

# A Manager's Guide

## *Study & Facilitator's Guide*

**Includes Program Handouts**



**Quality Media Resources, Inc.**

**PO Box 1706**

**Bellevue, WA 98009-1706**

**TEL: (800) 800-5129**

**e-mail: [info@qmr.com](mailto:info@qmr.com)**

***WEB: [www.qmr.com](http://www.qmr.com)***

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# A Manager's Guide

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## Foreword

I was out running laps around a middle school track with my friend Bill, a television news executive, explaining the challenge I was having deciding what new training product to produce. “Do you know what I could REALLY use at the station?” Bill asked as we perspired our way around a curve in the track. I love that phrase – “what I could REALLY use”. It makes my ears perk up and my brain start to tingle.

That was the genesis of *A Manager’s Guide*. What Bill wanted was a management fundamentals course – something every manager in his organization could use to get clear on the basics they need to survive and thrive in their positions. He wanted to cover everything from EEO laws to performance management – the works. He wanted the program to be appropriate for new managers as well as seasoned pros looking to refresh their skills. And he wanted it to be compact and comprehensive. It would be nice if it was entertaining as well.

What we came up with is a 2-video series. Program 1, *Surviving the Slings & Arrows*, addresses the survival issues managers face. We examine hiring, EEO compliance, workplace harassment, termination, and performance management. In program 2, *To Lead Or Not To Lead*, we explore the skills managers need to excel, including effective communication, coaching, conflict management, time management, and leadership skills. Each program addresses 5 topics with 3 key learning points on each topic.

While we would recommend managers take the entire 2-part training series, each program can stand alone as a separate learning resource.

We have also created handy credit card size “Gold Cards” that you can purchase for your managers. Each 2-sided card includes the 30 key learning points presented in the programs. They make an attractive and convenient reference or reminder tool.

We have chosen to use a theatrical metaphor to dramatize each segment and underscore the key learning points. The programs take us through the casting and rehearsal of a production of Shakespeare’s most famous play, “Hamlet”. We chose this approach for several reasons. A theatre director has to practice all the basic functions of management in a compressed period of time. He or she must cast (hire), rehearse (coach), refine (performance feedback), and deal with all the usual interpersonal issues familiar to any workplace – all over a period of a few weeks. Theatre directors are great leaders, setting out a clear vision of the mission, coaching a talented team of professionals, setting a tone for how the cast and crew will interact and treat each other. Of course theatre is also very entertaining, meeting one of Bill’s criteria for the training program he could “REALLY use”.

We are very proud of *A Manager’s Guide*, and I thank you for selecting it. We trust it will become a valuable component of your organization’s training curriculum.



Producer

# A Manager's Guide

## Facilitator's Notes

Dear Facilitator:

Welcome to the Organization-as-Theatre! And welcome to A Manager's Guide, a modern day workplace drama in two acts - *Surviving the Slings & Arrows* and *To Lead Or Not To Lead*.

Shakespeare said, "All the world's a stage..." and that includes the workplace. Using a theatre company preparing a production of "Hamlet" as our metaphor, we invite you to view yourself, your co-workers, and your employees as actors on an organizational stage. Our "play within a play" will offer you opportunities to observe, imagine, and learn.

The materials in this manual have been prepared to accompany the videos in the series. We trust that the Handouts, PreView and PostView Questions, Suggested Answers and Extended Program guides will offer you a strong foundation and framework with plenty of flexibility to include your own wit and wisdom.

We have built these programs as flexible resources. Each program in the series - "*Surviving the Slings & Arrows*" and "*To Lead Or Not To Lead*", can be presented in a short (2½ hour) or a longer (4 hour) format. While we recommend using both parts of the series, each program can stand alone as an independent training resource.

## Copyright Notice

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## Using This Guide

The printed material is divided into *Handouts*, *Worksheets*, *Additional Exercises*, and a *Key to Suggested Answers*.

**Handouts** contain information and background on each topic.

**Worksheets** contain questions on each topic for consideration and discussion.

**Additional Exploration** are activities you can use to deepen and reinforce the training

**Key to Suggested Answers** offers guidance in responding to the questions raised in the worksheets. *These answer sheets can also be used as handouts if you so choose.*

## Suggested Classroom Approach

Before the class, produce enough copies of the *Handouts* and *Worksheets* for each member of the class. You should also have a white board or other method of posting notes and key points that emerge from the training.

### The 2½ Hour Presentation:

*Introduce yourself and the program.* If you have degrees, skills, or experiences that uniquely qualify you for teaching this class, this is the time to tell about them. Tell the class what is planned, how the worksheets, handouts, and video will be used together in segments. Add your own comments, expectations, or objectives.  
(5 minutes)

*Have class members introduce themselves* if time and number of participants allow. In the Long Program, participants can present a slogan or artifact that speaks to the kind of manager they want to be, or they can share what they hope to learn from the class.  
(5 minutes.)

*PreView Questions.* Each program will cover 5 topics. The worksheets are keyed to the topics, each having PreView and PostView questions. Before watching a topic segment, distribute the appropriate Worksheets and ask the class to answer the *PreView Questions*. There is a *Keys to Suggested Answers* sheet in the Guide as reference. If time allows, you can take a couple of minutes to debrief this section now, or combine the discussion of the PreView questions with the PostView discussion below.  
(6 minutes per segment)

*Show the video segment for the topic.* Approximately 5 minutes are spent on each topic, which is introduced with a title screen. After the narrators have summarized the key learning points, stop the video before it moves on to the next topic.  
(5 minutes per segment)

*Answer the PostView questions.* After the video segment, ask the class to answer the *PostView Questions*. *Keys to Suggested Answers* follow in the Guide and may be used for discussion or simply distributed for later review by the participants. Debrief the questions in a class discussion, noting important points on the white board.  
(10 minutes per segment)

*Present the Handout.* The key learning points for each topic are summarized in the *Handouts*. Use this information and your own comments to briefly summarize and conclude each segment.  
(5 minutes per segment)

Conclude the program with your own summary or ask participants for their summary of highlights or remarks making a list on a flipchart. Thank students for their participation.  
(10 minutes)

### The 4 Hour Presentation:

For the longer program, follow the suggested approach for the 2½-hour program, allowing more time for the discussion of the PreView and PostView questions. The four-hour format allows you to extend these discussions as you see fit.

(Additional 8 minutes per segment)

Each segment of the Guide offers *Additional Exploration* described at the end of the PostView questions. These are suggested activities that can be modified or replaced with your own exercises to best fit your organization's culture and needs. The time taken for these activities will vary depending on your implementation.

(Additional 10 minutes per segment)

## **Self-Study Approach**

These programs have been designed to enable an individual to work through the material without a facilitated class. We recommend the following approach:

Each program in the series is divided into 5 topics. This guide includes a *Handout* as well as *PreView and PostView Questions* for each topic.

*Read the Handout for the first topic.*

*Answer the PreView questions* for that topic.

*Watch the video segment for the topic* and stop when the segment ends (the narrators will summarize the key learning points at the end of each topic segment).

*Answer PostView questions.* Many of the questions in the PostView refer to the content of the video so you may want to rewind and view portions again.

A page entitled *Additional Exploration* is included for the facilitator when working with a group. You are invited to look at the instructions and ideas for group activities and adapt them for yourself.

Finally, the *Key to Suggested Answers* completes each segment. Here you will find suggested responses to the questions posed in the PreView and PostView. Compare your answers to the suggested answers. Once you finish a segment, move on to the next one.

If you wish to explore, debate, or pursue any answers or topics further, we recommend that you check out the bibliography provided at the end of this Guide or contact your Human Resources Department for additional support.

# A Manager's Guide

## Program I

### Surviving the Slings & Arrows

Printed Support Materials





# Hiring

## **Highlights:**

- Promote the organization – people should want to work here.
- Ask only job-related questions in employment interviews.
- The best predictor of future success is past behavior. Verify references.

Some of the most costly errors companies make are hiring mistakes. Bringing on board a new employee who cannot effectively do the job or who cannot get along with the other team members can create enormous difficulties in lost productivity, workplace morale, legal problems, and employee turnover. It is not possible to overemphasize what is at stake in making a good employee selection.

Your first responsibility is to give the candidate an accurate picture of the organization. Make her feel welcome and comfortable in the interview. Share some of the advantages and benefits that come with working here.

The position should have a job description that defines the tasks and responsibilities expected of the person filling the job. There is no substitute for being able to do the required work, and this ability may depend on particular training, education, or years of experience. It will be your task as a manager to determine whether the candidate has the required background and experience.

You must determine *how* the candidate is likely to do the work. Will he be a quick study, an intuitive decision maker, and a team player – or will he be a studious learner, a deliberate decision maker, and a highly individual contributor? Is one approach or the other a better fit for this position? Will she bring new approaches and fresh perspectives to the organization?

Additionally, you must determine *why* the candidate will want to work for you. What will motivate this candidate to contribute consistently and productively? What will keep her forging ahead when things are difficult? What will make her want to stay in your organization? It is worth knowing if the candidate's values and commitments are in alignment with your organization, and whether the opportunities she values are possible and within your power to offer. For example, a candidate who values the chance to work on several creative projects with little supervision may not be a good fit for a highly structured, narrowly focused job.

***Hiring, continued***

Once you have determined your ideal profile of the *what*, *how* and *why* for a candidate, your task during the selection process will be to find out whether he has enough of what you are seeking to be a fit for the job. Rarely does one find a 100% match, so it is important to consider what you are willing to trade and what your “deal breakers” are.

If you want to know what someone will do in the future, find out what they did in the past! Most people change very little - and slowly. Even though the description of a job may look quite different on the surface, how an employee has gone about previous work will reveal his patterns. Asking questions about past performance, not only *what* one did but *how* and *why*, will give you an insight into *how* and *why* he will perform in the job for which you are considering him.

One of your most effective inquiries of a candidate will be, “Tell me about a time when...”. Think of types of situations she is likely to encounter in the job for which you are interviewing and find out how she has handled them in the past. For example, “Tell me about a time when you were responsible for accomplishing a task and did not have adequate resources to get the job done.” Excellent follow up questions are “What did you learn?” and “What would you do differently if you had it to do over?”

There will be many things you might like to know about a candidate that you simply cannot ask for legal reasons. Any question that directly or indirectly inquires about someone’s age, religion, disability, national origin, sexual orientation, or family situation is off limits! If a candidate volunteers information that might open up a discussion in a “restricted area,” steer the conversation back to job-related topics. This also goes for reference checking. You are not allowed to ask a reference anything that you could not ask the candidate.

The purpose of restricting these types of question is to prevent discrimination and violation of Equal Employment Opportunity (EEO) guidelines. Failure to adhere to the law will make your organization, and perhaps you personally, vulnerable to lawsuits for discrimination. Playing by the rules avoids litigation - and it’s the right thing to do.

Your Human Resources or Legal Department should be able to provide you with additional guidelines and answer any questions you may have in this area.

Some of the most important information you can collect about a candidate will come from the references she provides. Your interviewing skills for asking, probing, and following up apply to reference checking as well. Here is another opportunity to find out *how* and *why* as well as *what* a candidate did in a previous job. It would be worth asking if the reference would hire the candidate again. Be sure to secure the candidate’s permission before you contact references.

## **Hiring: PreView Questions**

### **The Measure of the Person**

1. What qualities or characteristics are most important to you in an employee regardless of job tasks?
2. What would be the most reliable indicator that the candidate possesses these qualities?

### **The Measure of the Person's Ability to do the Work**

1. Bring to mind a position that is currently open or likely to be open in the near future. What skills, education, and experience are required to do the work?
2. What would cause a person to fail at this job?

### **Promoting the Organization**

1. In your opinion, what is your organization's most attractive draw for new employees?
2. How can you determine what will most attract a candidate to your organization? (It might not be the same thing that sold you on the company!)

## Hiring: PostView Questions

### The Measure of the Person

1. What might Homer Hitchcock, the director/manager, have learned about Juan from the question “What did you like most about [a previous] role?”
2. What additional questions would you ask if you were in Homer’s place?

### The Measure of the Person’s Ability to do the Work

1. What does Homer do to determine Juan’s ability to play the role?
2. What else might Homer do to determine Juan’s suitability for the role?

### Job-related Questions

1. Why is it important to ask only job-related questions?
2. **Give an example of changing a personal question (such as “Do you have adequate childcare?” or “What is your religious affiliation?”) into a job-related question.**



## Hiring: Additional Exploration

### Role Play

Recast the scene allowing participants to take on the characters of Homer and Juan.

Ask these “actors” to play a version of the scene making everything worse. In other words, Homer makes Juan uncomfortable, asks inappropriate questions, and fails to enroll him in “the company.” Invite class comments and reactions. Notice how easy it is to fall into these behaviors. Allow participants to give examples of their own interview experiences that went wrong.

Now, using the same “actors” or other class members, have them portray Homer and Juan again, improving the interview and expanding the skill set. Allow class members to make suggestions on how to improve even more. Ask participants to share success stories in which they were either the interviewer or the candidate.

# Hiring: Key to Suggested Answers

## ***PreView Questions:***

### **The Measure of the Person**

1. *What qualities or characteristics are most important to you in an employee regardless of job tasks?* (Suggested answers: Look for answers that are above and beyond skill, education or experience, like honesty, accountability, integrity, sense of humor, perseverance, good communicator, highly motivated, resourceful.)
2. *What would be the most reliable indicator that the candidate possesses these qualities?* (Suggested Answers: Since the best predictor of future behavior is past performance, specific examples of a candidate exhibiting these qualities in various situations would be a reliable indicator. Also checking references to see if former employers observe the desired characteristics.)

### **The Measure of the Person's Ability to do the Work**

1. *Bring to mind a position that is currently open or likely to be open in the near future. What skills, education, and experience are required to do the work?* (Suggested answers: You are looking for required specifics such as “three years experience in computer network administration.” Then ask yourself if you really need three years, or would two be enough. What is important about the number of years of experience? Similarly, is a degree actually needed to do the work, or just preferred?)
2. *What would cause a person to fail at this job?* (Suggested answers: Again specifics like “inability to program in C++.” – or -- “no actual experience doing brain surgery in previous jobs.”)

### **Promoting the Organization**

1. *In your opinion and experience, what is your organization's most attractive draw for new employees?* (Suggested answers: Salary, benefits, work environment, fun culture, opportunities for promotion.)
2. *How can you determine what will be most attractive to the candidate?* (Suggested answers: Ask!! Also, find out why s/he is leaving a current job. If the answer is that there was no opportunity for promotion at the old company and there isn't any better prospect in your organization, they will soon leave you for the same reason.)

## ***Hiring: Key to Suggested Answers, continued***

### ***PostView Questions:***

#### **The Measure of the Person**

1. *What might Homer Hitchcock, the director/manager, have learned about Juan from the question “What did you like most about [a previous] role?”* (Suggested answers: He might learn Juan’s preference for a manager’s style. For instance, does he like a lot or a little feedback? He might learn that Juan likes a vigorous challenge or that he likes working with certain types of teams.)
2. *What additional questions would you ask if you were in Homer’s place?* (Suggested answers: This is wide open! What would you like to know? Make sure the questions are job-related! For example – what was the biggest challenge you had working with other cast members? What did you like most about the director’s work style? )

#### **The Measure of the Person’s Ability to do the Work**

1. *What does Homer do to determine Juan’s ability to play the role?* (Suggested answers: He asks him to give a sample of his work by doing a monologue for the audition. He notices that Juan has done similar work before when he played Proteus, and discusses this with him.)
2. *What else can Homer do to determine Juan’s suitability for the role?* (Suggested answers: Check references! Remember in checking references, you must also stick to job-related questions. Have Juan read a section of the play with some of the other actors to see how they interact.)

#### **Job-related Questions**

1. *Why is it important to ask only job-related questions?* (Suggested answers: To avoid discrimination, even unintentionally. To avoid even the appearance of discrimination which could be the foundation of a lawsuit. If it’s not job-related, it’s none of your business.)
2. *Give an example of changing a personal question (such as “Do you have adequate childcare?” or “What is your religious affiliation?”) into a job-related question.* (Suggested answers: “Will you be able to be on time and be available for all regular work hours for this job?” The issue isn’t about the kids or religious holidays! It’s about having the employee on the job when needed.)



## EEO Compliance

### ***Highlights:***

- Only use job-related criteria when making employment decisions.
- Value workforce diversity and respect cultural and other differences.
- Discrimination hurts everyone – including the organization.

Whether you are hiring, firing, promoting, or reviewing, your basic guideline to Equal Employment Opportunity (EEO) compliance is to use only job-related criteria when making employment decisions. Your compliance can be objectively measured by the specific content of your questions and comments in an interview or termination proceeding. Verbal comments or written remarks that suggest that a person's race, gender, religion, color, marital status, or sexual orientation were considered in hiring, promotion or termination can become foundation for legal action.

*Never* write notes on job application, resume or interview records that reference any of the EEO protected categories! Even an innocent note in the margin about someone's color or national origin to help you remember them amongst a large candidate population can suggest that you allowed these observations to play a part in your decision.

Violation of EEO guidelines not only subjects your organization to possible litigation, but you can find yourself facing personal liability as a manager. Get a copy of the guidelines from your HR or legal department.

The purpose of EEO laws is to insure eligible citizens a level playing field when it comes to employment opportunities. Beyond playing by the rules, complying with EEO laws is fair and gives you and your organization access to a diverse pool of talent.

Discrimination is wrong and illegal. Don't do it, and don't tolerate it!

## Equal Employment Opportunity: PreView Questions

### Checking Your Automatic Reactions

1. Are there groups of people (women, Japanese, gays, Muslims...) to whom you have an automatic positive or negative reaction?
2. How can you neutralize your personal reactions and preferences when making employment decisions?

### Job-Related Criteria

1. What are some examples of *appropriate* criteria that might be considered when deciding who is best qualified to be offered a promotion?
2. What are some examples of *inappropriate* criteria for deciding who is best qualified to be offered a promotion?

### Discrimination Hurts

1. What do you think motivates discrimination?
2. How can discrimination hurt the organization or the one who is discriminating?

## Equal Employment Opportunity: PostView Questions

### Taking the EEO Pulse

1. Why doesn't Homer Hitchcock, the director/manager, want to cast Juan as Hamlet? Do you think Homer's point is valid? Why or why not?
  
2. What are Gwen's arguments for casting Juan as Hamlet?

### The Message You Send

1. Assuming that it is obvious to all that Juan is the best actor, what does Homer's failure to cast him as Hamlet suggest to the others in the cast?
  
2. Putting yourself in Gwen's place, but setting the scene in your own organization, what would be appropriate action for you to take if you became aware of subtle or egregious discrimination?



## **EEO: Additional Exploration**

### **Policy Reinforcement**

This will require you to know some specifics about your organization's policies. It is also a great opportunity to invite an HR or legal representative to participate in the program and conduct an educational conversation/presentation on this and other elements of the program such as the legalities of hiring, termination, and harassment.

Present a copy of your organization's policy on complying with EEO laws. Your organization may extend equal opportunity to groups who may not be protected by law. Point out to the class that your policies for extending protection to all employees regardless of race, religion, gender, disability, etc. are core to your organization's values.

Generate a discussion on the benefits your organization enjoys because of its positive approach to workplace diversity and EEO compliance.

## **EEO: Key to Suggested Answers**

### ***PreView Questions:***

#### **Checking Your Automatic Reactions – at the door**

1. *Are there groups of people (women, Japanese, gays, Muslims...) to whom you have an automatic positive or negative reaction?* (Suggested answers: Interestingly, common answers include smokers and overweight people. Participants may be reluctant to answer this question in writing, which is OK. The purpose is to notice that everybody has their “automatic” responses, which can be set aside for the purpose of fairness, legality, and hiring the best-qualified candidate. Also note that everyone also has automatic favorable reactions, which should also be set aside for the same reasons.)
2. *How can you neutralize your personal reactions and preferences when making employment decisions?* (Suggested answers: Stick to job-related criteria when making job-related decisions. Be conscious of personal preferences and how they may impact your decisions.)

#### **Job-Related Criteria**

1. *What are some examples of appropriate criteria that might be considered when deciding who is best qualified to be offered a promotion?* (Suggested answers: the employee’s experience, skills, seniority, and leadership ability. Does the employee bring new ideas or fresh perspectives to the position? Will the employee complement or improve the team?)
2. *What are some examples of inappropriate criteria for deciding who is best qualified to be offered a promotion?* (Suggested answers: the number of children the employee has at home, the employee’s non-attendance at the church or synagogue where most of your organization’s leaders belong, the employee and his same-sex partner’s visibility in your community as a gay couple, the employee’s interracial marriage.)

#### **Discrimination Hurts**

1. *What do you think motivates discrimination?* (Suggested answers: Fear, ignorance, insecurity, disregard for the law, lack of empathy, personal negative experiences with members of a particular group.)

2. *How can discrimination hurt the organization or the one who is discriminating?* (Suggested answers: Lawsuits against the organization and/or the individual. Loss of respect and low morale in the workplace. Missed opportunities to draw on talent from diverse groups.)

## **PostView Questions:**

### **Taking the EEO Pulse**

1. *Why doesn't Homer Hitchcock, the director/manager, want to cast Juan as Hamlet?* (Suggested answers: Because in the story Hamlet is Danish and Juan is African-American.) Do you think Homer's point is valid? Why or why not? (Suggested answers: (*Why?* Homer is trying to stick to the original story. *Why not?* It's a play. Interracial casting in plays is an accepted, established practice.)
2. *What is Gwen's argument for casting Juan as Hamlet?* (Suggested answer: He is the best actor. She checked his references. She sees the possibility of making the play more interesting through diversity.)

### **The Message You Send**

1. *Assuming that it is obvious to all that Juan is the best actor, what does Homer's failure to cast him as Hamlet suggest to the others in the cast?* (Suggested answers: They will think that Homer is using race as a criteria for hiring. They may start to wonder why they were chosen for their positions.)
2. *Putting yourself in Gwen's place, but setting the scene in your own organization, what would be appropriate action for you to take if you became aware of subtle or egregious discrimination?* (Suggested answers: Let the offender know that they are breaking or bending the law. If it persists, contact human resources. Document your remarks to the offender and your interaction with HR.)



# Workplace Harassment

## ***Highlights:***

- Harassment at work is serious business, so take it seriously!
- When dealing with a case of illegal harassment – get help.
- It's the impact on the victim, not the intent of the harasser that counts.
- Model appropriate behavior and send the right message.

Harassment is a form of discrimination in which a person is subjected to threatening, intimidating, embarrassing, or other offensive behavior because of his or her gender, race, ethnicity, religion, age, disability, sexual orientation or some other distinguishing characteristic.

Workplace harassment is serious business and you need to take it seriously. When you become aware of a possible incident of harassment, you have a responsibility to take action. Failure to respond quickly and effectively can open the organization, and you personally, to legal liability. When handling an incident of workplace harassment, it is wise to get help from the Human Resources or Legal departments.

Your first responsibility is to listen. Encourage the offended party to be fully forthcoming. Take notes of the specifics of the complaint – what happened, when, who was present, what (if anything) the target of the harassment did to stop the behavior.

You cannot guarantee an employee that you will not act on what they say or that the situation will be kept completely confidential. Others, especially the accused harasser, may need to know of the complaint. However, people will only be informed on a “need to know” basis. If an investigation is called for, ask for assistance from professionals within (or outside) the organization. You must ensure that any investigation is properly handled and that there is no retaliation against the complaining party.

It is not the intentions of the harasser that matter; it's the impact on the target of the behavior that counts. Innocent or accidental offenses that humiliate another person are just as egregious as words or actions that consciously offend. However, it may be easier to put a stop to unintentional harassment.

***Workplace Harassment, continued***

Your best practice for engendering respect amongst your team is to model the behavior you expect from others. As a leader, you set the standard for appropriate behavior. Your actions will speak louder than your words.

You should be aware of the specific legal guidelines regarding sexual discrimination. Sexual Harassment is defined as “unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive work environment.”

## **Workplace Harassment: PreView Questions**

### **Harassment Lexicon**

1. Write as many examples as you can that might describe harassing behavior.
2. Sexual harassment has received a lot of attention and is clearly illegal. What other categories of harassment would be illegal and/or inappropriate at work?

### **Harassment is Serious Business**

1. What are the possible impacts of workplace harassment?
2. Who are the authorities on workplace harassment in your organization?

### **What to Do?**

1. What is the proper action if you are a witness to harassment?
2. What should you do if you are being harassed?

## Workplace Harassment: PostView Questions

### Writing on the Wall

1. What is wrong with Hank's behavior?
  
2. Did Homer handle this situation appropriately?

### In Your Own World

1. Imagine a situation like Suzanne's in which no one, like Homer, steps in to stop the harassment. In your own organization, what action would be appropriate for Suzanne to take?
  
2. Putting yourself in Homer's place, but setting the scene in your own organization, what additional action would you take if you observed this kind of harassment?



## **Workplace Harassment: Additional Exploration**

### **Role Plays**

Working in small groups or as a whole class, ask participants to imagine (or recall!) harassment scenarios and create short “scripts” for the manager and the person who is feeling harassed designed to effectively give feedback to the harasser and to human resources.

Play out the scripts, giving employees a chance to rehearse situations where they might need to confront a harasser and make the inappropriate behavior stop.

# Workplace Harassment: Key to Suggested Answers

## ***PreView Questions:***

### **Harassment Lexicon**

1. *Write as many examples as you can that might describe harassing behavior.*  
(Suggested answers: Teasing, joking, unwanted physical contact, name-calling, exclusion, threats, retaliation.)
2. *Sexual harassment has received a lot of attention and is clearly illegal. What other categories of harassment would be illegal and/or inappropriate at work?*  
(Suggested answers: race, religion, color, national origin, age, physical ability (depending on jurisdiction - sexual orientation, marital status).)

### **Harassment is Serious Business**

1. *What are the possible impacts of workplace harassment?* (Suggested answers: Legal liability for the organization and the manager individually, negative impact on morale, employee turnover, reduced productivity.)
2. *Who are the authorities on workplace harassment in your organization?* (Suggested answers: Human Resources and Legal departments.)

### **What to Do?**

1. *What is the proper action if you are a witness to harassment?* (Suggested answer: Tell the harasser that what they are doing is inappropriate and to stop it. Report to HR or legal department. Document with specific observations including time and place and keep the documents in a secure place.)
2. *What should you do if you are being harassed?* (Suggested answer: Tell the harasser that you don't like what they are doing and to stop it. If the harasser is your boss, go to his or her boss. Report to HR or legal department. Document with specific observations including time and place and keep the documents in a secure place.)

## **PostView Questions:**

### **Writing on the Wall**

1. *What is wrong with Hank's behavior?* (Suggested answers: He is continuing to make suggestive sexual overtures after being asked to stop by Suzanne and being warned by Homer. He is making it difficult for Suzanne to do her work.)
2. *Did Homer handle this situation appropriately?* (Suggested answer: Yes, Homer warned Hank and insisted that he stop harassing Suzanne as soon as he became aware of the behavior. He was specific about his expectations and the consequences if Hank ignores the warning.)

### **In Your Own World**

1. *Imagine a situation like Suzanne's in which no one, like Homer, steps in to stop the harassment. In your own organization, what action would be appropriate for Suzanne to take?* (Suggested answers: Tell the harasser that you don't like what they are doing and ask them to stop it. Tell your manager. Report to the HR or legal departments. Document with specific observations including time and place and keep the documents in a secure place.)
2. *Putting yourself in Homer's place, but setting the scene in your own organization, what additional action would you take if you observed this kind of harassment?* (Suggested answers: Get the HR or legal department involved. Give Hank a written warning.)



# Termination

## ***Highlights:***

- Treat employees with fairness and respect.
- Follow organizational procedures and document your process.
- Ensure closure and, where needed, a healing process for the workgroup.

There are many reasons why an employee may be terminated. Some work separations are “for cause”, where the employee is primarily responsible for the events that led up to the decision to end his or her employment. Often a termination happens for reasons unrelated to the performance of the employee, as in a layoff or organizational restructuring.

Regardless of the reason for the separation, termination is traumatic for the employee, for the manager, and for the team. Even when there is a sense of relief, the events leading up to and including termination are disruptive and must be handled with care.

Termination is sometimes the only solution to a problem of performance, attitude or ethics. Long before one comes to the point of dismissing an employee, there will be signs of a problem. You will need to determine if the employee’s performance can be adequately improved. Can the situation turn around? What do you, the manager, need to do to contribute to the solution? What opportunities will you offer the employee to correct the problem? If there is hope that an employee can become a productive member of your team, it is usually preferable to do what you can to make this happen. When there is no hope, you have no choice but to terminate the employment relationship.

Regardless of how you feel about the person or his performance, fair and respectful treatment is imperative, not only for the sake of the employee in question, but for the message that your treatment of this person sends to the rest of the team. This requires that you remain even-handed and even-tempered. There are likely to be issues and information that must remain confidential. Your ability and willingness to keep hot topics and personal issues private is an indication of the respectful way you treat members of your team.

The following chapters on Performance Management and Coaching will address ideas for changing behavior and improving performance. The steps you take in coaching and performance management must be carefully documented along with the observable behaviors that are producing the problem.

### ***Termination, continued***

We cannot overstate the importance of carefully documenting your interactions with the employee from the earliest signs of a problem. If you are not experienced in your organization's procedures and the law, don't try to manage this alone. A good HR representative may be able to help you identify ways of improving the situation that you may not have seen. Most importantly, they can guide you through the process.

As with hiring, your actions around termination are bound by laws preventing discrimination. Be sure that your reasons for termination and all the supporting documentation are job-related. A person may not be terminated because of her age, gender, race, religion, national origin (unless one is found to be working without citizenship or work permit), disability (unless they cannot do the work and no other position or accommodation can be made), or (in some jurisdictions) sexual orientation.

A termination should never be a surprise. The employee should have received as much support as you can offer to help him improve the situation, he should clearly understand what the expectations are and the consequences of not meeting those expectations, and he should feel fairly and respectfully treated. It is most important that the employee is not embarrassed in front of his peers. He should leave the organization with his dignity intact.

Finally, the termination process isn't over once the employee has left your organization. Often a firing leaves the workgroup with concerns, fears, anger or other unresolved feelings. Part of your responsibility is to address these issues and to help the team heal and move on. Pretending that everything is just fine when it clearly isn't will only exacerbate any festering feelings. While respecting the privacy and preserving the dignity of the terminated employee, the workgroup must be given an opportunity to understand what has happened and to express their concerns. They must also be reassured about how this change will impact them and the work of the team.

## **Termination: PreView Questions**

### **Following the Rules**

1. What is your organization's termination policy?
2. What should a manager do when she first suspects that there is a performance or behavior problem that might lead to termination?

### **Is There Hope?**

1. If you are currently managing someone who is in danger of termination, what change in his behavior or performance could turn things around?
2. What actions can a manager take to make sure that an employee has had adequate opportunity to correct performance or behavior?

### **A Transition for Everyone**

1. What impact does the termination of an employee have on the work group?
2. What might a manager do to ease the transition when a member of the group is terminated?

## Termination: PostView Questions

### The Manager's Role

1. List the things that Homer did right in terminating Hank?
  
  
  
  
  
  
  
  
  
  
2. If this happened in your workplace what other steps would Homer have needed to include?

### Procedure Review

1. What are the key steps you need to follow in a termination?
  
  
  
  
  
  
  
  
  
  
2. How can you assure the departing employee leaves with her dignity intact?



## Termination: Additional Exploration

### Rehearsing for Termination:

You will need to know specific details about your organization's termination policies. It is also a great opportunity to invite an HR or legal representative to participate in the program and conduct an educational conversation/presentation on this and other elements of the program such as the legalities of hiring, EEO, and harassment.

Break the class into small groups (depending on the size of the class, these groups can each have 3-6 members). Have each group decide on a scenario where 1 member of the group is being terminated and another is the manager who will carry out the termination interview. Quickly determine what the reason for the termination is, what the process to date has been, how the employee will react to the news of the termination, and how the manager wants the termination interview to unfold. Enact the termination interview as a role-play. After the interview is complete, have the group discuss how the interview went. Bring the groups together and debrief, summarizing key points learned by the groups.

# Termination: Key to Suggested Answers

## ***PreView Questions:***

### **Following the Rules**

1. *What is your organization's termination policy?* (Suggested answers: Facilitator, you will need to get a copy from your Human Resources department and include it with handout materials for this section.)
2. *What should a manager do when she first suspects that there is a performance or behavior problem that might lead to termination?* (Suggested Answers: Talk to the employee and let them know that you perceive a problem. Start documenting and keep copies in a secure location. Talk to an HR representative.)

### **Is There Hope?**

1. *If you are currently managing someone who is in danger of termination, what change in his behavior or performance could turn things around?* (Suggested answers: Answers will vary widely. The important point in examining this question is to determine whether the employee has been given a fair chance to redeem himself, whether realistic expectations have been clearly communicated and whether the employee has acknowledged his ability and intent to comply.)
2. *What actions can a manager take to make sure that an employee has had adequate opportunity to correct performance or behavior?* (Suggested answers: Make sure the employee understands what is needed and wanted in "satisfactory performance." Offer training, coaching, feedback. Give the employee enough time to demonstrate change while continuing to monitor, document and report progress.)

### **A Transition for Everyone**

1. *What impact does the termination of an employee have on the work group?* (Suggested answers: If the employee was creating problems for others, it may be a relief! Some may wonder if their jobs are in jeopardy. Workloads may have to be shared until the position is filled. Those who liked the employee may be angry.)
2. *What might a manager do to ease the transition when a member of the group is terminated?* (Suggested answers: Reassure employees of the integrity of the workgroup. Outline a plan for getting work done until a replacement is hired. Don't focus on problems with the terminated person, but allow employees to vent.)

## ***Termination: Key to Suggested Answers, continued***

### ***PostView Questions:***

#### **The Manager's Role**

1. *List the things that Homer did right in terminating Hank?* (Suggested answers: Homer spoke with Hank privately, Hank was formally warned, the facts had been investigated, Homer acknowledged Hank's strengths by saying "...you're a talented actor," but he stuck to his decision and didn't drag the process out. He communicated with the rest of the team after Hank left.)
2. *If this happened in your workplace what other step would Homer have needed to include?* (Suggested answers: Involve HR. Make sure he had done "due process" within the law. Perhaps a written warning would be given.)

#### **Procedure Review**

1. *What are the key steps you need to follow in a termination?* (Suggested answers: Start documenting your communications and keep copies in a secure place as soon as it appears a termination may be the only solution. Talk to your HR representative to ensure all legal bases are covered. When you have the termination discussion, do so privately and avoid embarrassing the employee in front of his peers. Clearly state the reason for the termination, what measures have been taken to help the employee meet expectations, that the decision is final, and what steps the employee and organization should now take to effect the separation. Ensure a healing process for the workgroup.)
2. *How can you assure the departing employee leaves with her dignity intact?* (Suggested answers: Do not have any termination discussions in front of her peers. If possible, enable her to gather her things and leave at a time when other employees won't be present. Explain that the termination is because she did not meet performance or behavior expectations, not because she is a bad person. Allow the employee to vent if that is needed. Where possible, make sure she feels she has been heard and treated fairly.)



# Performance Management

## ***Highlights:***

- Communicate measurable and attainable performance expectations.
- Feedback should be regular, supportive, and respectful.
- Recognize and reward success.
- Praise publicly but offer constructive criticism privately.

If you manage people, you manage performance. More than just *what* a person does, performance includes *how* one does it. An employee whose work is accurate and on time, but who delivers the work with much complaining and grudging compliance is a good candidate for performance feedback. Conversely, an employee who is cheerful and well liked but who is always late with work that is full of errors is also in need of performance support.

The first step in managing performance is to articulate clearly your expectations about *what* and *how* the work is to be done. Make sure your expectations are clear, measurable, and realistic. Where possible, involve the employee in determining what would be attainable expectations and how success will be measured. A collaborative effort between you and your employee gives you both a clearer understanding of the agreement and expectation.

Once expectations are acknowledged and agreed upon, your level of involvement, supervision, and feedback will depend on the complexity of the tasks, the independence of the employee, and the seriousness of the situation (if this is a behavioral issue). In general, feedback should be regular and supportive. The more frequently the employee can see if she is on the right track or needs to adjust performance, the faster she will be able to achieve the desired results. Timely feedback is your best tool in reinforcing excellent performance and modifying performance that needs improvement.

If you are managing an employee through a probationary or corrective action, your involvement will be crucial to a successful resolution of the event. Successful resolution could mean that the employee has returned to (or achieved) satisfactory performance or behavior. However, resolution may involve reassignment or end in termination. Be sure to involve the Human Resources department where appropriate. Your frequent and documented feedback will be crucial. Employees who feel they were unfairly treated prior to a termination or other negative employment action often sight failure to provide adequate and timely feedback as the reason for their performance failure.

***Performance Management, continued***

Your excellent performers are valuable resources. They are your top producers, your best allies, your leaders in the trenches, and role models (especially for new employees). Positive feedback for their good work reinforces the performance that you want to maintain. It is as important to provide positive feedback for superior work as it is to correct work that needs improvement. Determine how the successful employee wants to be rewarded, and do your best to recognize him in that way. If the employee is comfortable with public acknowledgement of his excellent performance, be sure to reward him publicly. Such recognition encourages the strong performer and sends a message to the entire team about what is valued.

When giving critical feedback, do it privately and confidentially. Public humiliation may be powerful but it can be damaging and result in harmful fallout. Employees who have been embarrassed in front of their peers may retaliate with covert undermining of your leadership or overt defiance. Public put-downs also create an atmosphere of fear or intimidation and put you at risk of losing the respect of your team.

Different people are motivated differently. Until you understand a person's motivation, you are simply guessing about what reinforcements will support or activate the desired behavior. It is risky to project your own motivations on your employees. Your motivators may be very different from theirs. You must discover what they value to determine how best to reward their successes and to support needed improvement.

The chapter on Coaching will address methods for articulating expectations and measuring performance.

## **Performance Management: PreView Questions**

### **Managing Performance**

1. What are the “rules” of effective performance management?
2. What merit do you see in praising publicly and criticizing privately?
3. How should performance be evaluated?

### **Feedback**

1. Why is regular, frequent feedback important?
2. If regular feedback is not possible or appropriate, how can an employee know if she is on track?

### **Reinforcing Excellent Performance**

1. How can you know what motivates an employee?
2. What is your own personal top motivator and how do you want to be recognized or rewarded?

## **Performance Management: PostView Questions**

### **Seeing the Difference**

1. What techniques did Homer use to help Suzanne and Juan improve their performance?
2. How did Homer address the issue of getting Juan to memorize his lines?

### **Your Own Stage**

1. Think of an employee you are currently managing (or you have managed in the past) whose performance or behavior you would like to change. Describe the changes you would like to see.
2. Thinking of the same employee from Question 1, describe how you could best attain the performance results you listed above.



## Performance Management: Additional Exploration

### **Performance Brainstorming:**

Performance management often involves managing and encouraging change. Using a flipchart or white board, have the class make a list of performance issues. Select two or three for a “case study.” Ask participants to articulate clearly what they might want as replacement behavior. Don’t accept descriptions of what they don’t want. That won’t help an employee know what the manager *does* want. If time permits, continue by listing incentives or penalties that might encourage the employee to change.

# Performance Management: Key to Suggested Answers

## ***PreView Questions:***

### **Managing Performance**

1. *What are the “rules” of effective performance feedback?* (Suggested answers: Feedback should be specific, behavioral, descriptive, supportive, and realistic.)
2. *What merit do you see in praising publicly and criticizing privately?* (Suggested answers: Public praise reinforces desired behavior and also lets other group members know what is valued. Criticizing privately avoids humiliating an employee and gives her a chance to improve without public scrutiny.)
3. *How should performance be evaluated?* (Suggested answers: By having measurable, attainable, agreed upon standards of action or behavior.)

### **Feedback**

1. *Why is regular, frequent feedback important?* (Suggested answers: It lets the employee know if she is on track during a timeframe that is meaningful rather than waiting until some formal review period to find out she was (or wasn't) meeting performance expectations. Gives an opportunity for correction and adjustment along the way. Shows the employee that the manager cares about her performance.)
2. *If regular feedback is not possible or appropriate, how can an employee know if she is on track?* (Suggested answers: Peer feedback. Having agreed upon milestones that the employee can check independently. Contact by phone or email when face-to-face feedback isn't possible.)

### **Reinforcing Excellent Performance**

1. *How can you know what motivates an employee?* (Suggested answers: Ask! Also ask how she would motivate others for a clue to what motivates her. Try out a reward system, if the employee responds to that kind of recognition or reward, it works! If not, try something else.)
2. *What is your own personal top motivator and how do you want to be recognized or rewarded?* (Suggested answers: Answers vary widely - money is rarely #1.)

## ***Performance Management: Key to Suggested Answers, continued***

### ***PostView Questions:***

#### **Seeing the Difference**

1. *What techniques did Homer use to help Suzanne and Juan improve their performance?* (Suggested answers: Homer used coaching and guided discovery to help Juan and Suzanne better understand what motivated the characters they were playing. He let them discover their own answers by the questions he asked.)
2. *How did Homer address the issue of getting Juan to memorize his lines?* (Suggested answer: While being supportive, Homer explained the performance expectation (Juan memorizing his lines) and asked Juan for a commitment as to when he would meet this expectation. Homer made sure both he and Juan understood their performance ‘contract’, which was specific, measurable, and attainable.)

#### **Your Own Stage**

1. *Think of an employee you are currently managing (or you have managed in the past) whose performance or behavior you would like to change. Describe the changes you would like to see.* (Suggested answers: Answers will vary. Here are some examples: Be on time. Make quota. Be accurate. If you give answers like ‘be a team player,’ you must name the behaviors that exemplify ‘team player.’ Make sure responses are specific, behavioral, measurable, and attainable.)
2. *Thinking of the same employee from Question 1, describe how you could best attain the performance results you listed above.* (Suggested answers: Again, answers will vary. These might include – coaching, setting clear and attainable goals, regular feedback, and identifying rewards for success and penalties for non-compliance.)

# A Manager's Guide

## Program II

### To Lead Or Not To Lead

Printed Support Materials





# Effective Communication

## **Highlights:**

- The goal of communication is mutual understanding.
- Listening is a manager's most useful communication tool.
- Encourage disclosure – build trust.

Communication covers everything from basic skills like talking and listening to complex resources like broadcast media and the Internet. At various times, we each have a variety of communication goals. We may want to learn, teach, convince, negotiate, dictate, discuss, and so on. In most cases, the goal of these efforts is shared information and mutual understanding.

We cannot 'not' communicate. Everything you say and do communicates something. Even what you don't say and don't do can send powerful messages. Being a good communicator requires more than being an articulate speaker or writer or even a good listener. Being a good communicator requires vigilance about the impact of all that you say and do, as well as understanding when a particular communication approach is appropriate and when it isn't. You need to be mindful and selective about your communication choices.

Communicators learn that what works for them may not work the same way for someone else. As a responsible communicator, it falls to you to determine not just *what* you will say and *how* you will say it, but also what the receiver of the communication will understand you have said. This is an inexact science, perhaps more of an art.

There are several tools you can use to make sure your communication is understood. One reliable way is to ask your communication partner to repeat back what she thinks you've said. Paraphrasing what you've heard or asking someone to paraphrase back what you've said opens a dialogue that can enable greater clarity.

Perhaps a manager's most useful tool is listening. Listening gives you access to information, insights and ideas from the people who are closest to the processes, information, customers and practices of your organization. Listening builds relationships. Listening is the most treasured gift to someone who is stuck or upset. Listening is the loudest signal you can send to show your respect for another person.

***Effective Communication, continued***

The biggest barrier to listening for most people is the nearly irresistible urge to prepare what we are going to say in response. To help you overcome this tendency, focus your attention by asking yourself the question, “What is this person saying to me now?” rather than “How will I rebut or respond to what is being said?”

If you want your employees to keep you informed of all that you should know, you need to encourage disclosure. This means that the people you work with are willing to share information with you – even when it isn’t positive or pleasant. Disclosure requires trust. If your employees are afraid to disclose information because they distrust your motivation in seeking it or because they fear your reaction, they are less likely to be forthcoming.

Coming forward with important information should not require an act of courage. Employees should feel safe in communicating with their supervisors and managers. This safety can only exist in an environment of mutual respect and trust. If employees feel there is a predator/prey relationship between you and them, effective communication will be blocked.

One way to build trust is to model the behavior you want from your employees. In the area of communication, this means that you must be willing to share important information with your team, even when that is uncomfortable. If employees trust that you are consistently honest in your communication with them, they are more likely to respond in kind. If employees believe you care, so will they.

## **Effective Communication: PreView Questions**

### **The Voice You Hear**

1. What do you think is your own biggest barrier to effective listening?
2. What do you think is your own biggest barrier to being heard and understood?

### **Mutual Understanding**

1. If the goal of communication is mutual understanding, what tools or methods can you employ to make sure your message is received as nearly intact as possible?
2. What do you need from your employees (co-workers, clients, customers, or family members!) to help you better understand their communication?

### **Loaded Issues**

1. If you must communicate about a “loaded issue” (bad news, negative feedback, upset emotions), how can you prepare for the conversation to insure the best result?
2. If someone communicates feelings of being stuck or upset to you or has to deliver bad news, how can you best respond?

## **Effective Communication: PostView Questions**

### **The Corporate Shakespeare**

1. What does Homer Hitchcock, the director/manager, notice as the problem with Polonius (Lloyd's) communication as the scene opens?
2. What do Shakespeare's words "Give thy thoughts no tongue" mean to you?
3. What would you add to the script if Polonius really wanted to make sure Laertes "got it?"

### **Trust through Communication**

1. What behaviors are likely to impede or erode trust?
2. What behaviors are likely to instill and encourage trust?



## Effective Communication: Additional Exploration

### Role Play

Recast the scene allowing participants to take on the characters of Homer, Lloyd and Art.

Ask these “actors” to play a version of the scene, starting where Homer interrupts the rehearsal, making everything worse. In other words, Polonius (Lloyd), using contemporary dialogue, could be whiny defensive. Laertes (Art) could be bored or indifferent. Homer could be authoritative and annoyed. Invite class comments and reactions. Notice how easy it is to fall into these behaviors. Allow participants to give examples of their own communication experiences that went badly.

Now, using the same “actors” or other class members, have them portray Homer, Lloyd and Art again, improving the conversation and expanding the skill set. Allow class members to make suggestions on how to improve even more. Ask participants to share success stories in which they were either attempting to understand or be understood.

# Effective Communication: Key to Suggested Answers

## ***PreView Questions:***

### **The Voice You Hear**

1. *What do you think is your own biggest barrier to effective listening?* (Suggested answers: #1 Answer is usually “I’m busy thinking about how I am going to respond.” Also: Preconceived ideas about the person. I’ve heard this before. Distractions.)
2. *What do you think is your own biggest barrier to being heard and understood?* (Suggested answers: I give too much detail – or too little. My feelings “run away with me,” and I blur the issue with my emotions. Be careful in this answer not to put the blame on the listener! It’s about *your own* biggest barrier.)

### **Mutual Understanding**

1. *If the goal of communication is mutual understanding, what tools or methods can you employ to make sure your message is received as nearly intact as possible?* (Suggested answers: Ask for feedback or paraphrasing of your message to confirm that the listener got it. Support your communication with written material in the moment or as follow up. Ask for questions.)
2. *What do you need from your employees (co-workers, clients, customers, or family members!) to help you better understand their communication?* (Suggested answers: This will be personal and individual. Some people need more detail – or less. Communication in writing, as well as spoken. Perhaps a different approach, calmer or more timely.)

### **Loaded Issues**

1. *If you must communicate about a “loaded issue” (bad news, negative feedback, upset emotions), how can you prepare for the conversation to insure the best result?* (Suggested answers: Talk confidentially to someone who is not involved. Practice what you want to say. Write it down, either in a journal or as a list of points you want to make. Consider, in advance, how you can help or be part of the solution.)

## **Effective Communication: Key to Suggested Answers, continued**

2. *If someone communicates feelings of being stuck or upset to you or has to deliver bad news, how can you best respond?* (Suggested answers: Listen! Begin by acknowledging the person's feelings – this doesn't mean you necessarily agree with them! Include their key words so they will know that they got through to you. Example: "I hear how frustrated you are by feeling that you have all the responsibility and no authority. Is that right?")

## **PostView Questions:**

### **The Corporate Shakespeare**

1. *What does Homer Hitchcock, the director/manager, notice as the problem with Polonius (Lloyd's) communication as the scene opens?* (Suggested answers: Polonius is talking so fast that Laertes can't follow what he is saying. His delivery doesn't suggest that he really cares that his son "gets it." He doesn't listen.)
2. *What do Shakespeare's words "Give thy thoughts no tongue" mean to you?* (Suggested answers: It's another way of saying "Hold your tongue." It could mean "Listen" or "Keep your own counsel.")
3. *What would you add to the script if Polonius really wanted to make sure Laertes "got it?"* (Suggested answers: Polonius could ask Laertes if he has any questions. Laertes could ask for examples of what Polonius is talking about. Polonius could ask Laertes to paraphrase back what he had said.)

### **Trust through Communication**

1. *What behaviors are likely to impede or erode trust?* (Suggested answers: Breach of confidentiality. Put downs – especially public ones! Ignoring advice or complaints. False promises. Broken agreements.)
2. *What behaviors are likely to instill and encourage trust?* (Suggested answers: Confidentiality. Keeping promises. Addressing complaints. Taking someone's advice. Sharing ideas. Allowing independent action. Listening. Empathizing.)



# Coaching

## **Highlights:**

- Listen more than you speak – ask more than you answer.
- Coaching facilitates learning.
- Tailor the coaching to the needs of the person being coached.

Coaching can be a highly exhilarating experience for both the coach and the person being coached. We know how critical coaching is in sports and entertainment, and anyone who has seen a seemingly flawless presentation, whether it is in the arena of politics or business, knows that a good deal of practice and coaching went into making it a success.

Many of us coach others as a natural part of our interactions with them. Parents coach children to make good choices. An attorney coaches her client on how to handle hostile questions from “the other side”.

To coach effectively, we need to follow some basic guidelines.

First, coaching is more about guided discovery than about ‘telling’. If someone discovers a better way to accomplish a task or improves his performance through his own insights, the learning is much more powerful and permanent. So a coach tries to listen more than she speaks, and to ask more questions than she answers. The goal is to guide the person being coached to make his own discoveries.

Second, a coach facilitates learning. The goal is to remove barriers and assist the person being coached to achieve more than he thinks he can. The coach inspires and encourages, looking for effective ways to help the person being coached to learn and grow.

Finally, the coach is flexible. She is aware that different people learn differently. Some people need to see something before they understand it. Others need to think it through. Still others don’t understand until they’ve physically tried to “do it”. Most people use some combination of these approaches. Coaching is not a one-size-fits-all process. The coach must tailor the coaching to the learning style and needs of the person being coached.

The coach has one goal – to help the employee succeed. The point is not to establish how accomplished or experienced the coach is. Rather, the focus is squarely on the person being coached. Together the manager and employee explore the obstacles standing in the employee’s way, search for ways to overcome those obstacles, consider creative options and innovative solutions. This is a partnership that, if effective, will lead the employee to exceed even his own expectations of what he is capable of.

## **Coaching: PreView Questions**

### **Manager as Coach**

1. What qualities or characteristics were most effective in the best 'coach' you ever had?
2. What skills, qualities, or characteristics do you currently possess that equip you to be a successful coach?

### **Coach as a Change Agent**

1. In your experience and observation, what makes people resistant to coaching?
2. What can you do as a manager/coach to encourage employees to perform differently?

### **The Coaching Dialogue**

1. List some generally useful questions you can use in coaching.
2. Why is listening such an important coaching tool?

## Coaching: PostView Questions

### Coaching in Action

1. What coaching techniques does Homer Hitchcock, the director/manager, use in this segment?
  
  
  
  
  
  
  
  
  
  
2. How do you see the actors showing that they are open to coaching?

### Self-Coaching

1. Look at a recent project, interaction, or event in which you participated. Ask yourself, “If I had it to do over, what would I do differently?”
  
  
  
  
  
  
  
  
  
  
2. Think of one skill, behavior or attitude that you would like to improve, and list ideas you have for helping yourself make the improvement.



## Coaching: Additional Exploration

### *Great Coaches I've Known*

On a flipchart, list the names of excellent coaches offered by the class from their personal experience. Leave enough room after each name to go back and add one or two qualities that made them great. Ask for examples of how the coach demonstrated that quality in the participant's experience.

## Coaching: Key to Suggested Answers

### ***PreView Questions:***

#### **Manager as Coach**

1. *What qualities or characteristics were most effective in the best 'coach' you ever had?* (Suggested answers: Inspiring. Always clear about what was expected. Walked their talk. Tough but fair. Understood what motivated me. Listened to me.)
2. *What skills, qualities, or characteristics do you currently possess that equip you to be a successful coach?* (Suggested Answers: I understand the job that needs to be done. I'm a good listener. I can adapt to different learning styles and motivational needs. I have done the jobs I am currently coaching so I can see it from the employee's point of view. I admit I don't know what I don't know.)

#### **Coach as a Change Agent**

1. *In your experience and observation, what makes people resistant to coaching?* (Suggested answers: Fear of failure. Lack of clarity about what is expected. Lack of education, experience or capacity to learn and do new work. Clinging to the familiar. Fear of admitting what they don't know.)
2. *What can you do as a manager/coach to encourage employees to perform differently?* (Suggested answers: Show the benefits of new skill or behavior. Show consequences of not adopting or incorporating new skill or behavior. Explain how new skill or behavior fits into a larger picture. Ensure employee has input into the process.)

#### **The Coaching Dialogue**

1. *List some generally useful question you can use in coaching.* (Suggested answers: What do you want? How can I help? What do you need? What worked? What didn't work? What would you do differently if you had it to do over? What surprised you about...?)
2. *Why is listening such an important coaching tool?* (Suggested answers: You may get better ideas from the employee than you had yourself. You can find out what they need and want. They might reveal why they are so resistant or why they are having difficulty. They become invested in the process. Listening develops trust.)

## **Coaching: Key to Suggested Answers, continued**

### **PostView Questions:**

#### **Coaching in Action**

1. *What coaching techniques does Homer Hitchcock, the director/manager, use in this segment?* (Suggested answers: He asks a lot of questions, allows the actors to share their ideas about how to make the scene work, allows them to try out an idea before deciding if it is the “right” or “wrong” way to go.)
2. *How do you see the actors showing that they are open to coaching?* (Suggested answers: They offer ideas, are willing to brainstorm even when they aren’t sure of what to do, they’re open to taking risks.)

#### **Self-Coaching**

1. *Look at a recent project, interaction, or event in which you participated. Ask yourself, “If I had it to do over, what would I do differently?”* (Suggested answers: Answers vary widely! Some people would have acted sooner – or waited to act until they knew more. Been more forthcoming – or less revealing. Been kinder and more compassionate. Taken bigger risks.)
2. *Think of one skill, behavior or attitude that you would like to improve, and list ideas you have for helping yourself make the improvement.* (Suggested answers: Take a class. Read a book. Get a coach, mentor or expert to help. Write down a step-by-step plan. Ask for feedback.)



# Conflict Management

## ***Highlights:***

- Listen to all sides - let people vent.
- Use “I” statements and let people know how you feel.
- If a conflict escalates out of hand – get help.

There are many kinds of conflicts. Most are productive, leading to organizational creativity and stimulating new ways of thinking. We can think of this as “good” conflict. When we look at conflict management, however, we’re usually thinking of the other kind of conflict. This is where there is an effort to manipulate or bully, to harass or intimidate. This conflict pits one person against another. The goal is to cause harm. This is “bad” conflict.

As a manager, you will find yourself managing conflicts. Sometimes these conflicts will be between two or more employees and you will need to facilitate a process to defuse a volatile situation. At other times you, yourself, will be one of the conflicting parties.

Your most critical conflict management tool is listening. People can often solve their own problems simply by hearing themselves think out loud in the presence of a non-judgmental witness. The situation may call for hearing each party separately and confidentially before bringing them together for an open conversation. Let people vent, letting go of strongly felt emotions. Sometimes just the feeling of “being heard” is enough to bring the conflict into perspective and transform a negative conflict into a positive, creative process.

Once all parties are at the table, your top job is to insist that they listen to each other respectfully. As much as we all hope for win-win resolutions, the final outcome may have one or all parties leaving the table short of their goal. Anything that you can do to help any or all losing parties “save face” will contribute to the preservation of relationships and restoration of harmony.

But what if you, yourself, are a party to the conflict? You cannot be a player and a referee at the same time. It may be appropriate to seek an outside arbiter. If you are in conflict with a peer manager, your own manager may be able to step in to help.

## ***Performance Management , continued***

As a party to a conflict, your best tool is still listening. Maybe you will see more of the point of view of your adversary, maybe not; but nothing is as effective at defusing a conflict as when the conflicting parties feel that their concerns have been heard.

You can acknowledge another's feelings without agreeing with them. Own your own feelings by using "I" statements. For example say, "*I feel* like the rug is pulled out from under me when you take action without letting me know about it." Instead of, "*You are* undermining me!" An accusatory tone and choice of words will push the defense buttons of all but the most self-contained person. Pointing fingers and making accusations will only escalate a conflict.

Strive for win-win; but win or lose, your graciousness can set the tone for future debates. Above all, if you do not emerge triumphant in your own eyes, do not seek subtle revenge by complaining or undermining other parties. Your behavior is the best indicator to your employees of your expectations from them in similar circumstances. Model the values you expect them to exhibit when dealing with conflicts.

It doesn't happen often, but if you should ever find yourself involved in a conflict that seems to be escalating out of hand – get help. Safety is your top priority. If you feel things are moving into dangerous territory, call it. Describe how you feel, your concerns, and your intent to bring in others who can better help manage the situation. Sometimes bringing in a neutral, respected party is all that is needed to bring down the level of tension. You may need to call for a time out, even sending one or more parties home to "cool off".

Most incidents of workplace violence stem from the "victimization entitlement syndrome". An employee feels one or more people at work have victimized him. As a result, he feels entitled to even the score. To avoid this kind of scenario, make sure employees feel they can get a fair hearing. Listen to their concerns with real interest and compassion. You don't have to agree with them, but you do need to hear them.

## **Conflict Management: PreView Questions**

### **I Want It My Way**

1. Bring to mind a current conflict in which you are an outsider or observer. Can you identify what each party wants?
2. Bring to mind a conflict in which you are personally involved. Can you clearly identify what you want as well as what the other parties want?

### **The Arbiter**

1. If you are the manager or arbiter for two or more people involved in a conflict, what approach or methods do you find most effective?
2. If you are personally involved in the conflict, how do you try to handle the situation?

### **Organizational Consequences**

1. What is the price of ongoing negative conflict in an organization?
2. What steps should you as a manager take to protect the organization in the case of serious, threatening, or ongoing conflict?

### **Stating Your Case**

1. In expressing a conflicting point of view, how can you most effectively state your case.
2. How might you persuade someone else to your point of view?

## **Conflict Management: PostView Questions**

### **What's the Problem?**

1. If you were in Gwen's place what would you be upset about?
2. Why do you think Art is so defensive and belligerent?

### **Taking the High Road**

1. What could Gwen do differently when Art arrives?
2. What would you do if an employee of yours yelled at you like Art yelled at Gwen?



## **Conflict Management: Additional Exploration**

### **Role Play**

Cast two of the class members as Gwen and Art and ask them to play the scene with Gwen using “I” statements and good listening skills to improve the interaction between the two. Let other class members “direct” by offering suggestions for better resolution. After the scene has been played, ask the class to discuss other ways Gwen could have defused the situation with Art and better managed the conflict.

# Conflict Management: Key to Suggested Answers

## ***PreView Questions:***

### **I Want It My Way**

1. *Bring to mind a current conflict in which you are an outsider or observer. Can you identify what each party wants?* (Suggested answers: Varies widely but often involves control, power, money, acknowledgement or being right.)
2. *Bring to mind a conflict in which you are personally involved. Can you clearly identify what you want as well as what the other parties want?* (Suggested answers: Varies widely but often involves control, power, money, acknowledgement or being right.)

### **The Arbiter**

1. *If you are the manager or arbiter for two or more people involved in a conflict, what approach or methods do you find most effective?* (Suggested answers: Listen! Allow people to vent. Find out what the parties want. Talk to the parties separately and confidentially before bringing them together. Try to avoid the appearance of taking sides.)
2. *If you are personally involved in a conflict, how do you try to handle the situation?* (Suggested answers: Listen! Find out what the other person wants. Examine your own motivations carefully. Use “I” statements to describe how you feel about the situation. Avoid finger pointing or accusations.)

### **Organizational Consequences**

1. *What is the price of ongoing negative conflict in an organization?* (Suggested answers: Loss of productivity. Declining morale. Employee turnover.)
2. *What steps should you, as a manager, take to protect the organization in the case of serious, threatening, or ongoing conflict?* (Suggested answers: Get help! Contact HR or security. Describe the situation and how you feel about it. Try to separate the parties, sending one or both home if necessary. Listen to the parties separately if possible, allowing them to vent.)

## ***Conflict Management: Key to Suggested Answers, continued***

### **Stating Your Case**

1. In expressing a conflicting point of view, how can you most effectively state your case? (Suggested answers: Speak respectfully to the other parties. Use “I” statements to express how you feel about the matter. Avoid pointing fingers or making accusations.)
2. How might you persuade someone else to your point of view? (Suggested answers: Start by listening. Make sure you understand the other person’s position, repeating it back to them if possible. Present evidence to support your point of view. Show them what is in it for them.)

### ***PostView Questions:***

#### **What’s the Problem?**

1. *If you were in Gwen’s place what would you be upset about?* (Suggested answers: Art is always late. He doesn’t know his lines. She is afraid it will hurt the performance. She feels he doesn’t respect her or the cast.)
2. *Why do you think Art is so defensive and belligerent?* (Suggested answers: He doesn’t know his lines, and he knows that she knows it. He feels as if he’s being treated like a child, and this is a hot button for him.)

#### **Taking the High Road**

1. *What could Gwen do differently when Art arrives?* (Suggested answers: She could state her concerns by saying “I’m worried about...” or “I’m concerned that...” instead of accusing him with a lot of “You...” statements.)
2. *What would you do if an employee of yours yelled at you like Art yelled at Gwen?* (Suggested answers: At this point, things have escalated to the level of a safety concern. It’s best to separate from the situation and get help. If he seems really threatening, notify HR or security and document the situation. Trying to talk rationally with him at this point is unlikely to prove effective.)



# Time Management

## **Highlights:**

- Time management is about respecting your commitments.
- Prioritize and synchronize tasks and responsibilities.
- You can't do it all. Know when to delegate.

Time Management is a bit of a misnomer. Everyone gets the same 24 hours, the same 1440 minutes, the same 86,400 seconds, every day. What you do with yourself within that day is manageable. You are managing yourself and your activities, not time.

The essential element of time management is Keeping Your Word. Books are written and seminars are taught about prioritizing the items on your To Do List as well as simple to sophisticated methods for scheduling. You can use the most expensive electronic scheduler or the back of an envelope. The tools you use matter little. Your approach matters a lot.

You will choose, based on your value system, whether your most urgent or most important items will get your primary attention. (See Stephen Covey's "The 7 Habits of Highly Effective People" chapter titled Principles of Personal Management for an excellent examination of this concept.) Once you have listed your To Do's, you have made an agreement with yourself about what you will accomplish on a given day. Your actions may also be tied to others and agreements that you have made with them. The day then becomes a journey of integrity. Did you agree to meet with your managers for a critical high-level strategy session at ten o'clock? Did you agree to pick up milk and bread at the grocery? Both agreements put your word to the test.

Keeping your word to yourself and others not only makes you an efficient and effective person, but it also bolsters your self-respect and your reputation with others. A long "Not Done" list, day after day, tears at the fabric of integrity and leaves one continually frustrated and feeling out of control.

A contributing culprit in the creation of the "Not Done" list is the inability to say "no." Requests from family members, demands from bosses, clients and co-workers, a list of personal wants and needs, clamor for your attention. Every one of them seems valid; but as the list grows, you may feel yourself slipping over the edge. You know that you have agreed to do more than you can. How did this happen? The reasons are many and varied. For some of us, saying "no" isn't an option. We just don't want to disappoint anyone. Others of us just don't want to miss out on anything interesting, and we find EVERYTHING interesting. Inevitably, some of the "yes's" are left unfulfilled and we find we have disappointed our colleagues, families, and ourselves.

***Time Management, continued***

You must be able to realistically estimate the amount of time needed to accomplish tasks. If you are oblivious to time requirements, you are a sitting duck for over-commitment. Start paying attention to how long things take; and before you say “yes,” ask yourself, “Do I really have time to do this?” and “Is there another, better way to get it done?”

When you see that you are on a collision course with a broken agreement, you have some options other than waiting for the crash and figuring out how you are going to pick up the pieces. It is important to try to preserve the relationship with the holder of your promise. If there is any possible means of reaching the person in advance, let them know that the agreement is going to be broken, i.e., the deadline will not be met, you will be late for the meeting, the materials won't be delivered. Where possible, delegate. If you can't get to the meeting, is there anyone who could go in your place? Finally, renegotiate. Create a new agreement for completing the action.

If all attempts fail and the crash happens anyway, consider what can be done to repair the relationship. Apologize. Acknowledge. And, if you are willing, ask, “What can I do to make it right?”

If you are not managing your activities well, you are likely paying a personal price. You may be trading off personal time, time with family, and sleep to keep up with your commitments. Your self-respect may be suffering, and you hear yourself saying, “I can't get anything done.” These should be red flags to you to examine your priorities, your systems for getting work done, and the value of keeping your word – especially to yourself.

Time stays the same. How you organize and manage yourself can change.

## **Time Management: PreView Questions**

### **Managing Activities**

1. What is your biggest challenge in managing your activities in a 24-hour day?
2. When there are more activities than time, something has to give. What do you most often compromise?

### **Keeping Agreements**

1. If you viewed everything on your “To Do” list as an agreement with yourself or others, approximately what percent of your agreements are you keeping?
2. Do you tend to be better at keeping agreements with yourself or others?
3. What two or three things could you do differently to be able to keep more of your agreements?

### **Saying “No”**

1. Is it difficult for you to say “no” to requests for your time/action? If so, what usually happens?
2. Why is it so hard to say “no” even when you know you can’t possibly do everything you have said “yes” to?

## **Time Management: PostView Questions**

### **Overbooked and Out of Time**

1. What effect does Homer's lack of time management have on the cast and crew? On Homer?
2. What could he have done earlier in the rehearsal process to keep this from happening?

### **Clean Up Your Act**

1. If you have broken a time agreement, what can you do to clean it up?
2. If you see that you are on a collision course with a broken time agreement, what can you do to minimize the damage to your relationship and your credibility?

### **Making a List, Checking It Twice**

1. What types of action items are you most likely to accomplish?
2. What is currently on your urgent "To Do" list that may unnecessarily preclude something that may be important or necessary – and would you be willing to renegotiate with yourself?



## **Time Management: Additional Exploration**

### **Best Practices**

Lead a discussion of “Best Practices for Time Management” to find out what class participants have discovered and implemented on their own.

On a flipchart, make an “Outrageous To Do” list allowing participants to build a huge composite list of things they are scheduled to do. (Make sure “Sleep” is on the list. It’s one of the activities that gets most compromised in a time crunch!)

Go through the list and mark each item Urgent (U) or Important (I). Call attention to the distribution.

Go through the list again and see how many items could be delegated or even eliminated.

# Time Management: Key to Suggested Answers

## ***PreView Questions:***

### **Managing Activities**

1. *What is your biggest challenge in managing your activities in a 24-hour day?*  
(Suggested answers: Making time for myself or my family. No time for planning or thinking ahead. Too many conflicting demands. Can't say "No." There are *only* 24 hours.)
2. *When there are more activities than time, something has to give. What do you most often compromise?* (Suggested answers: Sleep, exercise, family time, social life.)

### **Keeping Agreements**

1. *If you viewed everything on your "To Do" list as an agreement with yourself or others, approximately what percent of your agreements are you keeping?*  
(Suggested answers: Varies for each individual.)
2. *Do you tend to be better at keeping agreements with yourself or others?* (Suggested answers: This will be personal and individual. Be sure to note that "pick up the dry cleaning" is an agreement with yourself.)
3. *What two or three things could you do differently to be able to keep more of your agreements?* (Suggested answers: Delegate. Learn to say "No." Build in "time buffers" to catch up or change course.)

### **Saying "No"**

1. *Is it difficult for you to say "no" to requests for your time/action? If so, what usually happens?* (Suggested answers: Most people find it hard to say "no" at least some of the time. It usually leads to overbooking which leads to broken agreements.)
2. *Why is it so hard to say "no" even when you know you can't possibly do everything you have said "yes" to?* (Suggested answers: Fear of disappointing others is the #1 reason for reluctance to say "no." Also, the inability to estimate the time required to complete tasks leaves us hoping that the Clock Fairy will come and leave extra hours under our pillows.)

## ***Time Management: Key to Suggested Answers, continued***

### **PostView Questions:**

#### **Overbooked and Out of Time**

1. *What effect does Homer's lack of time management have on the cast and crew? On Homer?* (Suggested answers: Nobody can get the answers they need. He can't focus on anything because everything is urgent. People feel like he doesn't see them as important. Homer feels frustrated and overwhelmed.)
2. *What could he have done earlier in the rehearsal process to keep this from happening?* (Suggested answers: Set up a schedule for working with light, sound, costumes. Delegate authority to crew chiefs. Stop and answer one thing at a time instead of leaving everything undone.)

#### **Clean Up Your Act**

1. *If you have broken a time agreement, what can you do to clean it up?* (Suggested answers: Apologize. Renegotiate for a new agreement. Don't do it again.)
2. *If you see that you are on a collision course with a broken time agreement, what can you do to minimize damage to your relationship and your credibility?* (Suggested answers: Call ahead and let the person know that you or your promised deliverable will be late. Renegotiate your time agreement. Delegate someone else to appear in your place.)

#### **Making a List, Checking It Twice**

1. *What types of action items are you most likely to accomplish?* (Suggested answers: Urgent. Important. Necessary. Some may make distinctions between business and personal.)
2. *What is currently on your urgent "To Do" list that may unnecessarily preclude something that may be important or necessary – and would you be willing to renegotiate with yourself?* (Suggested answers: Answers vary widely – but here's an example: "OK, I'm out of shaving cream, but I could pick some up tomorrow instead of today in order to make it to my daughter's soccer game on time.")



# Leadership

## **Highlights:**

- Be clear on where you are leading. Communicate the mission – often.
- Live the values of the organization. Lead by example.
- Trust your team and earn their trust.

There is no one-way to lead. A leader brings her own communication style, personality and experiences to the process of inspiring others to follow her. However, most leaders in organizations today share certain qualities and characteristics.

The first and most critical quality of leadership is to know where you're going. You need to be clear on the vision and mission. You may not always know how you're going to get there, but you need to know where "there" is. Having that clarity, however, is not enough. If you are going to inspire your employees to follow you, you need to effectively communicate that vision and mission to your team. You need to do this regularly, keeping employees focused on the mission and reporting on the progress the team is making.

The second characteristic of a leader is his credibility. The key to credibility is honesty. You **MUST** tell the truth, even when it's difficult or painful to do so. People must believe that *you* believe what you're saying. This isn't to say a leader is perfect or should see himself (or be seen by others) as better than those he works with. A leader should admit when he makes mistakes, take responsibility for bad choices or poor performance. If you present yourself as perfect or some kind of super performer, you are bound to disappoint yourself and your team.

As a leader, you need to be a model for the values your organization stands for. You should be seen as embodying those values, living them both at work and in your personal life. Employees will look to you to determine if the stated values of the organization are real. Are they just words, or do they inform and guide all aspects of organizational life? Are they to be taken seriously? Your actions will help them decide.

Finally, a leader must be trusted. To earn the trust of others, you must show them that you, in turn, trust them. Trust that team members have great ideas to offer. Trust that they can do the work as well as, or better than, you can. Trust that they will keep their commitments just as you keep yours. Employees must trust you, and the organization, if they are to do their best work. Earn that trust.

Lead on!

## **Leadership: PreView Questions**

### **Respect and Inspiration**

1. What behaviors command respect?
2. What behaviors inspire others?

### **What Makes a Leader?**

1. Bring to mind someone you have viewed as a good (or even great!) manager, but who was not a leader. What was missing that kept him or her from being a real leader?
2. Bring to mind someone you have viewed as a leader who may not have been a manager. What qualities or behaviors would make you follow that leader?

### **To Lead or Not to Lead**

1. What appeals to you about taking a leadership role?
2. What are some of the risks of leadership?

### **Role Models**

1. Who are your personal heroes and why?
2. For whom would you most want to be a role model?

## Leadership: PostView Questions

### Reviews

1. Thinking back through the entire video, what leadership qualities did you see in Homer, the director?
  
2. Can you recall any examples in which Homer failed to act as a leader?

### In the Final Act...

1. In the closing scene, Homer acknowledges the actors and says "... I leave what we have all created together in your care." How does this reflect his leadership?
  
2. What is the payoff to Homer for his leadership?



## Leadership: Additional Exploration

### Leadership Free For All

Here's a chance to give the leaders in the group a chance to shine. Break the class into groups of 4 or 5 people. Ask each group to come up with what they think is the single most valuable attribute of a leader. Give them 2 minutes to decide. After the 2 minutes, bring the groups back together and ask for the list of attributes, which you can mark on the white board or a flip chart. Now comes the real value of the exercise. Ask how each group arrived at their decision. Who within the group played a leadership role? What was that role? How did they demonstrate leadership? What kind of leader were they? Draw conclusions and wrap up the discussion.

# Leadership: Key to Suggested Answers

## ***PreView Questions:***

### **Respect and Inspiration**

1. *What behaviors command respect?* (Suggested answers: Keeping your word. Standing up for others. Sticking to principles even when it is hard. Integrity. Honesty. Producing results. Showing respect for others.)
2. *What behaviors inspire others?* (Suggested Answers: Passion. Enthusiasm. Courage. Compassion. Wisdom. Commitment to a higher vision. Trusting others. Sharing credit or glory.)

### **What Makes a Leader?**

1. *Bring to mind someone you have viewed as a good (or even great!) manager, but who was not a leader. What was missing that kept him or her from being a real leader?* (Suggested answers: Didn't earn trust or respect. Intimidated others. Managed 'down' but not 'up.' Saw the task but not the vision. Stayed too close to the details to "get out front" and lead.)
2. *Bring to mind someone you have viewed as a leader who may not have been a manager. What qualities or behaviors would make you follow that leader?* (Suggested answers: Integrity, they walk their talk. Have good insights and instinct for doing the right and best things – and then they do them. Deeply committed to the common good or higher virtue. Able to articulate their values and why they are committed to them. Care about others. Willing to let others take the credit they deserve.)

### **To Lead or Not to Lead**

1. *What appeals to you about taking a leadership role?* (Suggested answers: Opportunity to make a difference. Promote my values. Help individuals or organizations succeed. Teach others to lead. Be a hero.)
2. *What are some of the risks of leadership?* (Suggested answers: You might take the fall if things go wrong regardless of who was at fault. Loss of privacy, flexibility, anonymity.)

## ***Leadership: Key to Suggested Answers, continued***

### **Role Models**

1. *Who are your personal heroes and why?* (Suggested answers: Answers vary from great public figures, religious leaders, family members, teachers and coaches, and beyond.)
2. *For whom would you most want to be a role model?* (Suggested answers: People with children most often say “my kids.”)

### **PostView Questions:**

### **Reviews**

1. *Thinking back through the entire video, what leadership qualities did you see in Homer, the director?* (Suggested answers: He stood up for Suzanne and fired Hank for harassing her. He asked for input from all the actors and respected their ideas. He seemed to always keep the mission and vision in mind. He told the truth.)
2. *Can you recall any examples in which Homer failed to act as a leader?* (Suggested answers: He didn't want to cast Juan Pearl as Hamlet because he was black. He got bogged down in details in the Time Management segment.)

### **In the Final Act...**

1. *In the closing scene, Homer acknowledges the actors and says “...I leave what we have all created together in your care.” How does this reflect his leadership?* (Suggested answers: He acknowledges that delivering the final product is the actors' responsibility and that he trusts the cast to do the job well. He shares the credit for the success of the program with his team.)
2. *What is the payoff to Homer for his leadership?* (Suggested answers: A successful production and the respect of the cast and crew.)

# Who's Who in The Manager's Guide



## **Benita R. Horn**

*Achievement Architects North*

e-mail: brhorn2000@cs.com

Benita Horn is the president and principal consultant of Achievement Architects -North, founded in 1990. Her practice is based in Seattle, Washington and specializes in organization development with an emphasis on organizational planning and issues of diversity. Her firm has conducted organizational assessments, developed training curriculum, provided training, facilitation and conference presentations for a variety of clients both locally and nationally.

Prior to private consulting, Benita spent twenty years in telecommunications management, ten of which involved internal consulting, personnel development and training.

Community action is an important part of Ms. Horn's professional commitment. She serves on a variety of non-profit and community service boards, committees and speaker's bureaus.

## **Dayna Eberhardt**

Dayna Eberhardt has worked in a leadership/management training capacity in industries including high-tech, healthcare, non-profit, and government. She is currently working for the airline industry.

Ms. Eberhardt has a Master's Degree in Organizational Psychology from Antioch University specializing in organization development. Her BA is in speech communications from Gonzaga University. Ms. Eberhardt's passion is for supporting sustainable change in organizations; helping them reach their goals while helping their employees find balance in their lives.

## **Mickey Fearn**

*The Synapse Group*

e-mail: [fearnml@home.com](mailto:fearnml@home.com)

Mickey Fearn is the Principal Consultant for the Synapse Group. Mickey has over 34 years of experience as a mediator, facilitator, internal consultant, trainer, organizational development specialist and coach.

The Synapse Consulting Group specializes in building and maintaining community in the work place, team building, teamwork, innovation and creativity at work, group facilitation, facilitative leadership, developing effective cross-functional teams and facilitating diversity, difference, and complexity and conflict facilitation, marketing and strategic planning.

## **Bill Lord**

Bill Lord is the Director of News and Broadcast Operations for a CBS affiliated television station. He has been involved in television news management for over 15 years.

Prior to moving into management, Mr. Lord was a nationally recognized news reporter. He served as an NBC network correspondent in the Middle East during the civil war in Lebanon from 1976 to 1979.

Mr. Lord has received numerous honors for journalistic excellence, including eight local Emmys, three Iris Awards, the Robert F. Kennedy Award for reporting on the disadvantaged as well as the prestigious George Foster Peabody Award for investigative reporting.

## **Kate Walker**

*Trimtab Communications*

e-mail: [trimtabcom@aol.com](mailto:trimtabcom@aol.com)

Kate Walker is the president of Trimtab Communications. Since 1983 she has designed and delivered communications skills training, primarily for high tech companies. Ms. Walker specializes in presentation skills, management and sales training, with a focus on transforming relationships between people in the workplace. Her client companies include Sun Microsystems, Microsoft, Apple Computer, and The Seattle Times. You can learn more about Ms. Walker and Trimtab Communications by visiting: [www.TrimtabCommunications.com](http://www.TrimtabCommunications.com)

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