience

Company _____ **Date** _____
Class _____ **Session** _____

Housekeeping: Attendance, restrooms, messages, etc.

Subject: Supervising for Success - Module IV
Application of Strategies

Materials:
hr.

Time: ≈ 2

Student Guides
Pencils and paper
Whiteboard
Overhead projector/Transparencies
Flip Chart

Purpose:

Allow students to observe the use of various strategies covered in this training as well as to practice applying such strategies in a role-playing situation; also to provide local and state resources and referral services which will be available to students for use in the future.

Objectives/Competencies:

1. Students will examine case studies and/or interact with guest speakers to broaden their understanding of how, why, and when strategies covered in this training are applied when dealing with entry-level employees.
2. Students will participate in a role-playing situation in order to practice various strategies covered in this training in a non-threatening atmosphere.
3. Students will review and discuss a packet listing resources and referral services which are available to them to use to assist entry-level employees.

Introduction:

Review all topics previously covered in Modules I, II and III.

Module I:

Understanding your entry-level employee.

- Communication skills, attitudes and relationships
- Cultural differences
- Learning styles
- The Philosophy of Individual Worth

Module II:

Interpersonal Skills.

- Communication and interpersonal skills
- Communication techniques
 - Listening
 - Speaking
 - Writing
- Body language Interpretation
- Problem identification and problem solving skills
- Conflict recognition and resolution techniques

Module III:

Coaching on the Job

- Establishing performance standards
- Rewarding positive and negative behavior
- Realistic goal setting

Teamwork

- The role of the supervisor and the role of the employee
- Building trust within the group
- The mentoring process.

Note to the instructor/program supervisor: This contents of this module will have to be customized to your particular class/customer/geographical area. Only a general outline is included in this lesson plan.

Lesson/Instruction: Case Studies/Guest Speakers

Introduce and facilitate discussion with guest speakers and/or introduce, examine, and discuss case studies.

Lesson/Instruction: Modeling/Role Playing

State that students will now put into play some of the strategies they have learned in this course by performing a role-playing activity using a set scenario. (*NOTE: Similar activities have been incorporated throughout the training but may not have been used due to time constraints. Any of these activities can also be used at this time, in addition to or in place of the scenario which follows.*) **Divide** students into partners. Have one be the speaker and one the listener. Give each pair the following scenario to read, discuss, and act out for the rest of the group.

As a supervisor, discuss a new project which will involve eight hours of overtime on Saturdays for a month with an employee who has only been with the company for one month but is eligible for this overtime. The student acting as the employee must come up with questions about the time, money, and duties; he/she must also advance arguments about why he/she should have to be involved with this project and express various hardships this will cause for his/her family/personal life. The student acting as the supervisor must come up with specific tasks to be performed, the hours/shift involved, and reasons to motivate the employee to agree to working on this project. The “supervisor” must also be prepared to offer help/advice to the employee as needed.

Discuss each pair’s performance as a group, pointing out various strategies used. Offer suggestions as necessary on how other strategies could also be used.

Lesson/Instruction: Referral/Resources

*Following is a suggested list of various county, state, and local agencies that could be used as resources, as well as a list of videotapes. This list is **not** all inclusive, and is just given as a starting point for each instructor to refine and expand. This portion of the lesson plan will have to be adapted and customized on an individual class basis.*

1. Local/county/city

- Chamber of Commerce
- County Human Resources Agency/DSS
- JobLink Center
- Community College

2. State

- Small Business Administration
- NC Employment Security Commission
- NC Division of Vocational Rehabilitation Services

3. National

- Social Security Administration
- National Alliance of Business
- United Way

4. Videotapes

- Team Work. National Restaurant Association, The Educational Foundation, Chicago Illinois.
- Keeping Teams Together. American Management Association Publication Services, Saranac Lake, New York.
- Performance Appraisal and Coaching. Educational Video Productions.

Additional resources may be obtained from the Works Consulted listed in the Appendix of this curriculum.

Closure/Evaluation:

Distribute the student evaluation forms and ask each student to fill out their form as completely as possible. *(A copy of this form follows this page of the Instructor's Guide; make as many copies as necessary for the class.)*

An Employer/Supervisor evaluation is also included in this curriculum to be distributed three months after the training as part of the follow-up evaluation process. *(A copy of this form follows the Student Evaluation.)*

- **Thank** the students for their time and interest; hand out certificates if applicable to your program.

Student Evaluation of Program

Please check your response to each statement listed below.

	Strongly Agree	Somewhat Agree	Disagree
1. The training provided in this program will be useful in my job.	_____	_____	_____
2. The topics covered were of interest to me.	_____	_____	_____
3. The instructors were clear in their presentations and open to questions and discussion.	_____	_____	_____
4. The length of the overall program was appropriate.	_____	_____	_____
5. Length of time spent in class was comfortable.	_____	_____	_____
6. The number of participants in the class was good.	_____	_____	_____
7. The location of the class was convenient.	_____	_____	_____
8. The goals of the program were clearly stated.	_____	_____	_____

Rate the importance of each topic covered in importance/interest to you, using 1 as highest importance/interest, 2 as medium, and 3 as low. You may use the numbers more than once.

- | | |
|--|-------------------------------|
| _____ 9. Understanding Your Entry-level Employee | _____ 12. Teamwork |
| _____ 10. Interpersonal Skills | _____ 13. Application |
| _____ 11. Coaching on the Job | _____ 14. Referrals/Resources |

15. Explain why the topics you marked with a 1 were of high importance/interest to you.

16. Explain why the topics marked with a 3 were of low importance/interest to you.

17. What 3 specific suggestions do you have for improving this program? You may address any aspect of the program, including topics, materials, and instructors.

1) _____

2) _____

3) _____

18. What did you like best about this program?

19. What did you like the least about this program?

20. What information presented in this program will you use most on the job, and how will you use it? Include any information from any topic.

21. What other types of programs/training would interest you?

22. Additional Comments

**Employer/Supervisor
Evaluation of Program**

Company: _____

Date: _____

Name: _____ **Position:** _____

—

1. What comments or feedback have you received from employees involved in this program?

2. What changes in employees' attitudes or work habits have you seen as a result of this program?

3. What topics covered do you feel were the most beneficial to your employees?

4. How was the overall program of benefit to your employees?

5. Do you feel that management had enough input into the development of this program?

6. Please comment on the communication between management and the program developers throughout the course of instruction.

7. List any suggestions you have for improving the program, including topics offered.

8. Do you feel this program should be offered again at your company at the next available opportunity? Why or why not?

Benefits of this Program

The benefits of this program are many, and are listed below in relation to four entities: the supervisor, the company, the employee, and finally the community.

Supervisor:

- Increased awareness of characteristics/needs of the entry-level employee
- “Hands-on” experience to address employee issues
- Improved communication skills
- Network of peers to provide support
- Access to community resources and agencies
- Increased self-confidence in supervisor’s role

Company:

- Improved supervisors/employee relations and communication
- Less attrition of entry-level workers
- Improved customer relations
- Higher level of commitment from supervisor/employees to resolve conflict at base level
- Less conflict in work environment

Employee:

- Supervisors who are more informed regarding their employees’ unique needs
- Improved working conditions
- Better communication
- Clearer expectation of their role and responsibilities

Community:

- Improved customer service
- Decreased dependence from entry-level employees on public assistance

Learning from Agency Perspectives.

Information for Rowan County Employment Security Commission.

Until 1998 ESC stationed a Counselor at the local DSS on a full-time basis to work with these clients. We provided Job Skills workshops, vocational counseling and a job referral service on site. DSS ended that contract in Rowan County in June of 1998. Cabarrus County still operates this type of program. We interact with DSS clients now through the First Stop Employment program and the Food Stamp Employment and Training program. First Stop requires that all applicants for cash assistance at DSS be referred to ESC for evaluation and placement services before their application for assistance can be processed. We see 50-60 clients a month. The Food Stamp program requires that able-bodied food stamp clients be referred to ESC for placement services also. We see 25-30 food stamp clients a month. Although 75 – 100 are referred, many do not show. In my experience these clients are unmotivated and unskilled. Most do not realize why they are not successful in working. Hygiene, attitude and deficient communication skills are immediate problems. Secondary problems are transportation and childcare. Many of these people have no experience working and even lack family members or friends who work. They have a fundamental lack of understanding of what work requires a person to do. Employers commonly complain about attendance, attitude and an inability to do anything without specific instruction. They lack the social skills associated with work that most of us have developed over a period of time and take for granted. How to speak to supervisors and co-workers, what time you have to get up in order to be at work, the fact that you could get fired for not showing up at the same time each day, how to get to work and get the kids to school, and get back after school and work.

Note: This perspective also applies to any county throughout North Carolina.

Communication Skills

Questions:

Place a T on the line if the statement is True. Place an F on the line if the statement is False.

- _____ 1. If you communicate well, your attitude is unimportant.
- _____ 2. Verbal communication refers to spoken words only.
- _____ 3. The way you organize your thoughts and the words you choose affect your communication skills.
- _____ 4. What you fail to say is as important as what you say.
- _____ 5. You convey your attitude toward others by your tone of voice.
- _____ 6. If you speak well, you will be able to write well.
- _____ 7. Nonverbal communication is less important than verbal communication..
- _____ 8. As a listener, your nonverbal communication helps convey your attitude toward the speaker.
- _____ 9. The goal of communication is to establish a relationship with another person.
- _____ 10. Your communication skills affect others' attitudes toward you.

SELF-ASSESSMENT: Evaluate Your Communication Skills.

- _____ 1. I feel comfortable asking my co-workers for help with a work problem.
- _____ 2. I have a hard time asking others for help.
- _____ 1. I express myself well. People understand what I am saying.
- _____ 2. People frequently misunderstand me when I am trying to make a point.
- _____ 1. I look others in the eye when I am speaking to them.
- _____ 2. I never know where to look during a conversation.
- _____ 1. At meetings, I feel comfortable expressing my opinions and sharing ideas.
- _____ 2. I never volunteer my opinion and dread being asked how I feel about an issue.
- _____ 1. People feel comfortable talking to me.
- _____ 2. People rarely initiate conversations with me.
- _____ 1. I listen carefully when someone is asking me a question.
- _____ 2. I often find myself thinking of the answer to a question rather than listening carefully.
- _____ 1. I practice good telephone techniques and treat callers with courtesy.
- _____ 2. I consider the telephone an intrusion into my worktime.

Horizontal Relationships

Questions:

1. Identify one of your horizontal relationships.
2. What role did your attitude play in the development of this good horizontal relationship?

Place a T on the line if the statement is True. Place an F on the line if the statement is false.

- _____ 1. Relationships are almost never neutral.
- _____ 2. You should like the people you work with in order to develop effective horizontal relationships.
- _____ 3. The end result of good horizontal relationships is achieving personal and company goals.
- _____ 4. Your attitudes affect your horizontal relationships.
- _____ 5. All horizontal relationships are built in the same manner.
- _____ 6. Communication is the most important element in developing good horizontal relationships.
- _____ 7. Taking sides in a dispute between two co-workers can damage your horizontal relationships with both.
- _____ 8. Horizontal relationships have no bearing on your relationships with employees.
- _____ 9. You should only concern yourself with your relationships to people inside your company.

Vertical Relationships

Questions:

1. Identify one of your vertical relationships.
2. Identify how a good vertical relationship improved your horizontal relationship.
3. What role did your attitude play in the development of this good vertical relationship?

Place a T on the line if the statement is True. Place an F on the line if the statement is false.

- _____ 1. Vertical relationship refers to the relationship between you and a particular co-worker.
- _____ 2. The entire responsibility for a strong vertical relationship lies with the supervisor.
- _____ 3. The supervisor sets the tone of the relationship.
- _____ 4. Effective communication is less important in vertical relationships than in horizontal ones.
- _____ 5. Casual offices are better than more formal ones.
- _____ 6. Verbal and nonverbal communication will give you clues about the tone of office relationships.
- _____ 7. An overly strong vertical relationship can be detrimental to both people involved and to others in the department.
- _____ 8. Poor vertical relationships affect department morale and productivity.
- _____ 9. If you have a strong vertical relationship, you do not need to worry about your horizontal relationships.

4. What role did your attitude play in the development of this good vertical relationship?

Destructive Attitudes

Questions:

1. Define destructive attitudes and give examples of specific ones.
2. What impact has a destructive attitude, either yours, a peer's, or an employee's had on the job?

Place a T on the line if the statement is True. Place an F on the line if the statement is False.

- _____ 1. If you are a productive at your job, you can get away with a negative attitude.
- _____ 2. Racism is a form of prejudice that denies other people basic human rights based on skin color or ethnic heritage.
- _____ 3. Racism, ageism, and sexism are three examples of constructive attitudes.
- _____ 4. Prejudices are based on true generalizations about groups of people.
- _____ 5. Destructive attitudes cut off communication with people.
- _____ 6. Oversensitivity means being very sensitive to the needs of others.
- _____ 7. Selfish workers are often tactless and inconsiderate in their relationships.
- _____ 8. One dissatisfied worker can reduce group productivity.
- _____ 9. People are often unaware of their own destructive attitudes.
- _____ 10. You know if your attitude is constructive if it helps communication with others.

Constructive Attitudes

Questions:

1. Define a constructive attitude you recently experienced and give an example.
2. Identify one of your constructive attitudes and how it affected your work.

Place a T on the line if the statement is True. Place an F on the line if the statement is False.

- _____ 1. Developing and maintaining a constructive attitude is one element in a successful career.
- _____ 2. Constructive attitudes are more important in fostering productivity than simply being positive.
- _____ 3. Technical skill is more important than attitude at work.
- _____ 4. It is impossible to develop a positive outlook on life – people are born with their attitudes.
- _____ 5. Most people regard cheerful, friendly employees, as Pollyannas and dislike being around them.
- _____ 6. If you have a smile on your face, you have a constructive attitude.
- _____ 7. Discovering the interests and needs of others is only important in your personal relationships.
- _____ 8. Everyone wants to feel important.
- _____ 9. Positive actions and attitudes can sometimes bring about negative responses.
- _____ 10. Valued workers can forget their own problems while helping others.

Self-Assessment: is Your Attitude Constructive or Destructive

How would you describe your attitude toward others? Which words in the following list of adjectives best describe you? Which do not apply to you?

First, rate your attitude on a scale of 1-5:

5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never.

Scale	C or D	Scale	C or D
_____	_____ accepting	_____	_____ inventive
_____	_____ aloof	_____	_____ judgmental
_____	_____ biased	_____	_____ loyal
_____	_____ candid	_____	_____ nosy
_____	_____ critical	_____	_____ polite
_____	_____ curious	_____	_____ prejudiced
_____	_____ direct	_____	_____ selfish
_____	_____ helpful	_____	_____ sincere
_____	_____ honest	_____	_____ stubborn
_____	_____ frank	_____	_____ tactful
_____	_____ guarded	_____	_____ teasing
_____	_____ insensitive	_____	_____ timid

Now, put a C next to those qualities that are constructive. Put a D next to the qualities that are destructive.

Total your C and D scores separately. Which is higher?

C _____ D _____ Totals

A perfect score would be 60 points (12 *Always* answers) for constructive qualities and 12 points (12 *Never* answers) for destructive ones. A more likely result might be 48 points for C answers and 24 points for D answers.

Ask a friend or coworker to rate you. Does your self-rating agree with theirs? Where is the big difference? Why could this be?

Strategies for Maintaining a Positive Attitude

Questions:

1. Identify five to eight strategies that you developed to maintain a positive attitude.
2. Review the importance of maintaining a positive attitude and practicing good human relations skills on the job.
3. Give an example from your own experience where you needed to maintain a positive attitude. What strategies did you use?

Place a T on the line if the statement is True. Place an F on the line if the statement is False.

- _____ 1. If you have a constructive attitude, all your experiences will be positive.
- _____ 2. There are specific strategies you can use to help maintain a positive attitude during tough times.
- _____ 3. There is one right way to balance your priorities between work and home.
- _____ 4. You can have an effective working relationship even with those who have a different set of values.
- _____ 5. Most people respond happily to changes in their life.
- _____ 6. The only way to educate yourself is to return to school.
- _____ 7. Your initiative and enthusiasm may diminish after some time on the job.
- _____ 8. To maintain your sense of humor, become the office prankster.
- _____ 9. A poor diet and lack of exercise will zap your energy and make it harder to be productive.
- _____ 10. People often judge you by your appearance.

HANDOUT

Self-Assessment: Test Your Attitude.

Does your attitude toward your co-workers help your relationships or hinder them? Think about your relationships with two specific co-workers. Choose as Co-worker 1 a person with whom you have a strong relationship. Choose as Co-worker 2 a person with whom you have a poor or weak relationship. Respond to the following statements about your relationships. Write YES or NO in the appropriate column.

STATEMENT	CO- WORKER NO. 1	CO- WORKER NO. 2
A good relationship with this person is important to me.		
My productivity depends on my relationship with this person.		
I lose my patience with this person.		
I think it is his or her responsibility to make the first move.		
This person complains often.		
This person has a positive attitude.		
This person pulls his or her own weight.		
This person shares my sense of humor.		
We are about the same age.		
We can discuss minor problems before they become major.		
We have similar backgrounds.		
We have similar beliefs and values.		
We have the same interests and lifestyle.		

EVALUTE YOUR ANSWERS

Can you see a pattern to explain why you may have an easy time developing a good relationship with one co-worker and not another? In the space below, use what you have learned and develop a three-point plan for improving your horizontal relationship with Co-worker no. 2.

HANDOUT

Self-Assessment: Examine your Attitude

What messages are you sending to employees? For each statement below, give an example of how you projected a constructive attitude and an example of when you failed to. Remember, the first step in changing destructive attitudes is identifying them.

1. Look for the positive side of a situation.

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

2. Help others solve problems.

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

3. Make others feel important.

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

4. Seek positive response through positive action.

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

5. Maintain a constructive attitude when having a bad day.

CONSTRUCTIVE EXAMPLE:

DESTRUCTIVE EXAMPLE:

The Philosophy of Individual Worth

The philosophy of individual worth is the belief that *everyone, regardless of personal circumstances or personal qualities, has worth and is entitled to respect as a human being*. For supervisors, this means that the treatment of your employees does not vary because of the employee's race, nationality, religion, sex, age, economic level, education, or any other characteristic.

Cultural Bias. Each socioeconomic class within a society has its own customs, standards of living, values, interests, and other characteristics that distinguish it from other socioeconomic classes. Members of one class generally do not understand the differences between their own class and other classes. The supervisor's expectations regarding employee behavior may be unrealistic for all those employees who are from a different cultural background or socioeconomic level. The tendency to make negative judgments about a person because of the culture or class from which that person comes is called *cultural bias*.

The Employee from the Poverty Class. People who have never lived in poverty find it difficult to understand those who live center around survival. People who live in poverty have a daily routine that is quite different from the daily activities of middle-class people. They may lack running water in the home; to some, the modern toilet may seem strange and frightening. Badly decayed teeth may mean poor diet, lack of knowledge about oral hygiene, and perhaps ignorance of such things as toothbrushes and fluoride toothpastes. Deodorants are a luxury for those who do not know today where tomorrow's dinner will come from.

Expectations of Supervisors. Each employee, regardless of socioeconomic status, age, race, religion, or national origin, is entitled to be treated fairly. Each is a human being with feelings, hopes, problems, habits, and needs. All of these factors contribute to the uniqueness of each personality.

Can you, as a supervisor, expect people from other economic levels of society to have the same beliefs, attitudes, hygienic habits, and understandings that you have? Are they either less worthy or worthier as human beings because their lifestyle is different from yours?

Feelings About Employees. The degree to which you accept the philosophy of individual worth will influence your supervisory skills. You may need to overcome prejudice in order to apply this philosophy to your daily work. You may even have difficulty in understanding some employees, especially those whose cultural background is different from yours. Your responsibility as a supervisor is to know your role and, within that role, to treat each employee fairly. Avoid making value judgments about an employee or allowing your feelings to interfere with the treatment that you give to that employee.

The Challenge. One of the greatest challenges is to work with those who are from a different culture or economic level. Try to understand these employees in terms of their

background; try to see situations as they see them. You can fulfill your role as a supervisor, and at the same time adapt to the special needs of each employee. Your choice of words is important in helping the employee understand your meaning. Your sincerity and interest can influence an employee's attitude.

Studying a Situation It is not easy to serve all employees equally. Sometimes there is a strong desire to escape – to carry out an assigned task and leave the employee as quickly as possible. If you find yourself trying to avoid an employee, there is evidence that the situation needs thoughtful study. Why do you find this employee difficult to deal with? Have you tried to understand this employee's needs. Have you tried to see the situation as the employee sees it? If you make a habit of studying such situations, applying knowledge about some of the many influences on human behavior, you will grow in your ability to form effective relationships with your employees.

Applying a Philosophy of Individual Worth It is easy to give lip service to the philosophy of individual worth. It is quite difficult to practice it day after day when there is a busy schedule and a wide variety of employees to deal with, unless you form certain ways of thinking about your employees. The following suggestions provide a starting point for developing and applying a philosophy of individual worth to your relationships with employees:

- Accept each employee as he/she is an individual with a *unique personality*.
- Recognize that each person tries to meet his/her needs with patterns of behavior that have developed over a lifetime; these patterns cannot be changed readily.
- Make a conscious effort to understand each employee's behavior.
- Consider each employee with a cultural background different from yours to be an opportunity for you to learn about human behavior as it is influenced by customs, beliefs, values, religious practices, and socioeconomic level.

Words and Terms You Should Know:

Affluent

Bias

Cultural bias

Culture

Customs

Individual worth

Philosophy

Prejudice

Socioeconomic

Superstitions

Tolerance

Unique Values

Circle any of the words you are not familiar with
Use your dictionary to find out the meaning of these words.

Cultural Differences

Questions :

1. The following are examples of cultural differences that could contribute to a misunderstanding between a supervisor and an employee.

2. Think about someone you know whose background is different from your own; list five ways in which this person's lifestyle is different from yours.

3. Participate in a class discussion about examples of cultural practices related to:
 - Beliefs.
 - Work habits.
 - Hygienic practices.

4. Share with the class a situation involving you and someone from a different culture. Was there any evidence of misunderstanding or distrust? If so, try to identify some cultural differences that may have contributed.

Federal Laws that Protect Employees

Federal Laws that Protect Employees. In the 1850's, a typical list of rules for office employees looked something like this:

- All clerical staff must be on the job from 7 AM to 6 PM.
- Office help will wear clothing of a sober nature; no bright colors. In cold weather, hats and scarves are allowed.
- There will be daily prayers in the main office – no exceptions.
- During cold weather, each worker will bring four pounds of coal for the office stove.
- All office workers must have permission to leave the room. The half-hour lunch break will be taken at the desk, while working.
- No talking among office employees during working hours. Tobacco, wine, or spirits are strictly forbidden at any time.
- Office employees will provide their own writing instruments. A pencil sharpener will be made available upon request.

Today, employees have more rights, of course, and workplace issues are more complicated. Now the law dictates certain employment practices that pertain to all workers.

Traditionally, employees fell under the concept of **employment-at-will**, which meant that either the employer or the employee could end the employment at any time. Federal legislation has changed this to some extent. Laws passed throughout the twentieth century make it illegal to fire or otherwise discriminate against employees for these reasons:

- Union membership or political activity.
- To prevent collection of retirement benefits.
- Because of race, religion, sex, age, or disability.
- For exercising the right to free speech.
- For refusal to take drug or lie detector tests.

Employees generally cannot sue their employers simply because they have been fired, but an employer cannot fire an employee for an illegal reason.

There are a number of important federal laws that protect employees from illegal discharge or other abusive practices in the workplace.

Title VII of the Civil Rights Act of 1964. Makes discrimination in the workplace illegal. It applies to businesses that have at least fifteen employees for at least twenty weeks during the year. The law states that employers cannot do the following:

- “Fail or refuse to hire or to discharge any individual or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex or national origin.”
- “Limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities

or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex or national origin.”

Most states have also enacted statutes prohibiting discrimination in the workplace, and some state laws are more far-reaching than the federal law cited above. A number of states prohibit discrimination based on marital status or parenthood, and others bar discrimination based on mental health, mental retardation, sexual orientation, personal appearance, or political affiliation.

The Age Discrimination in Employment Act. Passed in 1967 and amended in 1974, it is also illegal for employers with twenty or more employees to discriminate against workers on the basis of age. The federal law protects employees aged forty and up, but state law may extend protection to workers of younger ages and may apply to employers with fewer employees.

Rehabilitation Act of 1973. This Act requires federal agencies to take affirmative action to hire people with disabilities; requires federal contractors to implement affirmative action plans in hiring and promoting disabled employees; and prohibits discrimination against persons disabled in programs that receive federal funds.

Critics of the Rehabilitation Act say that its broad definition of *disabled* dilutes the effects of the act. The act defines a disabled person as “any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment.” Under this definition, obesity is included, but left-handedness has been barred.

The Americans with Disabilities Act. This Act became effective in January, 1992. The act bans discrimination against disabled persons in the workplace and mandates equal access for the disabled to certain public facilities. By July 26, 1994, all employers with fifteen or more employees must have complied. Provisions of the act that most directly affect employers and employees are:

- Employers may not discriminate against a disabled person in hiring or promotion, if the person is otherwise qualified for the job.
- Employers may ask about one's ability to perform a job, but may not inquire if someone has a disability or subject a person to tests that screen out persons with disabilities.
- Employers must provide “reasonable accommodation” to disabled persons, including job restructuring and equipment modification.
- Employers do not need to provide accommodations that impose undue hardship on the business operations.

Communication/Interpersonal Skills Survey

1. What training did you receive when you joined this company?

2. Who helped you the most when you started out in this job?

3. How did this person help you?

4. What are your strongest interpersonal skills?

5. Which of your interpersonal skills need improvement?

6. What one tip or idea about working with people can you pass on to others?

Listening

We speak at the rate of 150 to 160 words per minute with “gusts up to 200.” We think at the rate of 650 to 700 words per minute. (If only we could type that fast!) Are we so busy thinking that we’re not listening? Most people cannot remember more than seven pages of written information.

Keys to Effective Listening:

- Take responsibility for understanding what you hear.
- Make a conscious effort to focus your undivided attention on the person speaking. You can understand and internalize information much better when you learn to focus and ignore distractions.
- Listen without interrupting, disagreeing, or offering explanations.
- Use body language - gestures such as nodding your head, maintaining eye contact - to show that you are involved in the conversation.
- Be certain of your interpretation of the message by asking questions, paraphrasing, and summarizing what you’ve heard.
- Take notes if necessary to remember or document what was said.

Be Careful Not To Assume:

- People really do understand me when they say they do.
- People understand me unless they say they don’t.
- I have people’s undivided attention when I speak to them.
- My message is understood because my behavior is consistent with my words.

Source: Facilitation Training for Team Members, Donna Reges Hall, used with permission.

Techniques for Effective Speaking/Direct Communication

- Organize your message (thoughts).
- Speak directly to the person concerned.
- Make “I” statements. Own your feelings.
- Practice listening checks

• Non-Verbal Techniques of Communication

Positive messages come from:

- **Attentiveness** - Maintaining eye contact, looking relaxed, facing the speaker, nodding the head to show understanding, no interrupting
- **Voice and Facial Expressions** - clear, strong voice volume, relaxed face with smile when appropriate and minimal frowning
- **Movement and Position** - don't stand stiffly in one spot, sit down or move around with a relaxed stance; use movement as an energizer
- **Silence** - as a sign of effective listening, use silence after asking a question so people can think of their responses; don't be afraid of silence

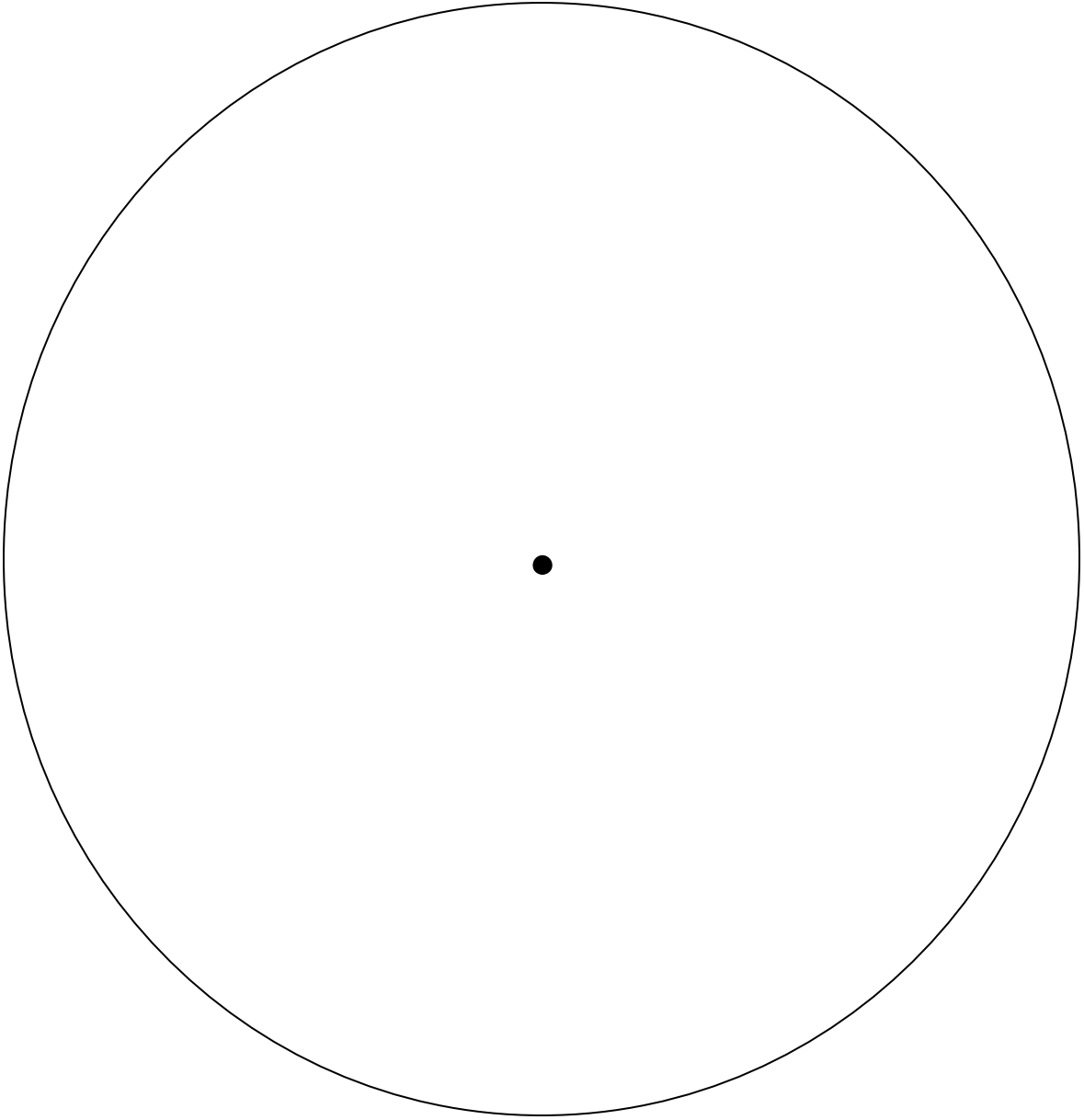
Observation:

Observe expressions or body movements to determine if your communication is being accepted or understood or if problems are interfering.

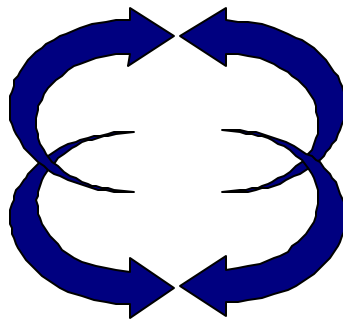
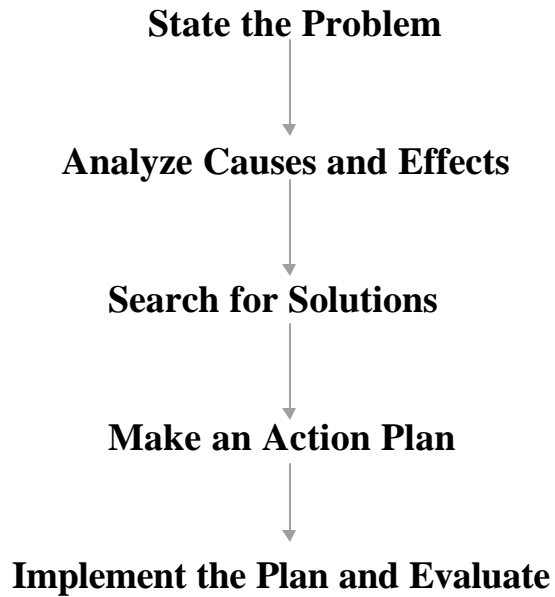
These Expressions:	May Indicate:
<ul style="list-style-type: none"> • leaning back in chair, yawning, looking at clock, shifting, shuffling feet 	<ul style="list-style-type: none"> • boredom, fatigue, disinterest, impatience
<ul style="list-style-type: none"> • smiling, nodding agreement, keeping eye contact, leaning forward 	<ul style="list-style-type: none"> • interest, enthusiasm, agreement, humor
<ul style="list-style-type: none"> • avoiding eye contact, frowning, scratching head, pursing lips 	<ul style="list-style-type: none"> • confusion, disagreement, suppressing thoughts or feelings, anger, suspicion

Adapted from Facilitation Training for Team Members, Donna Reges Hall, used with permission.

Dot In a Circle



The Problem-Solving Cycle



Sources: [Faultless Facilitation: A Resource Guide for Group and Team Leaders](#), Lois Hart.

“Creative Problem-Solving: Thinking Outside the Box.” Presentation by Wynn Montgomery and Morris West at the North Carolina Workforce Development Partnership Conference, Greensboro, NC, Nov. 7, 1996.

Facilitation Training for Team Members. Donna Reges Hall.

PROBLEM-SOLVING WORKSHEET

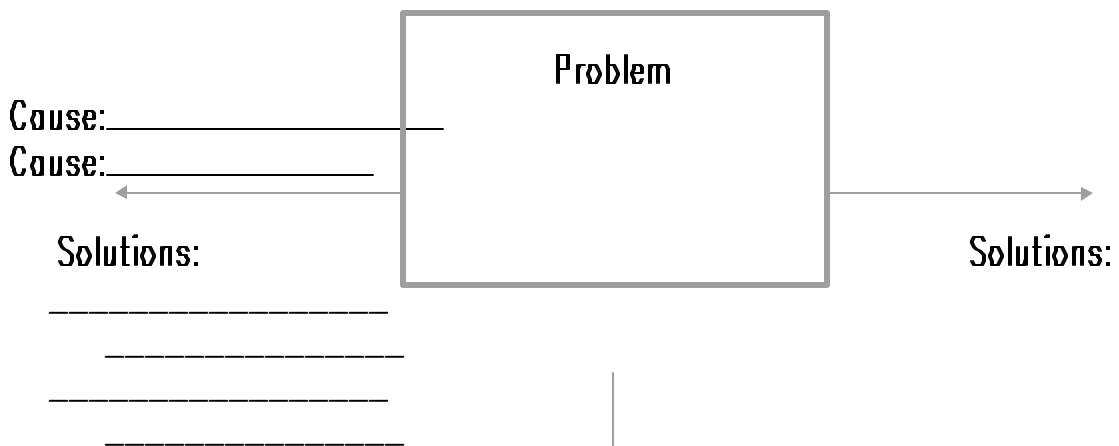
STEP 1: Briefly describe the problem without assigning blame, giving an opinion, or implying a solution

STEP 2: Analyze causes; list on chart

STEP 3: Brainstorm possible solutions; list on chart

Cause: _____

Solutions:



Cause: _____

Solutions:

STEP 4: Make an action plan. Rewrite the problem as a goal; use the most workable and realistic solutions as steps in the action plan.

GOAL: _____

Action Steps	Begin/End Dates	Person Responsible

STEP 5: List how action plan will be evaluated

a.

b.

c.

d.

e.

Comparison/Contrast of Leadership Styles

Traditional Controlling Leader:

- Takes power into own hands
- Tells
- Decides
- Delegates
- Solves problems
- Sets goals
- Uses authority to get things done

Contemporary Facilitating Leader:

- Puts power in everyone's hands
- Listens
- Asks
- Directs group processes
- Coaches
- Teaches
- Builds consensus
- Shares in goal setting
- Shares in decision-making, empowers others

Keys to Effective Leadership

ATTITUDE: Concern for Production

Concern for People

BEHAVIOR: Task

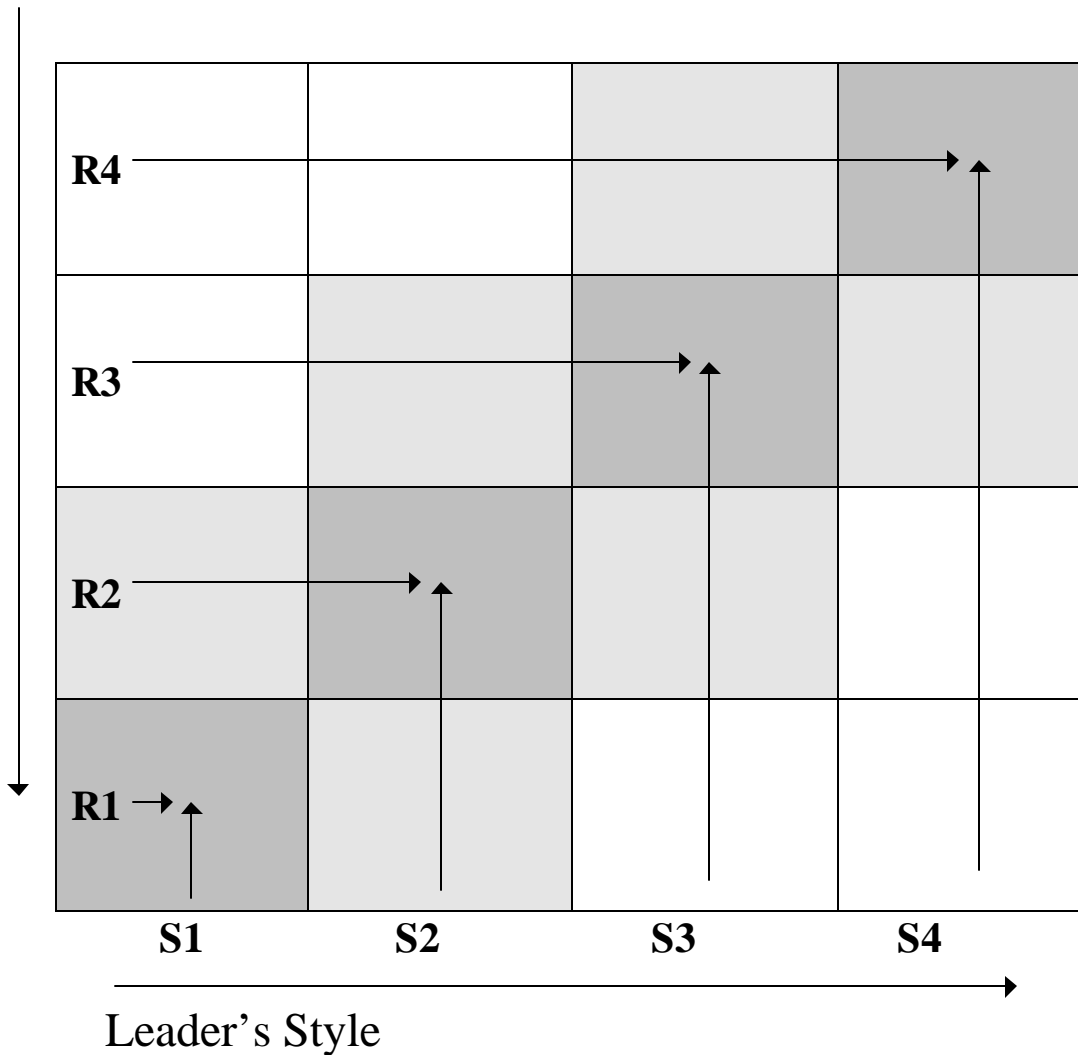
Relationship

A leader's **attitude** should remain consistent; his/her **behavior** will change depending on the **situation** and the team members' **READINESS** to perform a task.

READINESS: **Ability** - past experience, training, and understanding of the task

Motivation - confidence, responsibility and initiative, incentive to accomplish the task

Readiness



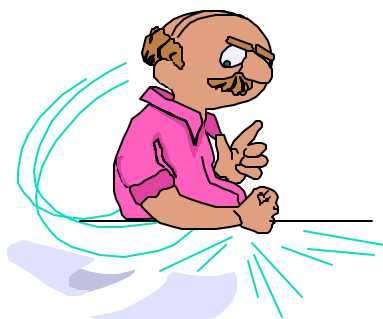
Key to Team Member's Readiness

- R1 = Low in ability and Low in motivation
- R2 = Low in ability and High in motivation
- R3 = High in ability and Low in motivation
- R4 = High in ability and High in motivation

Key to Leader's Style

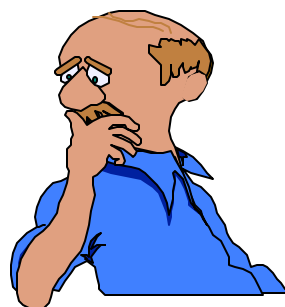
- S1 = **Directs**, supervises, provides all input
- S2 = Same as S1; discusses, **coaches**
- S3 = Listens, discusses, and **supports**
- S4 = **Delegates** all work

Source: "Team Building as a Leadership Tool: Essential Components for Workforce Development. George A. Baker, III. Presented at 1996 North Carolina Workforce Development Partnership Conference, Greensboro, NC, November 7, 1996.



The Terrible-Tempered Atoms

The Martyrs



The Counter-Attackers



The Displacers

Coaching Characteristics

Close Contact and Core Communication Skills

The role of coaching happens best when you can have an informal conversation with an employee. In order to do this, you must have regular and easy contact with those employees who are to be coached. The key to this is to spend as much time as possible with your employees. Avoid getting chained to your desk where you can't see operations first hand.

Counseling

Counseling is helping other people discover solutions to their problems – not providing solutions for them. Counseling is often a combined effort of the coach and the employee. It simply requires being willing to listen while the other person explores solutions to the problem.

Mentoring

Mentoring is a process of helping others develop such things as political savvy and sensitivity to an organization's culture as well as helping an employee learn to manage their own jobs. The mentor's role is to provide guidance, answer questions, and help develop the employee's skills and experience.

Tutoring

Your success as a supervisor is measured largely by the degree to which you can help others obtain the knowledge and expertise needed in their work. This can be done during formal training or by tutoring – that is, informally providing job-skill information.

Confronting and Challenging

Confronting employees about poor performance is necessary to help the less-than-successful employees become successful. Likewise, challenging successful employees helps them reach their full potential.

The Coaching Process

1. Get agreement that a problem exists.

Agreeing that a problem exists can sometimes be the hardest step in the process. Few of us want to admit we have a problem. We can easily see the problems other people are having, but it is more difficult to see our own. But, until you get the employee to agree that there is a problem, there is no point in going any further. You can't help a person solve a problem if he or she doesn't think there is one.

Begin by asking questions to find out if the person is aware of the problem. You may have to ask several questions before you get any sort of agreement. Your questions should help the person understand the consequences of not solving the problem.

For example, if you were dealing with an employee who is often late for work, some questions you may ask are:

- How many times have you been late in the past month?
- When was the last time you were late?
- How do you think other employees feel when you are late?
- How do you think I react when you are late?
- How does being late affect your performance?

Listen to how the employee responds to each question. At some point in the discussion, the person should begin to understand the effect of being late on fellow employees and agree that being late is a problem. Once you get agreement on the problem, you are ready to move on to the next step.

2. Decide on a solution.

Remember, your role as a coach is to help your employees solve their problems, not solve the problem for them. Now your job is to get the employee to come up with an acceptable solution. As before, you begin by asking questions. For example, you might ask, "What are some things you could do to make sure you are on time for work?"

Your questions should make the employee think of several different things that could be done. Once several solutions have been identified, select the one(s) that will be used. In some situations there may be only one solution; sometimes there will be several. Then set up deadlines for getting this solution in place.

3. Follow Up

All the time you spend agreeing about the problem and deciding on a solution will be wasted if you don't follow up. If you don't check up to see that the solution is implemented, you send a signal to the employee that the problem wasn't all that serious. Go out of your way to verify whether the employee tries out the agreed solution. If things haven't changed you will need to go back to square one and start the process over again.

4. Give recognition when the problem is solved.

Go out of your way to catch the employee doing something right. Be sincere and let the person know that you appreciate the improvement. "Recognition strengthens performance." When you tell your employees you like the way they do things, you increase the chances that they will continue to work in the same way. If an employee who has been late starts coming to work on time, you need to recognize that change. Your recognition communicates to the employee that being on time really is important and the employee is much more likely to continue to get to work on time.

Performance Standard Formula

I/you will + action word + key results + measurement

Although you can't establish unrealistic expectations, the fact is that most people can accomplish far more than they do, but employees need to know what is expected of them. This can be done by setting performance standards. This is where you will really use your communication skills – words, voice, body language. People need to know what you expect them to do. Employees look to you for structure and direction; you have to be ready to provide both. Effective supervisors have a clear picture of what needs to be done and why, and they are able to communicate it clearly and effectively. Clear and concise goal setting starts with setting realistic performance standards.

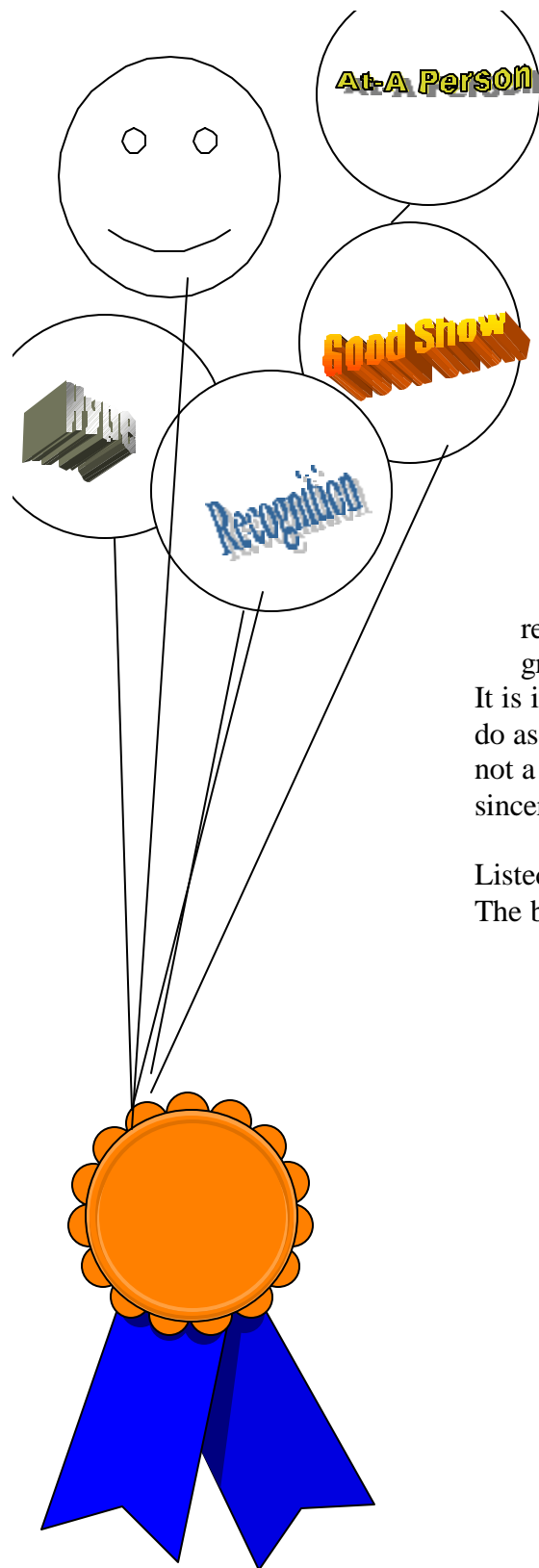
Performance Standard

- A Target to Shoot for
- A Yardstick for Measuring Performance
- A Means of Spotting Problems
- A Planning Tool
- A Means of Avoiding Subjective Standards
- A Way of Improving Communication

Exercise:

Using the above formula, write a performance standard for yourself.

Using the above formula, write a performance standard for your newest entry-level employee.



85 Ways to Give

Recognition

There is nothing that people like better than recognition. There is great agreement as to its importance, but great diversity as to how it is given. It is important to remember that recognition is not something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations. Recognition must be sincere and genuine, timely and specific.

Listed below are 85 possibilities collected from here and there. The blank at number 93 is for the beginning of your own list

1. Smile
2. Put up a suggestion box
3. Treat to a soda
4. Reimburse assignment related expenses
5. Ask for a report
6. Send a birthday card
7. Always extend dignity and respect
8. Give service stripes
9. Maintain a coffee or soda bar
10. Plan annual ceremonial occasions
11. Provide opportunities for development
12. Recognize personal needs and problems
13. Accommodate personal needs and problems
14. Be pleasant
15. Use in an emergency situation
16. Provide a babysitter
17. Post an Honor Roll in the reception area.
18. Respect wishes
19. Give informal breaks
20. Keep challenging
21. Send a Thanksgiving card to the family.

22. Provide a nursery
23. Say "Good Morning"
24. Greet by name
25. Provide good pre-service/
assignment training
26. Help Develop self-confidence
27. Take time to explain
28. Be verbal
29. Motivate the organization's
VIP's to converse with staff.
30. Hold rap sessions
31. Give additional responsibility
32. Afford participation in team planning
33. Respect sensitivities
34. Enable growth on the job
35. Enable growth out of the job
36. Send newsworthy information to the
media
37. Ask customer's to evaluate the
work or service they receive
38. Have wine and cheese parties
39. Honor preferences
40. Say "Good Afternoon"
41. Create pleasant surroundings
42. Train others
43. Have a public reception
44. Take time to talk.

64. Plan staff social events
65. Be a *real* person
66. Provide billboard space to praise
67. Accept individuality
68. Provide opportunities for conferences
and evaluation
69. Maintain meaningful files
70. Send impromptu fun cards
71. Plan occasional extravaganzas
72. Instigate client-planned surprises
73. "Person of the Month" program
74. Send letter of appreciation to supervisor
75. Plan a "Recognition Edition" of the
company newsletter
76. Give surprises
77. Say "We missed you"
78. Promote staff smiles
79. Facilitate personal recognition
80. Maintain safe working conditions
81. Provide adequate orientation
82. Plan an outing
83. Have a picnic
84. Say "Thank you"
85. Smile

45. Defend against hostile or
negative staff
46. Make good plans
47. Commend to supervisors
48. Send a valentine
49. Make thorough pre-arrangements
50. Meet needs by tying in personal
goals with organizational goals
51. Provide scholarships to seminars
conferences or workshops
52. Provide developmental feedback
53. Write thank-you notes
54. Invite participation in policy
making
55. Surprise with coffee and cake
56. Celebrate outstanding projects
and achievements
57. Nominate for awards
58. Give flowers
59. Carefully match staff and assignments
60. Mention praiseworthy work
to their friends
61. Provide in-service training
62. Provide useful tools in good working
condition
63. Say "Good night"

My Personal ways to give recognition are:



“Bad News” Checklist

1. Do I have all the facts?
2. Can I back up my assertions with facts and specific examples?
3. Do I know exactly what I am asking the employee to do?
4. Before accusing the employee, I need to know:
 - a. Is it a training problem?
(i.e. he/she doesn't know enough)
 - b. Is it a disciplinary problem?
(i.e. serious violation of policies or procedures)
 - c. Is there some obstacle in the organization preventing good performance?
(e.g. low staffing, unclear expectations, or competing priorities.)
 - d. Does he/she know what is required?
5. Am I ready to speak about the problem without blaming and accusing?
6. Can I balance my negative comments with a few positive ones?
7. Am I ready to listen to and paraphrase the employee's side of the story?
8. Am I committed to helping the employee succeed, yet giving him/her the responsibility and accountability for success?

The Supervisor's Role

Establish Clear Goals

People need to know what you expect them to do. Employees look to you for structure and direction; you have to be ready to provide both. Effective supervisors have a clear picture of what needs to be done and why, and they are able to communicate it clearly to their employees.

Provide Resources

It is your job to make sure your employees have the tools and supplies they need to get their jobs done. If you're on top of your job, in most cases you should know when your people need something; even better, you should know ahead of time. Don't wait for your employees to come to you. By then it may be too late, and you'll have to delay a project until you get the necessary supplies.

Be Accessible

Have an open-door policy. Let employees know that you welcome their suggestions and even their complaints. Be available whenever they want to talk to you. Listen to what they have to say. Often some of the best ideas come from the people doing the job, not the person supervising the job. Put into practice the communication techniques that you have learned in previous sessions.

Treat All Employees Equally

Treating all employees equally can be the hardest job of all. Some people will be easier to get along with than others. Be aware the selectivity breeds resentment. Employees know when you play favorites and it can lower morale. Effective supervisors are impartial. No-one has to worry what kind of a mood you are in, because they know that you will always react to everyone in the same way, regardless of the situation.

Circulate and Communicate

Don't sit in your office and read reports all day. Go wherever your employees are and talk to them. Find out what they are doing and help them if they are having problems. When you find good work, compliment the worker for their efforts. People like to be recognized for what they do – especially by the boss.

Being a good supervisor requires showing your people that you care about them and what they are doing. Remember, if your employees are successful, you will be successful. Good supervisors then have fewer performance problems because of the way they interact with people.

Are you a Team Player?

Survey

1. How energetic am I? _____
2. What work assignments do I really enjoy? _____
3. Do I work best alone or with a group? _____
4. Do I work better quickly or slowly? _____
5. How do I like to learn new things? _____
6. Do I like to compete? _____
7. Do I like to be a leader or a follower? _____
8. How do I take criticism? _____
9. Am I a good listener? _____
10. What are my strengths as part of the team? What are my weaknesses?

Corrective Feedback for Motivation

Most people are aware that they have done something wrong but may not understand the effect of their behavior. That is why *corrective* feedback which solves the problem is so important. Corrective feedback should focus on unsatisfactory performance and how it can be eliminated. It has four (4) components:

- Behavior
- Effect
- Expectation
- Result

Corrective feedback should focus on the *behavior* (what the employee is doing or not doing) that is unacceptable, how it hurts productivity or bothers others. It should also explain the *effect* – that is, why the behavior is unacceptable, how it hurts productivity or bothers others. Then tell the employee what you *expect*. If people know what you want there is a better chance that they will do it. Finally let them know the *result*, that is, what will happen if the behavior changes. Try to be positive whenever possible; however, in some cases, you may have to explain the negative consequences that will result if the behavior continues.

For example:

“John, it really causes a problem when you are late (behavior),

because we get behind on production (effect).

I expect you to be here on time every day(expectation).

That way you can participate in our daily production decision (result).

If the positive approach doesn't work, you may have to resort to a negative approach:

“If you are late again, I will have to dock your pay”

The goal of corrective feedback is to eliminate the behavior that is causing the problem. After giving corrective feedback, it is important that you follow up and provide positive feedback when the situation is corrected.

Appendix

Americans With Disabilities Act

http://www.thebody.com/pos_work/ada.html

The Rehabilitation Act of 1973

Sections 501 and 505

<http://www.eeoc.gov/laws/rehab/html>

Employment Discrimination

LII Legal Information Institute

http://www.law.cornell.edu/topics/employment_discrimination.html

Title VI (6) of the Civil Rights Act of 1964

http://www.aristotle.net/_hantley/heidlegl/statutes/civirt64.html