SECRETS OF MANAGEMENT SUCCESS

INSTRUCTOR GUIDE

1-DAY COURSE

HRDQ®

Version 2.0
Last updated May, 2008

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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
	The next step: mentoring	20

Contents

Contents

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

Chapter **One**

THE NEW WORK ENVIRONMENT

Introduction

The new work environment

Downpour — Supervisory styles — Fog

Lightning — Supervisory styles — Sunny

Step 1: Manager empowers employee

Foundational skills (empathy)

Step 4: Employee learns from task

The model

Step 2: Employee owns task

Step 3: Manager supports employee

Applying the model

Counseling

Mentoring

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.

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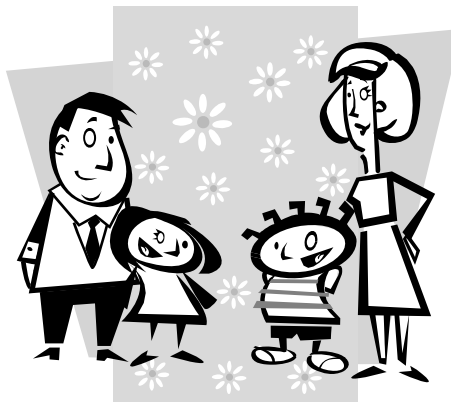
Activity: Have participants work in pairs or small groups and list all the different roles they have as a manager. Some ideas: Coach, referee, dictator, counselor, friend, advisor, parent, leader, advocate, disciplinarian, etc. Ask participants how many of the roles relate to the people side of managing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