



REPRODUCIBLE TRAINING LIBRARY

Customizable Soft-Skills Courseware

Employee Initiative

How to make it Happen



Instructor Guide

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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.

Please note: Only the pages highlighted in yellow below are those featured in this preview.

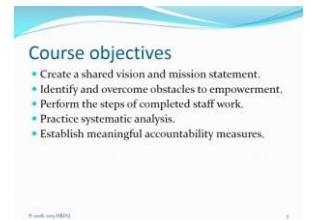
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Course objectives

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

- ◇ Explain the concept of empowerment
- ◇ Create a shared vision and mission statement
- ◇ Identify and overcome obstacles to empowerment
- ◇ Recognize and replace negative norms
- ◇ Recognize the benefits and challenges of completed staff work
- ◇ Perform the steps of completed staff work
- ◇ Practice systematic analysis
- ◇ Evaluate and prioritize alternatives objectively
- ◇ Establish meaningful accountability measurements
- ◇ Minimize the negative effects of errors and mistakes



PREVIEW

Chapter One



UNDERSTANDING EMPOWERMENT

Introduction: Many managers complain that their employees' work is incomplete and lacks professionalism. On the other hand, many employees complain that their managers don't let them do interesting projects. The solution to both situations is accomplished by empowering employees and requiring accountability in return. Review the definition of empowerment listed on this page. Empowerment is a balance between trust and accountability.



Introduce yourself; review the course objectives and the benefits listed on this page. Explain that empowerment and accountability is a way of building ownership in employees—changing their mindset to become more proactive and view situations from their managers' perspectives. Review the elements of building ownership listed on this page.

Introduction

Definition of empowerment

Empowerment = Information + Authority + Accountability + Trust

Benefits of empowerment

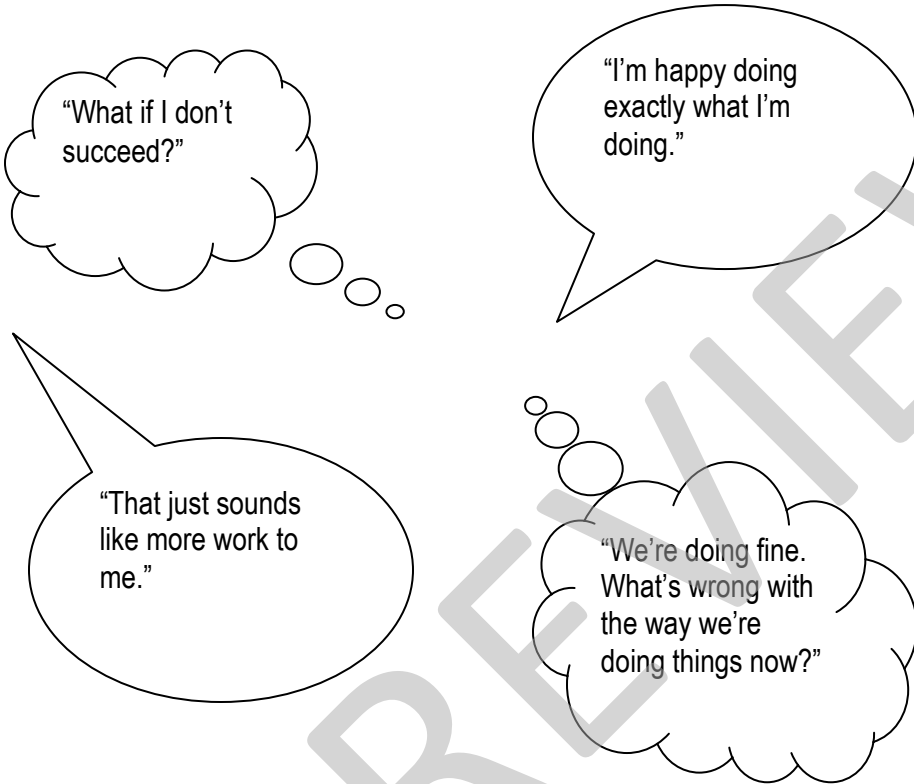
- ◇ Increases your credibility and your reputation in the workplace
- ◇ Gives you recognition as the originator of the idea or proposed action
- ◇ Increases the likelihood that your proposal will succeed because you did your homework
- ◇ Protects your boss from half-baked ideas, undeveloped presentations, and rambling memos
- ◇ Enables you to avoid potentially embarrassing mistakes and problems from unintended consequences of decisions

Building ownership

- ◇ See it
 - Everyone has eyes and is expected to use them
- ◇ Own it
 - Focus on acknowledging problems and what can be done about them
- ◇ Solve it
 - Replace “It wasn’t my fault” or “Why me?” with “What can I do to solve this problem?”
- ◇ Do it
 - Make it happen—provide the support and get the results you need

Dealing with resistance

Challenging types



Activity: Identifying empowerment obstacles

Form small groups and discuss ways your organization may be discouraging empowerment and what you can do about it.

- ◇
- ◇
- ◇
- ◇

Resistance to empowerment can take many forms. Ask participants if they've heard or thought about any of the comments listed on this page. Tie the comments to common forms of resistance.

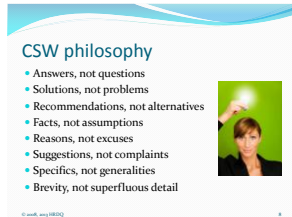
- "What if I don't succeed?" -- Afraid of failure
- "I'm happy doing exactly what I'm doing." -- Don't want responsibility or accountability
- "That just sounds like more work." -- Unmotivated
- "What's wrong with the way we're doing things now?" -- Stuck in their old ways

Activity: Have participants discuss ways to handle the resistance described in the quotes. Also, have them discuss ways the organization may be discouraging empowerment and what they can do about it. Some suggestions:

- Make it safe to make mistakes.
- Don't mask "doing more with less" under the guise of empowerment.
- Expose paternalistic attitudes of managers. Sometimes good intentions to "protect" employees hinder their development.
- Examine organization/team norms. These are unspoken behaviors that reflect the organization or team's culture. They can be positive or negative, and can be very difficult to change. (More on this on the next page.)

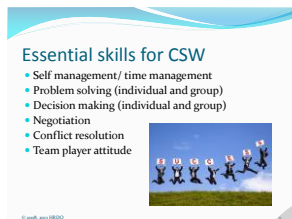
Transition: We've spent time looking at what empowerment is and common obstacles that prevent its being used effectively. Now we'll look at how employees actually complete work proactively.

Review the points on this page and the PowerPoint.



Completed staff work (CSW) means that nothing has been considered impossible. The bottom line: would you be willing to stake your reputation on the quality of the work you've done?

In order to do completed staff work, individuals need the following skills:



- Self management/time management
- Problem solving (as an individual and as a group)
- Decision making (as an individual and as a group)
- Negotiation
- Conflict resolution
- Team player attitude

Each of these skills could be a full day of training on its own. There's no time to go into any detail in this program.

What is completed staff work?

Completed staff work means that when you have finished an assignment:

- ◇ All the facts have been identified
- ◇ All assumptions have been uncovered
- ◇ All alternatives have been considered
- ◇ All the advantages and disadvantages have been weighed
- ◇ All the risks and consequences have been analyzed
- ◇ All required resources have been identified
- ◇ All individuals or groups involved have been consulted
- ◇ All applicable policies and procedures have been determined

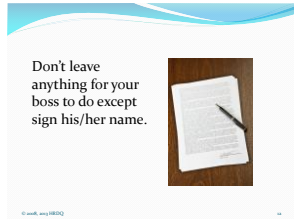
What is the goal of completed staff work?

Completed staff work is synonymous with the highest standards of professionalism. It represents your best work.

- ◇ If you were the boss, would you sign your name to the material? Would you stake your reputation and your career on its being thorough, complete, accurate, and correct?
- ◇ Would you be willing to have your next performance appraisal or salary increase based on the quality of the material you prepared?

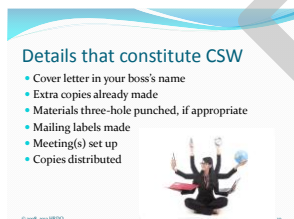
If not, take it back, and do it over. It is not completed staff work.

After you have done your homework and reached a recommendation, you need to be prepared to respond to your boss. Think through your presentation ahead of time, and be prepared to answer your boss's questions. Make the process as easy on your boss as possible.



The manager's role is to guide employees if they need it, but keep the project with the employee—don't take it on. That would deprive the employee of a growth opportunity, as well as create more work for the manager, of course.

Activity: Details that constitute CSW. Break participants into small groups or conduct brainstorm with the entire group. Think of examples of details that constitute CSW. Suggestions for filling in the blank bullets on this page are on the PowerPoint.



How to implement

Employee's responsibilities

- ◇ Bring answers to your boss instead of questions whenever possible.
- ◇ Anticipate your boss's questions and address them in the completed package, or be prepared to address them.
- ◇ Provide complete information, but avoid long-winded explanations.
 - Tell the whole story, not just the parts you want your boss to know (or not know).
 - Back-up materials should be self-explanatory.
- ◇ Present your boss with a solution so that all your boss has to do is approve or disapprove it.
 - In most cases, completed staff work includes a single document prepared for your boss's signature.

Manager's responsibilities

- ◇ Provide guidance and direction; however, don't do the employee's work for him or her.
- ◇ If an employee comes with a problem but no proposed solution, review the concept of completed staff work with him or her.
- ◇ Avoid the appearance of "rubber-stamping" proposals. You must stay engaged in the process and support your employees.

Activity: Brainstorm details that constitute completed staff work.

- ◇
- ◇
- ◇
- ◇
- ◇
- ◇

Introduction: The purpose of an accountability system is not to punish and impose consequences for failure. It is to give feedback and encourage performance improvements.

Measures the right thing: In general, it's better to focus on results rather than process. Employees and managers must agree on what's important; otherwise, employees won't see the value of doing CSW.

Activity: Have participants work in small groups to complete the exercise listed on this page. Show the James Burke quote (PPT) to encourage them to think about truly meaningful measures.

Provides feedback: It is essential for the manager to give useful feedback to the employee.

Timely: The closer the feedback occurs to the behavior, the more likely you are to reinforce, enhance, or redirect the behavior.

Specific: Address specific behaviors and actual performance, not the perceived qualities of the person.

Activity: Show PPT labeled "Specific or general?" and ask participants to identify whether each statement provides specific or general feedback. Answers: 1 & 5: specific; 2, 3 & 4: general

Fit the individual: Your approach or style needs to be tailored to make the employee feel as comfortable as possible.

Relevant to outcomes: Focus feedback on behaviors that are related to achieving the agreed-upon goals, not unrelated activities.

Consistent: Avoid showing favoritism; otherwise, the feedback may be disregarded as undeserved.

Elements of an effective system

Measures the right thing

- ◇ Employees and managers must agree on what to measure
 - Results-oriented
 - Important
- ◇ System shouldn't create additional work
 - Easy to report

Activity: What are you measuring?

Identify two or three things that you or others in your unit/team are accountable for and how you measure that performance. Are you measuring the right thing?

Provides feedback

- ◇ Timely
- ◇ Specific
- ◇ Fit the individual
- ◇ Relevant to previously agreed-upon outcomes
- ◇ Consistent

Transition: We're continuing with a focus on managers in the top part of this page. Discuss the fact that mistakes will happen. Review the situations when mistakes are not to be tolerated versus those mistakes that are learning experiences. Share the ideas for coaching for improvement.

The next section on eliminating blame shifts back to the employee's perspective. It serves as a summary for this section on accountability.

Dealing with errors and mistakes

When employees are empowered to act independently, mistakes are bound to occur. Treat mistakes as learning experiences.

- ◇ Reprimand only in these instances:
 - Dishonesty
 - Repeated mistakes
 - Laziness
- ◇ When a worker doesn't do the job right, have him/her do it over again. That way, the worker learns to do it correctly.
- ◇ Rule: Never criticize someone for doing their best.

Provide coaching for improvement

- ◇ Create a nonthreatening environment.
- ◇ Seek employee's input and ideas regarding how and what to change.
- ◇ Set realistic time frames.
- ◇ Let employee walk away with dignity.

Eliminate blame

Replace blame with accountability

- ◇ Accountability looks like:
 - Actively seeking feedback
 - Meeting commitments
- ◇ Accountability sounds like:
 - Acknowledging when you've made a mistake. Example: "I was the one who misread the data."
 - Continually communicating information. Example: "The project deadline has been moved up by two weeks. This will mean ..."
- ◇ Accountability feels like:
 - Taking ownership
 - Taking pride in your work

How to survive a major mistake

Do your homework. Go to your manager with a concise message of what happened, how it happened, and why it's not going to happen again.

1. **Admit responsibility.** Even if it wasn't your fault, state your involvement.
2. **Tell who needs to know.** What other people, departments, suppliers, or customers are affected?
3. **Give them “just the facts.”** This is not the time to be emotional.
4. **Tell who was involved.** Don't blame or point fingers; just identify the players.
5. **Tell how you've fixed the problem.** What immediate action are you taking to minimize the damage? Include a report of the costs. Calculate real numbers as much as possible; tell your manager if your numbers are an estimate and what they're based on; include costs of people, time, equipment, etc.
6. **Have a plan to prevent the mistake from occurring again.** Identify new systems or new checkpoints in existing systems. “Here's what I learned from the situation and what I'll do differently in the future.”

Every employee (including managers) will make mistakes. These tips will minimize the negative impact of the mistake and even leave people with a positive impression of your abilities and credibility.

Course review

1. Fill in the blanks.
Empowerment = _____ + _____ + _____
+ _____
2. List four questions a mission statement must answer.

3. Which of the following is NOT a type of information?
 - a. Social
 - b. Technical
 - c. Factual
 - d. Financial
4. True or False: All group norms are negative.
5. When you have finished a project, what is the one question you should ask yourself before presenting it to your boss?

6. List the steps of completed staff work.

7. Which of the following is NOT an element of an effective accountability system?
 - a. Measures the right thing
 - b. Includes an elaborate reporting system
 - c. Provides feedback
 - d. Uses principles of self-correction
8. True or False: Making mistakes always hurts your credibility.

1. information + authority + accountability + trust
2. What do we do? For whom do we do it? How do we do it? Why do we do it?
3. c. factual
4. False
5. Would I stake my professional reputation on the quality of the work I've done?
6. Agree on results, Clarify assumptions, Provide resources, Use systematic analysis
7. b — the reporting system should be simple and not create extra work
8. False

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President
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Get Started Today!

Have questions?

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