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*Improving Performance  
Through Empowerment*

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T r a i n i n g   L e a d e r ' s   G u i d e





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P r e p a r a t i o n   M a t e r i a l s

## *Introduction*

### *Empower.*

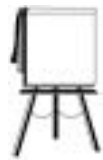
How do we transform this word from a corporate catch phrase into a workable management solution? That's what this training session is all about.

Many managers think that their department must revolve around them—that they must be the center of all activity and nothing can get done without them. In reality, the more managers can create the idea of “ownership” or “partnership” in their employees, the more employees will take responsibility for their decisions and actions, and the more efficient and productive a department will be.

Becoming a more empowering manager will help increase the morale and productivity of employees—and decrease the workload and stress of the manager.

## *Icon Key*

Shown below are the icons and descriptions used throughout this training leader's guide.



**Flip Chart**



**Read or  
Paraphrase**



**Overhead**



**Worksheet**



**Video**



**Ask and Discuss**

# *Training Session Checklist*

*Use this checklist to help you gather all necessary materials for the training session.*

## **Meeting Preparation**

- Determine your training objectives.
- Measure the current status of your participants using the Pretraining Survey.
- Choose different ways to train to ensure transfer of information.

## **Location**

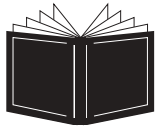
- Create a relaxed environment.
- Make sure all seats have a good view of the visuals.
- Make sure there is enough light to take notes when participants view the video *Improving Performance Through Empowerment*.
- Provide an adequate writing surface for participants.
- Check for good acoustics.
- Verify that your room is accessible and equipped for participants with disabilities.

## **Video Equipment**

- Make sure the VCR is properly connected to the monitor.
- Test the VCR, and check monitor for proper picture, color, and volume.
- Make sure the tape is rewound and ready to play before beginning your session.
- Check all other equipment for proper operation.

## **Materials**

- Training Leader's Guide*
- Videotape *Improving Performance Through Empowerment*
- AMI How-To Book *Effective Delegation Skills*
- Overheads
- Paper and Pencils
- Additional Equipment
- Participant Worksheets



*Effective Delegation Skills*

by Bruce B. Tepper

## ***Trainer's Instructions for Using the Book*** **Effective Delegation Skills**

### **Group Training Sessions**

***Effective Delegation Skills***, part of AMI's How-To Book Series, is an excellent complement to your group training session. To use the book effectively, you may:

- Incorporate exercises from the book that you feel meet the needs of your organization.
- Assign reading of an entire chapter of the book that covers an area you wish to emphasize in your session.
- Assign reading of the entire book and completing of assigned exercises.

### **Self-Study**

No time to call everyone together for training? No problem—American Media has made training even easier with its self-study programs. By combining the effectiveness of the video ***Improving Performance Through Empowerment*** and AMI's How-To Training Book ***Effective Delegation Skills***, your employees can improve their skills through self-guided study.

Written in a user-friendly, easy-to-understand style, the book includes interactive exercises in each chapter to help the reader process the information and put it into action—ensuring that the information makes an impact.

### **On-the-Job Reference Tool**

Providing copies of the book to each training participant allows you to continue instilling the importance of improving workplace performance after your session is completed. The book is an excellent tool for continued learning and provides an easy, hands-on reference for use on the job.

Order discounted copies for all your session participants today.

## *Tips for Transferred Learning*

Keep in mind the following tips when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

**1. Adults learn when they feel they need to learn.**

Discuss ways your training will help participants improve job performance by learning how to motivate employees.

**2. Adults learn through practical application.**

Use the exercises found in this Training Leader's Guide or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools, such as copies of the How-To Book *Effective Delegation Skills*, for your participants to take back to their jobs for continued and reinforced learning.

**3. Adults learn by solving realistic problems.**

Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

**4. Adults learn in an informal environment.**

Design your training room to be as informal as possible. Avoid classroom-style seating. If appropriate, encourage training participants to wear casual clothing. Encourage discussion and interaction to make participants feel more comfortable.

**5. Adults learn by different training methods.**

Vary your training methods. Combine discussions, role-plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

**6. Trainers learn through follow-up methods.**

Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants' managers; follow-up surveys or training sessions; three-, six-, and nine-month skill-testing sessions, etc., can help you evaluate the information being used on the job site.

## *Possible Session Agendas*

Two session agendas have been provided to help guide you through your *Improving Performance Through Empowerment* session. You can modify these agendas to meet the needs of your participants. A blank agenda sheet is also provided on page 13 if you wish to create your own agenda.

### **1 1/2-Hour Session**

<b>Activity</b>	<b>Time</b>	<b>Page Number</b>
Introducing the Session to Participants	10 minutes	18
Show Video and Review	25 minutes	20
Personal and Employee Empowerment Exercise	20 minutes	21
Making Mistakes Exercise	20 minutes	22
Posttraining Survey	10 minutes	26
Session Evaluation	5 minutes	

### **3-Hour Session**

<b>Activity</b>	<b>Time</b>	<b>Page Number</b>
Introducing the Session to Participants	10 minutes	18
Empowerment Characteristics Exercise	15 minutes	19
Show Video and Review	25 minutes	20
<b>Break</b>	10 minutes	
Personal and Employee Empowerment Exercise	20 minutes	21
Making Mistakes Exercise	20 minutes	22
How You Respond Matters Exercise	20 minutes	23
<b>Break</b>	10 minutes	
Providing Opportunities for Growth Exercise	20 minutes	24
Creating an Action Plan Exercise	20 minutes	25
Posttraining Survey	10 minutes	26
Session Evaluation	5 minutes	

*These suggested times are approximate and may vary depending on the needs of your organization and the number of participants in attendance.*

## *Trainer's Personalized Session Agenda*

You may want to plan a session that is different from the agendas provided on page 12. Below is a blank agenda to assist you in outlining your session.

<b>Activity</b>	<b>Time</b>	<b>Page</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## *Invitation Memo to Participants*

This memo can be sent to your participants approximately one to two weeks prior to your training session. Modify the memo to fit your specific needs.

(Today's Date)

TO: (Participant's Name)  
FROM: (Trainer's Name)  
RE: *Improving Performance Through Empowerment* Training Session

Managers face a difficult challenge that requires transforming our respective organizations from bureaucratic to participative entities. But unfortunately, most of us have been conditioned throughout our lives to follow the safe path. We rely on authority figures—parents, teachers, managers—for leadership, for making the rules, and for telling us what to do and how to do it.

In the workplace, empowerment means each of us must act as if the business were our own. The empowered manager creates an environment in which he or she takes responsibility for the business and encourages and supports employees to do the same.

On (insert date), we will be holding a training session on how to improve productivity by empowering employees and coaching their performance.

During the session you will learn how to:

- Allow employees to make decisions.
- Allow employees the opportunity to make mistakes.
- Encourage employees to have direct contact with internal and external customers.
- Give employees the opportunity to grow by allowing them to confront areas of weakness.
- Take responsibility for empowerment and make it an ongoing process.

To help us get the most out of our training session, please take the time to complete the enclosed Pretraining Survey and return it to me by (insert date). Your honest response to these questions will help us place emphasis on critical areas.

Please mark your calendar to attend this very important training session.

Thanks!

## *Trainer's Instructions for the Pretraining Survey*

1. Complete the Invitation Memo to Participants (page 14), and send it and a copy of the Pretraining Survey (included with Participant Materials) to each participant. Ask them to complete this survey and return it to you at least five days before the training session.
2. Use the Pretraining Survey to evaluate the needs of your participants. This survey will allow you to design the training session to emphasize areas or topics of importance.
3. A Posttraining Survey is also provided for use at the end of the training session. It will help you determine if your training goals have been met or if further education and training are necessary.

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**T r a i n i n g   M a t e r i a l s**

## Trainer's Instructions



# *Introducing the Session to Participants*

---

### **Time Required:**

- 10 minutes

### **Materials Needed:**

- Overhead 1

### **Objective:**

- To introduce participants to each other and create an environment conducive to training.
- 

1. Ask participants to go around the room and introduce themselves. Ask participants to briefly explain their jobs and what experience they have had with empowerment.
2. After all participants have finished their introductions, introduce yourself to the group. Then describe the agenda for this training session and outline the training goals.
3. Display Overhead 1. Read or paraphrase the following to the group:

### **In this session you will have the opportunity to learn how to:**

- **Allow employees to make decisions.**
- **Allow employees the opportunity to make mistakes.**
- **Encourage employees to have direct contact with internal and external customers.**
- **Give employees the opportunity to grow by allowing them to confront areas of weakness.**
- **Take responsibility for empowerment and make it an ongoing process.**

## *Empowerment Characteristics Exercise*

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### Time Required:

- 15 minutes

### Materials Needed:

- Flip chart or chalkboard

### Objective:

- To discuss characteristics of empowering vs. nonempowering managers.
- 

### Trainer's Instructions



1. Read or paraphrase the following:

**To begin our session, let's start with a simple exercise to get us thinking about our subject matter—empowerment. I'm going to create two columns—one for listing characteristics of an empowering manager, the other for listing characteristics of a manager who is not empowering. I would like you to brainstorm for characteristics that fit both categories. For example, an empowering manager would allow employees to make final decisions in areas within their expertise, while a nonempowering manager will make sure all final decisions are made through him or her.**



2. Draw a line down the middle of a flip chart page or chalkboard to create two category columns. One column will be used for listing characteristics associated with someone who empowers employees, and the other for characteristics associated with someone who does not empower employees. Ask the group to brainstorm for listings in both categories.



3. As the group brainstorms, encourage discussion on why certain characteristics are associated with either category and whether those characteristics are necessarily good or bad.
4. After about 10 minutes of brainstorming and discussion, read or paraphrase the following to the group:



**I hope this exercise has helped you begin thinking about how employees perceive our actions and comments. What we say and how we act are directly related to whether or not employees perceive us as empowering. In the video we're about to watch, we'll see how Bert, a manager of a computer design department, discovers how his employees perceive him and learns how to be an empowering manager.**

## *Show Video and Review*

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**Time Required:**

- 25 minutes

**Materials Needed:**

- Video—*Improving Performance Through Empowerment*
- Pretraining Survey

**Objective:**

- To apply the knowledge gained from the video.
- 

### **Trainer's Instructions**



1. View the video.
2. After viewing the video, distribute copies of the Pretraining Survey to participants.
3. Read or paraphrase to the group:

**Now that you have viewed the video, let's discuss the survey you filled out before the training session. Remember, this is not a time for criticism but a time to share past experience and learn from each other.**

4. Read each question and ask participants to provide examples of times when they have or have not practiced the empowering behaviors shown in the video.
5. You may wish to ask a few probing questions to encourage participation. Some examples of probing questions are:
  - Do you consider yourself to be an empowering manager?
  - Name specific areas where employees have final decision-making authority.
  - Do you encourage people to express and explore new ideas?
  - Do you provide opportunities for your employees to grow?
  - Can you be empowering in an unempowered organization?

## *Personal and Employee Empowerment Exercise*

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### Trainer's Instructions

#### Time Required:

- 20 minutes

#### Materials Needed:

- Empowerment Worksheet
- Flip chart or chalkboard

#### Objective:

- To discuss how managers can empower employees.
- 



1. Read or paraphrase the following to the group:

**In the video, Peter Block tells us that most managers feel “I would be a better boss if my boss were better,” or “If people above me would change, then I would change.” Let’s take a few minutes to create this idealized world—where your boss empowers you and you empower your employees.**



2. Distribute copies of the Empowerment Worksheet to all participants. Ask participants to complete the worksheet by first listing areas in which they wish they were more empowered, and secondly, listing areas in which they could further empower employees.



3. After participants have completed this worksheet, discuss as a large group. As participants contribute ideas and comments, create a “master list” of ideas on a flip chart or chalkboard. Encourage participants to copy this final list and use as inspiration in their workplace.



4. Read or paraphrase the following:

**While you may not be able to create an idealized work environment, and you may not be able to change your boss, there is nothing preventing you from becoming an empowering boss yourself. As Peter says, “My transformation is not waiting for the transformation of someone else.” You *can* empower your employees. And if doing so improves the productivity and morale of your department, how could your boss object? It won’t necessarily be easy, but it will be rewarding and worthwhile.**

## *Making Mistakes Exercise*

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**Time Required:**

- 20 minutes

**Materials Needed:**

- Making Mistakes Skills Practice Worksheets

**Objective:**

- To practice working with employees who want to try an idea that the manager believes will not work.
- 

### **Trainer's Instructions**



1. Read or paraphrase the following to the group.

**One of the hardest things to do when empowering employees is to watch an employee make a decision that you feel is wrong or will lead to future mistakes. Your instinct will be to jump in and stop that person. But the video warns us that what we consider helpful advice may be considered by our employees as a lack of faith in their abilities.**

**In the exercise we're about to conduct, we're going to see how these situations can be handled tactfully while still getting the needed result.**

2. Break participants into groups of three. Each person will play a role in the role-play, either as the employee, the manager, or the observer.
3. Distribute copies of the Making Mistakes Skills Practice Worksheets (found in the Participant Materials). Ask each person to assume a role. Give participants a minute to read through the worksheets, and then give them five minutes to complete the skills practice.
4. After all groups are done, have the observer, who should have been taking notes, report back to the larger group on what he or she observed. Remind participants that this should not be used as criticism but as a learning device. The observer should report on the ideas listed on the worksheet.
5. Read or paraphrase to the group:



**Dealing with people's feelings can be delicate. While we want to stop our employees from making mistakes, how we approach them can make the difference between whether they accept the knowledge we offer them or whether they feel resentful of our interference.**



## *How You Respond Matters Exercise*

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### Time Required:

- 20 minutes

### Materials Needed:

- How You Respond Matters Worksheet
- Overhead 2

### Objective:

- To discuss how to encourage new ideas from employees.
- 

### Trainer's Instructions



1. Read or paraphrase the following:

**How we respond matters. As we just learned in the previous exercise, people's feelings are delicate. If we clip their creativity or discourage their ideas, we will soon have employees approaching their jobs with half-hearted efforts—which means you'll be providing the other half. In the worksheet I'm handing out, we'll be practicing ways to approach employees by turning negative phrasing into positive phrasing.**



2. Distribute a copy of the How You Respond Matters Worksheet to all participants. Give each participant time to complete the worksheet.



3. After about 5–10 minutes, ask for volunteers to share their ideas and discuss as a group. Then read or paraphrase the following to the group:

**You all seem to have the right idea, and like everything else, practicing these ideas will improve performance. Of course, you won't always be able to remember the "right" phrasing, but there are five basic rules—which are easy to remember—that will help you better communicate with employees.**



#### Five Rules for Encouraging Employee Ideas

1. Always acknowledge ideas or input from employees.
2. Really listen to the idea and evaluate it.
3. Ask questions to clarify the idea.
4. Try to find something positive in the idea and communicate that to the employee.
5. Be open and willing to give the employee's idea a try.



4. Read or paraphrase the following:

**Keep these five rules handy. Using them won't always be easy or practical, but keeping these rules in mind, and using them whenever possible, will definitely help you build better relationships with employees.**

## *Providing Opportunities for Growth Exercise*

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**Time Required:**

- 20 minutes

**Materials Needed:**

- Opportunities for Growth Worksheet

**Objective:**

- To discover ways to provide opportunities for growth.
- 

### **Trainer's Instructions**



1. Read or paraphrase the following:

**In the video, one of the questions presented to Bert was, “Do I provide opportunities for my employees to grow?” When you ask yourself this question, what answer do you get? The worksheet I’m about to hand out will help you put down in writing concrete ideas for providing growth opportunities for at least one position in your department.**



2. Distribute copies of the Opportunities for Growth Worksheet (provided in Participant Materials). Ask participants to complete this worksheet based on one position in their department.



3. When all participants are done (allow up to 10 minutes), read or paraphrase the following:

**Keep this worksheet handy and complete one periodically for each position in your department—perhaps for performance reviews. Be sure to get input from the employee to see how he or she would like to grow in his or her career.**

## *Creating an Action Plan Exercise*

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### Time Required:

- 20 minutes

### Materials Needed:

- Empowerment Action Plan Worksheet

### Objective:

- To create an action plan for implementing empowerment ideas in the participant's department.
- 

### Trainer's Instructions



1. Read or paraphrase the following:

**We've almost reached the end of our training session. The one worksheet I have left for you is an Empowerment Action Plan. I want you to take about 10 or 15 minutes to look over this worksheet and fill it out based on the information you've learned here today. Try to create an action plan that will work for your department and one that you will be able to implement fairly easily.**



2. Distribute the Empowerment Action Plan Worksheet. After participants have had time to complete the action plan, read or paraphrase the following:

**Before you go today, I want to leave you with one last thought on empowerment from Peter Block. In the video he tells us, "It is very easy to look above us and say the institution won't support it. Or to look below us and say the subordinates don't want to take responsibility. These are both excuses. They're the easy way out. It is within our capacity (to say) 'I will create a world of my own choosing.'"**



## *Posttraining Survey*

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### Trainer's Instructions



#### Time Required:

- 10 minutes

#### Materials Needed:

- Posttraining Survey

#### Objective:

- To determine if participants have understood the material presented in this session.
- 

1. Read or paraphrase the following:

**This worksheet is designed to evaluate the effectiveness of this training session. It will help us determine what areas we need to improve for future sessions. In no way will it be used to penalize you.**

2. Distribute the Posttraining Survey (found in the Participant Materials) and give participants time to complete it. This survey is designed to help the participants reflect on what they have learned and how they plan to implement it in their work environment. Discuss the questions and ask volunteers to share their answers with the group. Answers will vary for each participant.

### Posttraining Survey

1. What steps will you take to become more trusting of your employees?
2. Name specific tasks in which you will give your employees final authority.
3. How will you approach an employee you feel is making a mistake?
4. What are three guidelines you will use to encourage employees to think of new ideas?
5. What method do you plan to use to make sure your employees have opportunities for growth?

## *Follow-Up Memo*

The memo below should be personalized and sent to each participant one to two weeks after your training session. By following up in this manner, you will give participants the opportunity to review and utilize what they learned in their work environment.

(Today's Date)

TO: (Participant's Name)

FROM: (Trainer's Name)

RE: *Improving Performance Through Empowerment* Training Session

Earlier this month you attended a training session in which we talked about the importance of motivating employees to improve performance, and you learned the skills necessary to do so effectively. During the training session you learned how to:

- Allow employees to make decisions.
- Allow employees the opportunity to make mistakes.
- Encourage employees to have direct contact with internal and external customers.
- Give employees the opportunity to grow by allowing them to confront areas of weakness.
- Take responsibility for empowerment and make it an ongoing process.

If you would like to continue your own self-study to improve your performance management skills, you are welcome to contact me or (name/department) for use of the *Improving Performance Through Empowerment* video and other materials we have collected on successful empowerment.

Enclosed with this memo is a copy of the Am I an Empowering Manager? worksheet. This worksheet is designed for you to use as a self-evaluation tool or, like Bert in the video, you may wish to give this questionnaire to your employees and ask them to give you honest feedback.

Our hope is that you have been able to put the ideas you learned to work within your area. If you have any questions, please contact me at extension (###).



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*Improving Performance  
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P a r t i c i p a n t M a t e r i a l s

# Pretraining Survey

## INSTRUCTIONS:

Read each question and write your answers in the space provided. Be prepared to discuss your answers at the training session. This survey is a learning exercise only and not a test.

1. Do you consider yourself to be an empowering manager? If yes, please explain.

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2. Name specific areas where your employees have final authority.

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3. Do you allow your employees to make mistakes? If yes, please explain.

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4. Do you encourage your employees to express and explore new ideas? If yes, please explain.

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5. Do you provide employees with opportunities to grow and learn? If yes, please explain.

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# Empowerment Worksheet

## INSTRUCTIONS:

The page below is divided into two columns. On the left side of the page, list aspects of your job or work environment in which you wish you were more empowered. On the right side of the page, list ways in which you could further empower your employees. Be prepared to share your answers with the group.

**Ways in Which I Wish I Were  
More Empowered**

**Ways I Can Empower My Employees**

# Making Mistakes Skills Practice Worksheet

## *Employee*

**INSTRUCTIONS:** Read through the scenario below. Be prepared to assume the role of this employee. Use information provided here to act as you think the employee would in this situation. Be prepared to embellish or add to the role as you see necessary.

You are a computer operator in charge of running company reports regarding both internal department budgets and client expense reports. It is mid-morning, and you have just received special requests for two reports. One is a department budget report requested by noon. The other is a client report requested by 2:00 p.m. You are running the department report first because it should only take 45 minutes, giving you plenty of time to complete that report, deliver it on time, and start the next report, which will take approximately 90 minutes. Your manager is about to come to you and tell you that you've made the wrong decision. Defend yourself and your decision.

# Making Mistakes Skills Practice Worksheet

## *Manager*

**INSTRUCTIONS:** Read through the scenario below. Be prepared to assume the role of this manager. Use information provided here to act as think the manager would in this situation. Be prepared to embellish or add to the role as you see necessary.

You are a manager of a computer operations department. One of your employees is in charge of running company reports regarding both internal department budgets and client expense reports. It is mid-morning, and your employee has just received special requests for two reports. One is a department budget report requested by noon. The other is a client report requested by 2:00 p.m. Your employee has decided to run the department report first. You think that is the wrong decision.

Your role is to address the choice your employee has made for the situation above. You need to tell the employee that the client report needs to be done first because the account manager for that client needs the information to prepare for a 3:00 p.m. meeting. You are afraid, based on your past experience, that running that report will take longer than usual if you try to run the report around noon. This is the busiest time of the day for activity on the organization's computer system, and slowdowns and even computer failures have been known to happen because of overactivity. Also, because the report is for client activity, you feel it should take priority over an internal department request.

# Making Mistakes Skills Practice Worksheet

## *Observer*

**INSTRUCTIONS:** You will be observing a role-play between a manager and employee. Take notes on what you observe. Use the questions below as guidelines for your observations.

### **Manager Behavior**

- Is the manager polite and respectful of the employee?
- Does the manager listen to the employee's explanation for his or her decision?
- Does the manager offer explanations for his or her decision?
- Does the manager offer solutions or information that will help the employee make a better decision the next time he or she faces a similar situation?

### **Employee Behavior**

- Does the employee offer a good explanation for his or her decision?
- Was the employee open to what the manager was saying? Did he or she seem to understand why the manager was questioning his or her decision?
- Did the employee seem discouraged at being corrected? Did the manager react to that discouragement?
- Did the employee ask questions to clarify what the manager was saying?

# How You Respond Matters Worksheet

**Instructions:** Read through the sentences below. Rewrite each one, turning it from a negative approach into a positive approach.

1. If you don't file that report now, it's going to get misplaced.

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2. You should call accounting today to get up-to-date figures.

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3. If I were you, I'd want to finish the Johnson report before I got started on the Green report.

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4. Why did you call data processing for that report before asking me if I had it?

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5. You shouldn't call customers directly. That's what our customer service department is for.

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# Opportunities for Growth Worksheet

**Instructions:** Complete the worksheet based on one position in your department. An example is provided.

**Position:** Copywriter

**Current Duties:** Write press releases  
Write copy for organization's brochures  
Write copy and organize bimonthly newsletter

**Growth Opportunities:** Prepare and make marketing presentations to clients  
Initiate direct contact with mass media sources  
Begin overseeing a portion of the advertising campaign

**Position:** \_\_\_\_\_

**Current Duties:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Growth Opportunities:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Empowerment Action Plan Worksheet

**Instructions:** Complete this worksheet as preparation to implement empowerment within your department.

1. Describe a situation, project, or goal that is currently applicable in your department/organization.

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2. List the people who are involved in this situation.

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3. List ways you can empower these people to complete their task(s).

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4. Identify growth opportunities for these employees and their task(s).

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# Posttraining Survey

## INSTRUCTIONS:

Read each question and write your answers in the space provided. This survey is a learning exercise only and not a test. Use it to reflect on what you have learned in this training session and how to implement this knowledge into your work environment.

1. What steps will you take to become more trusting of your employees?

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2. Name specific tasks in which you will give your employees final authority.

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3. How will you approach an employee you feel is making a mistake?

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4. What are three guidelines you will use to encourage employees to think of new ideas?

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5. What method do you plan to use to make sure your employees have opportunities for growth?

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# Session Evaluation Form

## *Improving Performance Through Empowerment*

**INSTRUCTIONS:**

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

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
This training program concentrates on the importance of empowering employees.	5	4	3	2	1
This training program helped me understand the importance of empowering employees.	5	4	3	2	1
As a result of this program, I am more confident in my ability to empower my employees.	5	4	3	2	1
The objectives of the program were clearly presented.	5	4	3	2	1
Opportunities to ask questions and discuss issues were sufficient.	5	4	3	2	1
The session was well organized.	5	4	3	2	1

The best part of this program was: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

This program could be improved by: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Additional comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I would recommend this session to others. (Circle one.) **Yes** **No**

# Am I an Empowering Manager?

1. Am I an empowering manager? Examples:

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2. Do I allow employees to make final decisions on their projects? Examples:

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3. Do I provide my employees with opportunities for professional growth? Examples:

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4. Do I encourage employees to express or present new ideas? Examples:

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5. In what specific ways could I improve my ability to empower employees?

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*Improving Performance  
Through Empowerment*

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O v e r h e a d s

# Session Objectives

- **Allow employees to make decisions.**
- **Allow employees the opportunity to make mistakes.**
- **Encourage employees to have direct contact with internal and external customers.**
- **Give employees the opportunity to grow by allowing them to confront areas of weakness.**
- **Take responsibility for empowerment and make it an ongoing process.**

# Five Rules for Encouraging Employee Ideas

1. Always acknowledge ideas or input from employees.
2. Really listen to the idea and evaluate it.
3. Ask questions to clarify the idea.
4. Try to find something positive in the idea and communicate that to the employee.
5. Be open and willing to give the employee's idea a try.

# *Notes Page*