

# **SECRETS OF MANAGEMENT SUCCESS**



## **INSTRUCTOR GUIDE 1-DAY COURSE**

**HRDQ<sup>®</sup>**

**SECRETS OF MANAGEMENT SUCCESS**

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# Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

## Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:





- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

## Application of Adult Learning Styles






Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

# Course timing

## Chapter One: The New Work Environment





Type of Activity	Segment	Time
	Introduction	15
	What's different?	5
	Is work the new family?	10
	The nature of your job	10

## Chapter Two: Supervisory Styles





Type of Activity	Segment	Time
	What's your supervisory style?	10
	Downpour	10
	Lightning	10
	Fog	10
	Sunny	10

## Course timing (cont.)

### Chapter Two: Supervisory Styles (cont.)



Type of Activity	Segment	Time
	Foundational skills	15
	Showing empathy	10
	Practice	15
	Application	15

### Chapter Three: The Model for Keeping Responsibility Where it Belongs



Type of Activity	Segment	Time
	Model overview	10
	Step 1: Manager empowers employee	10
	Step 2: Employee owns the task/problem	10
	Activity: Whose problem is it?	10
	Step 3: Manager supports but doesn't solve	15

## Course timing (cont.)

### Chapter Three (cont.)

Type of Activity	Segment	Time
	Practice: Using systematic analysis	15
	Step 4: Employee learns from the task/problem	20

### Chapter Four: Applying the Model to Behavior and Performance Problems

Type of Activity	Segment	Time
	Case studies and debrief	60
	Application	60

### Chapter Five: Counseling and Mentoring

Type of Activity	Segment	Time
	Counseling for performance improvement	30
	Set limits on "confidential" conversations	15
	Create a fair, flexible, and supportive work environment	15
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## Course objectives

Successful completion of this course will increase your knowledge and ability to:

- Develop responsible employees
- Foster good decision making in your employees
- Encourage a positive climate
- Decrease power struggles and ego fights
- Implement a flexible model for helping employees handle their own problems
- Use “accountable moments” as learning opportunities for employees
- Be fair, flexible, and supportive
- Offer appropriate counseling to employees

### Secrets of Management Success

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### Course objectives

- Develop responsible employees
- Foster good decision making in your employees
- Encourage a positive climate
- Decrease power struggles and ego fights

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### Course objectives (cont.)

- Implement a flexible model for helping employees handle their own problems
- Use “accountable moments” as learning opportunities for employees
- Be fair, flexible and supportive
- Offer appropriate counseling to employees

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# Chapter One



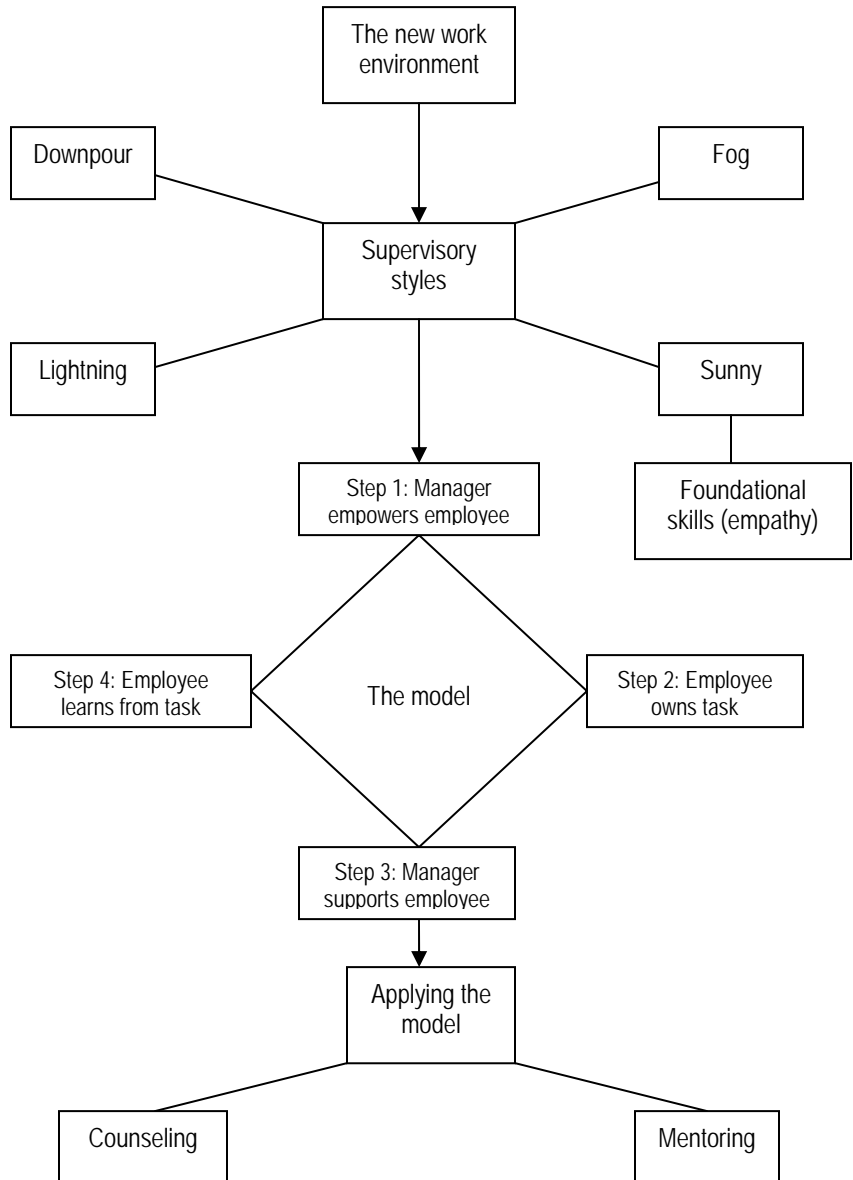
## ***THE NEW WORK ENVIRONMENT***

Icebreaker activity: Divide participants into small groups. Have each member of the group introduce him/herself and tell a little about their background. As part of the activity, have each group calculate the total number of years of experience the group has supervising and managing.

Debrief by having each group share their total years of experience, then calculate a grand total for the entire group. Emphasize that that adds up to a lot of expertise in the room; participants will learn from each other as well as from you.

Provide an overview of the day using the diagram as a guide. Emphasize that this day is about the people side of management.

# Introduction



## What's different?

In a *USA Today* magazine article, Joseph Kinney, executive director of the National Safe Workplace Institute, talks about the current work environment:

“Current and future workers will continue to have less emotional maturity, greater feelings of unearned entitlement, poorer social skills, less respect for older generations, a lower attention span and poorer self-discipline than ever before. Kinney points out that, for the past 20 years, people have been bombarded by the egocentric message that all personal problems are caused by “society.” Individuals are not responsible for their actions, and all blame is externalized. At the same time, there has been a breakdown in traditionally stabilizing institutions such as family, home, church, school and community.

Managers and supervisors are increasingly unable or unwilling to use effective discipline or promote fair and effective management practices. Like dysfunctional families, dysfunctional workplaces share common characteristics, such as chronic labor-management disputes, frequent grievances filed by employees, excessive numbers of stress disability claims, persistent pilfering and/or tampering, understaffing and overwork, and a rigidly authoritarian and/or inconsistent management style.”

*USA Today* magazine (March 2002) by Laurence Miller.

According to forensic psychiatrist Robert Simon in *Bad Men Do What Good Men Dream*, satisfying work affords more than just an income. For most people, it provides stability, direction, security, a sense of achievement, self-worth, camaraderie, and a feeling of belonging.

The big secret to management success: Treat employees as responsible adults. The really big secret: This is not unlike the process of raising children to be responsible adults—set them up for success by giving them small tasks/problems they have a good chance of handling well; don't jump in and rescue them when trouble arises; instead, let them learn from their mistakes.

Activity: Have participants work in small groups to answer the questions in the workbook. Debrief by recording their thoughts on flip chart paper (or having each group record their answers themselves). Some ideas:

Similarities: People tend to fall into habits and patterns that may not be the most productive. For example, you may have to nag or yell or use guilt on your employees like you nag or yell or use guilt on your children.

There's usually someone who acts like a "mom"—or caretaker—for the group and that may feel a little too smothering.

Employees sometimes act like little kids and tattle on each other, or create conflicts over small issues – "It's not fair!"

You all have something in common—in families, you have blood in common; at work, you have the organization's goals and purpose in common.

Differences: Employees are not actually your family. There is a business purpose for the work that gets done and relationships that are developed (not that it's only business, but it's ultimately business).

Advantages: You can get rid of "bad" employees but you can't get rid of "bad" family members.

Disadvantages: If you don't like your family, you don't have to see them or talk to them everyday, but you have to see your coworkers and employees every day.

## Is work the new family?

Activity: Describe the similarities and differences between work and family, compare the advantages and disadvantages of work versus family.

Similarities:

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Differences:

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Advantages:

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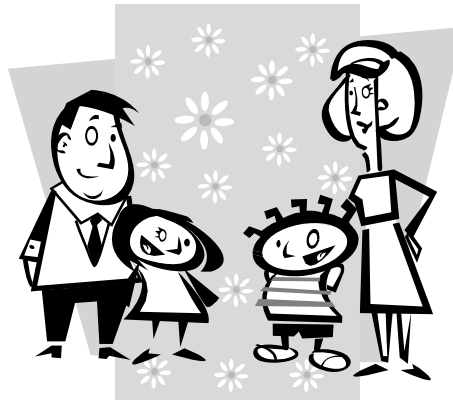
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Disadvantages:

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# The nature of your job

Managing people is your job; it's not the thing that gets in the way of your job.

## What are your roles?



Activity: Have participants work in pairs or small groups and list all the different roles they have as a manager. Some ideas: Coach, referee, dictator, counselor, friend, advisor, parent, leader, advocate, disciplinarian, etc. Ask participants how many of the roles relate to the people side of managing (probably many, if not most). Reinforce that this is why today is all about the people side of managing.








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