

**Up-A-Notch™ Training System
for Managers
By Dave Kahle**

Creating a Positive Workplace Environment

Facilitator's Guide

Congratulations, you are going to facilitate this training session.

Your job includes these things:

- facilitating the group conversations
- supporting and encouraging each member
- managing the details of the program
- holding people accountable for doing their assignments.

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It's important that each member of the group personally consider the material on the tape and do the exercises in this manual. Instead of "teaching," your job is to help them learn. That means ensuring that each participant completes the exercises, enters into the dialogue, and faithfully keeps to the learning procedures built into the program.

It's really not that difficult. Just follow our directions. As you complete each task, check the line in front of it.

Note: If you have more than eight participants, we recommend you split the group into two small groups with four or five participants in each and hold separate training sessions for each group. The exercises are designed for small groups, usually no more than seven people.

Here's how to do it...

Prepare for the session:

- ___ Make sure you have a working video player and monitor, or as a less desirable option, an audio cassette player.
- ___ Have an easel or white board available.
- ___ Prepare one set of materials for each of the participants.

- Hand one “Participant’s Guide” to each person involved in the training. To order more guides, call The DaCo Corporation, 1-800-331-1287.
- Split up the “bubble pads” so that each participant has at least three sheets. Split up the “prescription pads” so that each participant has at least two sheets.
- Obtain the copies of the “Prescriptions” that were written at the end of the last meeting.
- Arrange the chairs in a comfortable, semi-circular pattern.

____ Send a written invitation/reminder to each participant. Remind them to bring something to write with, and to hold their calls.

During the training session:

____ Begin with a discussion of the progress the participants made on their prescriptions. Get last session’s prescriptions then say this:

“At each training session, we will all be making commitments for things we are going to do differently. In some cases, we may reconnect to something we already know we should be doing. In other cases it maybe something we haven’t done before, regardless, making these commitments or writing “prescriptions”, is a part of every session.

A part of every session is following up on the prescriptions we wrote in the previous training session. That is what we are going to do now. I am going to read each prescription and ask you how you are doing on that.

I will go first.”

____ Now, read your prescriptions and explain in detail how well you have done at accomplishing it. If you noticed some positive results, make sure that you describe them and relate these results to the actions you took on your prescription. Remember to give a well thought out, honest, detailed report. The other participants will copy your modeling of how to report.

____ Then proceed to ask each person to report. Say, “ _____, you said you were going to (read the prescription). Tell us what you did.”

When appropriate, also ask, “What result of your actions did you see?”

____ Be sure to thank everyone who reported, and to positively encourage those who followed through on their prescriptions.

____ Distribute the handouts. Allow them a few minutes to review the materials. Tell them the pages marked “Notes” at the top are to be completed while the tape is being played, and the pages marked “Exercises” are for after the tape is finished.

Say this:

“Today’s topic is Creating a Positive Workplace Environment. Take a couple of minutes to look through the materials. Note that the pages marked “Notes” at the top are to be while the tape is playing, and the pages marked “Exercises” should be completed afterward.”

_____ When everyone is ready, turn on the tape. Continue to view (listen to) the tape until it is finished.

Following the end of the tape:

_____ Immediately after the tape is finished, give everyone a few moments to complete their “Notes.”

Say this:

“Take a couple of minutes now and finish filling in the blanks on the ‘Notes’ exercise.”

The participants may want to discuss the notes or some aspect of the taped presentation. Allow them to do so.

_____ ***Exercise One: Make A “Praise Sandwich”***

- Give everyone a few moments to read the directions for Exercise One.
- Then allow five to ten minutes for each person to complete that exercise.
- When everyone is finished, ask each person to share what he or she has written. Generate some discussion so that people will gain ideas from one another.

_____ ***Exercise Two: What can you do better?***

- Give everyone a few moments to read the directions for Exercise One.
- Then allow five to ten minutes for each person to complete that exercise.
- When everyone is finished, ask each person to share what he or she has written. Generate some discussion so that people will gain ideas from one another.

_____ ***Exercise Three: Generating Ideas***

- Give everyone about five minutes to complete three of their yellow bubble pads.

Then, once again, ask people to share their ideas. This exercise will help others understand how to record a “good idea,” and will stimulate additional ideas.

Say this:

“Now let’s share some of these ideas. I’d like each person to share at least one. If you hear someone else’s idea and that makes sense to you, feel free to record it as your own on one of

your bubble sheets. You can have more than three. (Call on someone or go first yourself) _____, what's one of your ideas?"

- Continue in this way until everyone has had a chance to share at least one idea.
- If people are hesitant to share, or if they have no ideas, take a few extra moments to review the content of the tape by going through the "Notes" exercise. Review each major point, and ask people to comment on it.

Say something like this...

"The first point he made was that"

"Does that make sense to you?"

"How could we use that idea in this organization?"

"Any way that you might be able to use that?"

- In this way, continue down through the "Notes" exercise, reviewing each point, and encouraging people to find "ideas" and write them down.

_____ *Exercise Four: Distilling the Best*

- Give everyone a few moments to complete it.
- Ask each person to share his or her ideas.

_____ *Exercise Five: Precisely Prescribing*

- This time, ask each person to make a copy of his or her prescription, writing it on an additional Prescription pad. Ask each to write his/her name on the prescription, and turn it in to you.
- Mention that at the beginning of the next session, the group will review each of these prescriptions in order to hear what progress each person has made.

Say this:

"At the beginning of the next session, we'll take a few minutes and find out what progress each person has made on his/her prescriptions. Be prepared to tell us what you did, and what results you saw. We'll be looking especially for success stories."

_____ Now, confirm the time, date and place for the next session, and close this session.

_____ Fill out the evaluation form (next page) and fax it to 616-451-9412.

EVALUATION

Please complete this form after the training session and fax it to 616-451-9412.

Program title: _____

How many people attended: _____ Date of session: _____

Based on your discussion of the progress made on *last month's prescriptions*, which of these occurred? Check one in each column.

- | | |
|---|--|
| <input type="checkbox"/> No one acted on their prescriptions. | <input type="checkbox"/> There were no positive results. |
| <input type="checkbox"/> A couple of people acted on their prescriptions. | <input type="checkbox"/> A few people indicates some positive results. |
| <input type="checkbox"/> Most attempted to complete their prescriptions. | <input type="checkbox"/> Most reported positive results. |
| <input type="checkbox"/> Everyone acted on their prescriptions. | |
| <input type="checkbox"/> Everyone reported positive results. | |

One such result was:

Please place a check in the box for how you believe the majority of the people would respond.

	Not at all	A little	Some-what	A lot	A great deal
How practical & useful was the content?					
How practical & useful were the exercises?					
How easy was the program for you to facilitate?					

What was the most valuable thing your people gained?

What one thing would you suggest we change for next time?

Do you have any suggestions for topics that we should test in the future? Please describe.

Optional: Your Name _____ Phone # _____
 Email _____

Notes for Creating a Positive Workplace Environment

- The goal is to create a workplace that is positive, effective and productive.
- A work climate that is largely positive makes even the unpleasant task of employee discipline much more effective.
- Over the years a fair number of organizations have used the metaphor 'family' to create a sense of shared commitment among employees.
- When tough business decisions are on the table, things like closures, mergers, firings and layoffs, the effective employees come to learn that a work family is not quite like a personal family. They learn that business comes first.
- There are similarities between a work group and a family: There's sibling rivalry, claims of favoritism, division of labor and need for discipline.

Four Powerful Practices:

1. Effective Delegation
2. Routinely Used Praise
3. Establishing Professional Boundaries
4. Making Expectations Clear

Number One: Effective Delegation (To Do It Right Syndrome)

1. Avoid the “one way”

- Be honest with yourself about an acceptable margin of difference if you want your staff to accept some responsibility and the accountability that goes with it.
- It's important to give employees some latitude.

2. Avoid the blame game.

- When people are playing the blame game, nothing is getting solved.

3. Perfectionism

- As a manager it is your prerogative to nitpick and drive your employees crazy, but is that what you really want? Acknowledging these perfectionist traits in yourself and maintaining a sense of humor about them can go a long way in making them less frustrating to those who report to you.

Effective Delegation Template

Six questions to ask yourself:

1. How important is this?
2. How urgent is this?
3. Exactly what is the desired result?
4. Exactly how much authority does this person have?
5. What resources are available?
6. How am I going to check on the progress or know when it is finished?

Number Two: Incorporating Praise on a Routine Basis

- The most basic reason an employee takes a job is the need to pay the bills.
- It's motivation or incentive that makes the employee go above and beyond.
- Work consumes a huge portion of our lives and most human beings also like and require a certain amount of 'on the job' praise.
- "If they are doing their job well, then they are doing their jobs" is a philosophy of management that is counter-intuitive.
- If you are feeling 'praise deprived' in your own job, you are apt to pass that on to the people who report to you.
- Even when you are correcting a mistake or other performance issue, you have the opportunity to give praise.
- Use a 'Praise Sandwich' which means you give praise to the employee, discuss the error or correction they have made and give them a chance to explain, then top off the reprimand with another slice of praise.

Number Three: Establish Professional Boundaries

- It is extremely difficult to supervise and discipline employees to whom you are very close personally.
- It's important to remember that your group responsibilities and theirs are both different and also inter-related
- A manager's job is to balance employee needs with the needs of the organization.
- Good boundaries contribute to a positive work atmosphere and also make effective employee discipline that much easier.

Number Four: Make Expectations Clear

Self-direction is easier when the destination is laid out in the beginning.

1. Basic Job Responsibilities

- Discuss as much as you can as early as you can.
- Taking the time up front to do some thorough training can save enormous headaches down the road for you and the employee.

2. Performance Expectations

- Once they know what they are supposed to be doing, they need to know how they are supposed to be doing it.
- Every position should have measurable performance criteria and continual feedback.
- Employees need to understand expectations about latitude parameters and preferred style of getting things done.

Certain Secret That Every Employee Shares

- No one is equally good at every aspect of the job.
- As a manager, obviously you don't have the luxury of customizing every job to the individual who is in that job. The important thing is that the job gets done.
- Identifying and capitalizing on what comes easy and what creates resistance among your staff helps you to create a more positive environment.
- If you maximize your employee's strengths, they are going to feel valued and needed.
- At the same time, if you help push the employee through their resistance, they'll be growing personally and professionally and you'll have a higher performing staff.

Exercise Two: What can you do better?

Using the four powerful practices that are discussed in Dave Kahle's video, write down how you personally can improve your management style, and therefore your work environment. Be specific.

1. Effective Delegation (What can you do to better delegate tasks or be less of a perfectionist?)

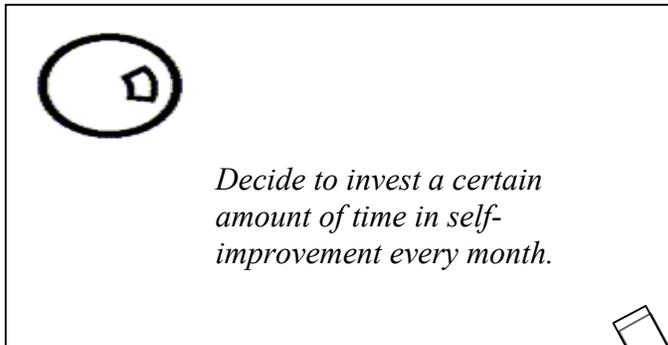
2. Incorporating Praise on a Routine Basis (What are some things you can say or do to improve morale in your office?)

3. Establish Good Professional Boundaries (How can you create a good balance and also walk that fine line of friend/supervisor?)

4. Make Expectations Clear (How can you make an employees job responsibilities more concise? What are the performance expectations?)

Exercise Three: Generating Ideas

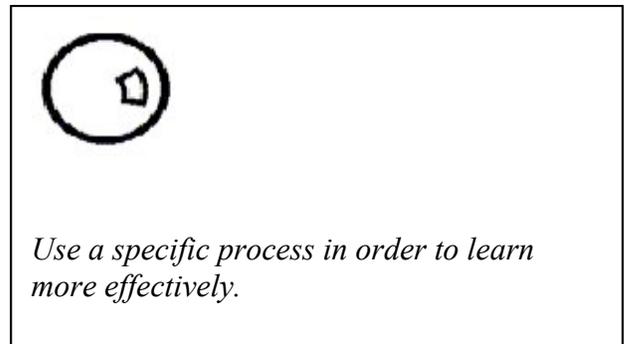
Use the bubble pads to write down at least three good ideas you gained from today's session. Remember the four criteria for a "good idea." We've illustrated a couple of samples for you.



Remember, a good idea is one that:

- * focuses on the future*
- * focuses on action*
- * focuses on your behavior*
- * is a small step toward one of your learning goals*

SAMPLE



Exercise Five: Precisely Prescribing

Turn the idea from the previous exercise into a Precise Prescription. Write that prescription on the Rx pad. We've done an example for you. Now, take your prescription and post it someplace where it will remind you to do it.

