
“How to Be a More Effective Supervisor”

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How to Be a More Effective Supervisor Introduction

- Sales, Marketing and Estimating
 - What makes your company unique?
 - Are you the preferred supplier?
 - How loyal are your customers?

- Financial
 - Making your numbers work for your job
 - Understand all the cost categories and what it takes to make a profit
 - Know your financial and production position each day
 - Your job financials, budgets, job costing, estimating have to tie together

- People and Production
 - Finding and keeping good people is a challenge unto itself
 - Journeymen
 - Foreman and superintendents
 - Project managers

- Safety
 - Safety is a primary responsibility
 - A safe job equals a productive job
 - Safety is good business

Supervisorship: Keep It Simple

If foreman are not careful, they can over complicate their jobs and fail to get the fundamentals correct. Here is a basic checklist of some things you can do:

- **Raise Standards:** Constantly recruit new talent and, the bottom percentage of your crew causes most of your problems. If you eliminate and/or upgrade many of your problems will disappear.
- **Strategic Job Costing Review:** A small percentage of your activities cause most of the problems. Learn which of your activities provide you the biggest payback.
- **Business Structure:** Foreman need to build a structure that fits their needs and personality, rather than let the structure just “happen”. For many foremen, having a two key people that you can count on and will tell you the truth are critical.
- **Set crews:** It is impossible to hold your people accountable if you are constantly shifting people around.
- **Days and hour goals:** Your workers must be told hours/production rates and asked to hit the targets.
- **Identify Winners:** Identify which workers will perform, won't perform or can't perform.
- **Influencing Skills:** Foreman must learn how to effectively communicate and deal with negotiations, sales, conflict and also be able to influence workers, suppliers and other stakeholders to perform.
- **Systems:** Foreman need basic but simple systems for communicating to the crews, job set up, ordering material and things that are routinely required. These systems need not be over complicated. Their purpose is to allow everyone to see and understand what is going on with jobs even if they are not present

These are some of the basic areas managers should target for productivity improvement.

Changing Worker Demographics and Outside Influences

While leadership skills can help control a manager's destiny, social, economic, and employment trends, the following also must be taken into consideration:

- **People are no longer meek.**
- **Work attitudes are different today than of yesteryear**
- **Depression-era employment attitudes are gone.**
- **Economic conditions affect attitudes.**
- **Age and cultural activities of employees affect their perspectives.**
- **Social conditions and trends carry over into the workplace.**
- **How do workers differ from today and even 20 years ago?**

While improved leadership will improve your results, many other factors will also influence the outcome.

Philosophies on Recruitment

It is our philosophy that it is much easier to teach a hard worker a craft than attempt to teach a poor worker how to work hard. With this in mind, remember these points:

- **Recruit work and hire the right ethic.**
 - ➔ Don't be willing to accept someone else's rejects. Check all references. Avoid the pitfalls of hiring people because they are super qualified, you like them, or because you are desperate.
 - ➔ Hire the most suited person for the position. Ask applicants:
 - ◆ "Tell me about your first job."
 - ◆ "What might your former employers say about you?"
- **Use third-party qualifiers.**
 - ➔ Consider using a third-party qualifier such as a coach, teacher, minister, or parole officer.
- **Ask for employee referrals.**
- **Develop mentors.**
 - ➔ Assign teachers and mentors within your company.
 - ➔ Establish a "top gun" program to train key employees.
- **Training**
 - ➔ Set specific training goals and objectives.
 - ➔ Train for career employment opportunities.

While most companies feel positive about recruiting the right people and setting up a training program, few actually put an effective program or system in place. Implementation is the key to success.

What type of Supervisor are you?

Rate yourself

1 is never true, 2 is sometimes true, 3 is often true, 4 is always true

1. I prefer to do most things rather than ask for help
2. I get impatient when I have to wait on someone else or when something takes too long
3. I feel like I am always in hurry and always racing around the clock
4. I get irritated when I am interrupted while I am in the middle of something
5. I stay busy and keep many irons in the fire
6. I find myself doing two or three things at a time
7. I over commit myself by biting off more than I can chew
8. I feel guilty when I am not working on something
9. It's important that I see concrete results of what I do
10. I am more interested in the final results of my work then the process
11. Things just never seem to move fast enough or get done fast enough for me
12. I ask the same question over and over again without realizing it, even after I have been given the answer at least once.
13. I lose my temper when things don't go my way or work out to suit me.
14. I spend a lot of time mentally planning and thinking about future events while tuning out the here and now
15. I find myself continuing to work after my coworkers have called it quits
16. I get angry when people don't meet my standards
17. I get upset when I am in situations where I can not be in control
18. I tend to put myself under pressure from self imposed deadlines
19. It is hard for me to relax when I am not working
20. I spend more time working then socializing with friends or hobbies or leisure activities
21. I put more thought, time, energy into my work then I do relationships with loved ones and friends
22. I dive into projects to get a head start even if all the phases have not been finalized
23. I get upset with myself for making even the smallest mistake
24. I forget ignore or minimalize celebrations such as holidays, birthdays, and anniversaries.
25. I make important decisions before I have all the facts and have a chance to think them through.

What Type of a Supervisor Are you?

Hard Driver

60-100—you are considered highly workaholic, very controlling, hard driven and highly focused. However, you are on the road to burnout and research suggests that the family members and relationships tend to suffer from your focus. You expect a lot of yourself and other people. You pride yourself on your ability to outwork everyone. People eventually stop trying to keep up.

Driver

50-59---you're considered mildly workaholic, however there is hope. With slight modifications you can prevent the effects of burnout. You tend to be a reforming hard driver

Delegator

25-49---you are probably a hard worker instead of a workaholic.

Supervisor Skill Sets

- 1. ORAL COMMUNICATION**—*Listens to others; makes clear and effective oral presentations to individuals and groups.*
 - a) Listens to others and shows understanding of what they are saying.
 - b) Makes clear and effective oral presentations to individuals and groups.
- 2. WRITING**—*Communicates effectively in writing; reviews and critiques others' writing.*
 - a) Communicates facts and ideas in writing in a clear, succinct, and organized manner.
 - b) Reviews and critiques others' writing in a constructive and substantive manner.
- 3. INTERPERSONAL SKILLS**—*Considers and responds appropriately to the needs, feelings, and capabilities of others; treats others equitably.*
 - a) Considers and responds appropriately to the needs, feelings, and capabilities of others.
 - b) Creates a work environment where individuals are treated equitably.
- 4. SELF-DEVELOPMENT**—*Realistically assesses own strengths, weaknesses, and impact on others; seeks feedback from others; invests in own development; maintains technical proficiency.*
 - a) Realistically assess own strengths, weaknesses, and impact on others.
 - b) Seeks and makes use of feedback of others.
 - c) Invests time and energy in self-development and growth.
 - d) Maintains technical proficiency in area of responsibility.
- 5. FLEXIBILITY**—*Adapts to change in the work environment; effectively copes with stress.*
 - a) Adapts behavior and work methods in response to ambiguity, new information, changing conditions, or unexpected obstacles.
 - b) Copes effectively with personal and job pressures that cause stress.
 - c) Responds to reversals and setbacks in a constructive manner.

Supervisor Skill Sets Cont.

- 6. PROBLEM SOLVING AND DECISION MAKING**—*Recognizes and defines problems; analyzes relevant information; considers a variety of factors in selecting alternative solutions.*
 - a) Anticipates potential problems, issues, and opportunities.
 - b) Recognizes and defines a problem or issue, gathers the data, and distinguishes between relevant and irrelevant information.
 - c) Uses qualitative and quantitative data and analytical tools in problem solving.
 - d) Considers the values, risks, impact, and implications of decisions in evaluating and choosing alternative solutions.

- 7. TIME MANAGEMENT**—*Manages time efficiently.*
 - a) Manages own time efficiently.

- 8. CONFLICT RESOLUTION AND NEGOTIATION**—*Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner; negotiates to find mutually acceptable solutions.*
 - a) Facilitates the resolution of individual and group confrontations and disagreements in a constructive manner.
 - b) Addresses and seeks to resolve formal and informal complaints from employees.
 - c) Identifies and understands the interests of others in the negotiation process.
 - d) Negotiates to find mutually acceptable solutions.

- 9. TEAM LEADERSHIP**—*Fosters cooperation, communication, and consensus among groups.*
 - a) Fosters cooperation and teamwork among team members.
 - b) Creates an environment that encourages open communication and collective problem solving.
 - c) Seeks consensus among diverse viewpoints to build group commitment.
 - d) Plans and conducts efficient and effective meetings.

Supervisor Skill Sets Cont.

- 10. COMMITMENT TO WORKFORCE DIVERSITY**—*Manages workforce diversity by being sensitive to differences; provides employment and development opportunities for a diverse workforce.*
- a) Manages workforce diversity by being sensitive to employees with gender, racial, social, educational, and other individual differences.
 - b) Provides employment and development opportunities for a diverse workforce.
- 11. QUALITY CENTERED**—*Actively seeks customer input; ensures that customer needs are met; continuously seeks to improve the quality of services, products, and processes.*
- a) Integrates customer needs and expectations into the development and delivery of services or products.
 - b) Establishes and uses communication/feedback systems to ensure that the requirements/expectations of customers are met.
 - c) Seeks ways to continuously improve the quality of services, products, and processes.
- 12. RESULTS FOCUS**—*Works persistently to achieve goals and overcome obstacles; takes advantage of opportunities to further goals; displays accountability for results.*
- a) Works persistently toward agreed-upon goals despite opposition, distractions, and setbacks.
 - b) Recognizes and takes advantage of opportunities to further goals and objectives.
 - c) Puts priority on getting results and displays accountability for those results.
- 13. ROLE MODELING**—*Leads by example; shows congruence between words and actions; follows through on arguments.*
- a) Demonstrates a commitment to excellence in own performance, and serves as a role model to organization and employees.
 - b) Shows congruence between words and actions, and follows through on commitments.
 - c) Demonstrates and encourages high standards of honesty, integrity, trust, and respect for others.

Leadership Vs Management

Managers hold people accountable

Leaders inspire people to feel responsible and want to do something

- 1. Leaders focus on the process**
- 2. Leaders educate**
- 3. Leaders use conditional statements**
- 4. Leaders listen first**
- 5. Leaders Encourage Choice**
- 6. Leaders Set Expectations**
- 7. Leaders are confident but uncertain**
- 8. Leaders Look beyond the numbers**
- 9. Leaders make more distinctions between people**
- 10. Leaders promote ownership**
- 11. Leaders shift from the past to the future**
- 12. Leaders seek commitment**
- 13. Leaders listen before giving directives**
- 14. Leaders ask questions first**

Position Influence vs. Interpersonal Influence

Influence

Influencing other people means having an effect on the way that they think, feel, or act.

Position vs. Interpersonal influence

There are two kinds of influence available to leaders:

- Position influence
- Interpersonal influence

Position influence:

- Is based on your job title or position.
- Involves using your authority.
- Results in compliance.

Interpersonal influence:

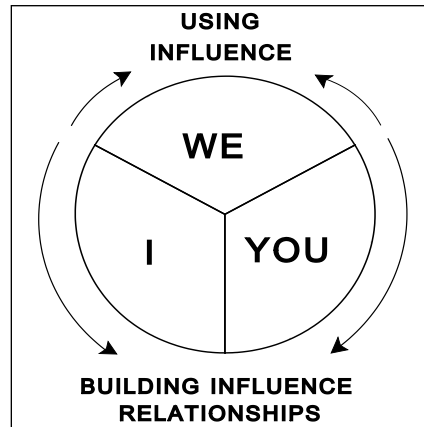
- Is based on your personal qualities and skills to inspire trust and commitment in others.
- Involves building relationships over time based on trust, support, and working together.
- Results in commitment to the task or purpose.

Effective leaders need to use both types of influence to accomplish their goals.

Effective Interpersonal Influence

Core elements:

Effective interpersonal influencing involves three core elements.



Element	Attitude	Involves
"I"	"I am a trustworthy ally."	Demonstrating one's personal reliability, competence, commitment.
"YOU"	"You are a valuable resource."	Cultivating a relationship and showing that you value a working relationship with another person.
"WE"	"We can accomplish this together."	Working together on shared problems and issues of common concern by: <ul style="list-style-type: none"> • Encouraging participation, creativity, and honest expression from yourself and others. • Demonstrating openness and flexibility in the face of new ideas, criticism, advice, and changes. • Attempting to get everyone to buy into decisions that affect them.

Personality Strengths

<p>Indirect</p> <p>Plans strategy Uses tact and diplomacy Non-intimidating Agreeable Modest Subtle</p>	<p>Direct</p> <p>Takes charge Pushes for action Forceful Challenging Confident Candid</p>
<p>Reserved</p> <p>Focuses on inner thoughts Quiet Self-contained Private Thinks things out Comfortable working alone or with one or two others</p>	<p>Outgoing</p> <p>Focuses on people Talkative Expressive Likes groups Open Talks things out Works best around other people</p>
<p>Unstructured</p> <p>Lets things happen Does as needs dictate Resists systems/rules Delegates details Takes risks readily Nonconforming</p>	<p>Precise</p> <p>Plans carefully Orders and organizes Creates systems/rules Does details Acts cautiously Structured</p>
<p>Urgent</p> <p>Likes fast pace Works well under pressure Likes a lot of variety Makes quick decisions Likes change</p>	<p>Steady</p> <p>Likes even pace Easygoing Consistent Patient Considers many options before making decisions</p>

Leadership Style Questionnaire

Directions: This questionnaire is designed to identify the present leadership style in your team and your preferred leadership style. Read each question and place the letter “Y” over the number that most nearly represents the leadership attitudes that you feel are most commonly displayed. Then consider what you feel the attitude ought to be and indicate this with the letter “W.”

The average person inherently dislikes work and will avoid it when possible.	<table border="0" style="margin: 0 auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	Work is as natural as rest or play.
1	2	3	4	5	6	7	8	9	10			
People must be coaxed and made to work.	<table border="0" style="margin: 0 auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	People can and do exercise discretion and self-control in their work.
1	2	3	4	5	6	7	8	9	10			
People will avoid responsibility if they can.	<table border="0" style="margin: 0 auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	People welcome and enjoy real responsibility.
1	2	3	4	5	6	7	8	9	10			
Most people do not care about career advancement.	<table border="0" style="margin: 0 auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	People are interested in the quality and advancement of their working lives.
1	2	3	4	5	6	7	8	9	10			
Most people are basically dull and lack creativity most of the time.	<table border="0" style="margin: 0 auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	Most people have great potential, imagination, and creativity that are untapped.
1	2	3	4	5	6	7	8	9	10			
People see money as the principal reason for working.	<table border="0" style="margin: 0 auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	Money is only one of the benefits of work.
1	2	3	4	5	6	7	8	9	10			
People do not want to improve the quality of their own working life.	<table border="0" style="margin: 0 auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	People are prepared to put effort into improving the quality of their working life.
1	2	3	4	5	6	7	8	9	10			
Objectives are straight-jackets that tie people down.	<table border="0" style="margin: 0 auto;"> <tr> <td style="padding: 0 10px;">1</td> <td style="padding: 0 10px;">2</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">4</td> <td style="padding: 0 10px;">5</td> <td style="padding: 0 10px;">6</td> <td style="padding: 0 10px;">7</td> <td style="padding: 0 10px;">8</td> <td style="padding: 0 10px;">9</td> <td style="padding: 0 10px;">10</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	Objectives give people incentives and freedom.
1	2	3	4	5	6	7	8	9	10			

Time Management

Time wasters come in many forms and varieties but generally can be categorized in two types: individual and environmental.

- **Individual Time Wasters:** Personal time wasters are areas where we have direct control of our own destiny. They usually center around our likes, dislikes, habits, personality, etc.
- **Environmental Time Wasters:** Environmental time wasters are harder to control and focus on issues other than ourselves. They can be caused by co-workers, acts of God, systems, bosses, suppliers, etc.

Specific time wasters are:

- **Disorganization:** Some people are disorganized by nature, others simply have never learned effective organizational skills. Two major sources of disorganization are:
 - ◆ Ineffective Work Areas
 - ◆ Poor paperwork management
- **Procrastination:** Some individuals by nature procrastinate. Rarely do procrastinators make good managers. One common trait of effective supervisors is a sense of urgency.
- **Interruptions:** Interruptions can be a source of inefficiency. Some interruptions are inevitable but learning to control them can be a key to improved efficiency.
- **Lack of Self Confidence:** Studies have show that there is a tendency for an insecure manager to simply take no action and wait to see what happens.
- **Meetings:** Meetings can an effective way to communicate with a group or a great way to waste great deal of time all at once.
- **Crisis Management Versus Crisis Prevention:** Failure to plan and avoid problems can create a constant fire fighting need which destroys any hope of being effective.

All of these areas can affect the ability of a manager to get things done.

Major Theories of Motivation

There are two motivational approaches managers use. The approaches are based on the leader's fundamental beliefs about the nature of people.

Theory X and Theory Y

Theory X Leaders	Theory Y Leaders
<ul style="list-style-type: none"> • Assume employees are basically lazy and find work to be unpleasant. • Use pressure, control, and enticements to meet organization goals. 	<ul style="list-style-type: none"> • Assume employees are basically achievement oriented and find challenging work motivating. • Encourage employees' involvement in solving problems and meeting organization goals.

Comments

In practice, most leaders combine elements of both X and Y.

Ways to Build Motivators

Motivator	How to Build It In
Achievement	Choose challenging work assignments that people can succeed in.
Work Itself	Choose work assignments that match the preferences of your employees. Give a person a complete unit of work to do and avoid assigning miscellaneous, unrelated tasks.
Responsibility	Give people as much responsibility as possible and as much authority as necessary. Don't make them check everything with you. Hold them responsible for the results.
Advancement or Growth	Increase and diversify the work assignments, so that people are being challenged by something new.

Two-Factor Theory of Motivation

Factors producing satisfaction are totally **different** from those that lead to dissatisfaction. These variables that directly related to motivation “Motivators” and the variables not directly related to motivation, “Environmental Factors.”

Motivators (Increase Satisfaction)	Environmental Factors (Prevents Dissatisfaction)
<ul style="list-style-type: none"> • Achievement • Praise • Work itself • Responsibility • Advancement 	<ul style="list-style-type: none"> • Company policy • Pay • Working conditions • Supervision • Benefits

Motivators are related to the **content** of a job. They produce good feelings about work and thus improve performance. Motivators are what cause people to do more than “just enough.”

Hygiene factors are related to the **context** of a job. They do not motivate, but act only to prevent the loss of morale and productivity. These factors are prerequisites for motivation, but don’t motivate by themselves.

How to Motivate Employees

Based on the Two Factor model, motivation is a two-step process:

Step	Action
1	Provide environmental factors so employees can concentrate on their work.
2	Provide motivators to spur employees on to superior performance.

Motivation Through Major Needs

Three major needs:

Need	Description
Achievement	A desire to seek challenges and solve problems.
Power	Controlling, influencing, and persuading others.
Affiliation	Developing friendships, sharing experiences, and gaining acceptance.

Motivational Profiles

McClelland developed motivational profiles based on the value individuals place on the three needs.

He believed that there are no right or wrong profiles, only different job requirements that require different operating styles. People could be trained to develop motivational profiles that will better equip them to handle their jobs.

Important Implications

The key to motivation is matching job demands with needs.

Give people the training and experience to develop motivational profiles required by their jobs.

Reinforcement Options for Motivation

Reinforcement Options

Option	Description
Positive Reinforcement	Behavior is followed by something pleasant, so the frequency of the behavior increases.
Punishment	Behavior is followed by something unpleasant, so the behavior is less likely to be repeated.
Ignoring	Neither pleasant nor unpleasant consequences follow behavior, so the behavior is eliminated or reduced over time.

How to Modify Behavior

Leaders should follow these steps to modify an employee's behavior.

Step	Action
1	Identify the behavior you want to influence.
2	Offer whatever will reinforce the desired behavior.

List of Potential Motivators

- ⑥ Steady employment
- ⑥ Good organizational policy and administration
- ⑥ Good pay
- ⑥ Chance to participate in decisions related to my work
- ⑥ Interesting work
- ⑥ Respect for me as a person
- ⑥ Incentives for good performance
- ⑥ Chances for promotion
- ⑥ Good working conditions
- ⑥ Being in on things
- ⑥ Being assigned tasks slightly beyond my capabilities
- ⑥ Variety in tasks
- ⑥ Social outlets with fellow employees
- ⑥ Pressure to work harder
- ⑥ Recognition of my work
- ⑥ Clear job description
- ⑥ Regular evaluation of my performance
- ⑥ Freedom on the job
- ⑥ Agreeing with the objectives of my organization
- ⑥ Chance for self-development
- ⑥ Being given responsibility
- ⑥ Proficiency in a number of tasks
- ⑥ Finishing what I set out to do
- ⑥ Lots of fringe benefits
- ⑥ Quality supervision
- ⑥ Acceptance by my peers
- ⑥ Knowing what I do counts for something

The Shape of Development

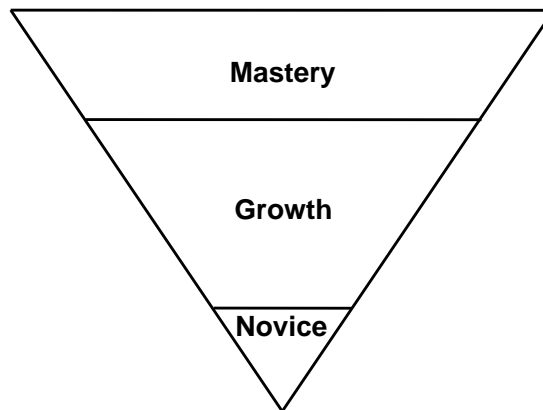
Introduction

Developing employees means to encourage them to work at the highest level of which they are capable. In order to do this, leaders must have a framework for tracking the level of employee performance as well as a range of leadership strategies that will support and encourage development of performance.

Shape of Performance

As we learn our jobs, we move through three levels related to our performance:

- Novice
- Growth
- Mastery



The Shape of Performance

At the **novice** level, our performance is minimal. What competence we have comes from what someone else directs us to do.

At the **growth** level, performance rounds out and improves as competence grows through a combination of practice and experience.

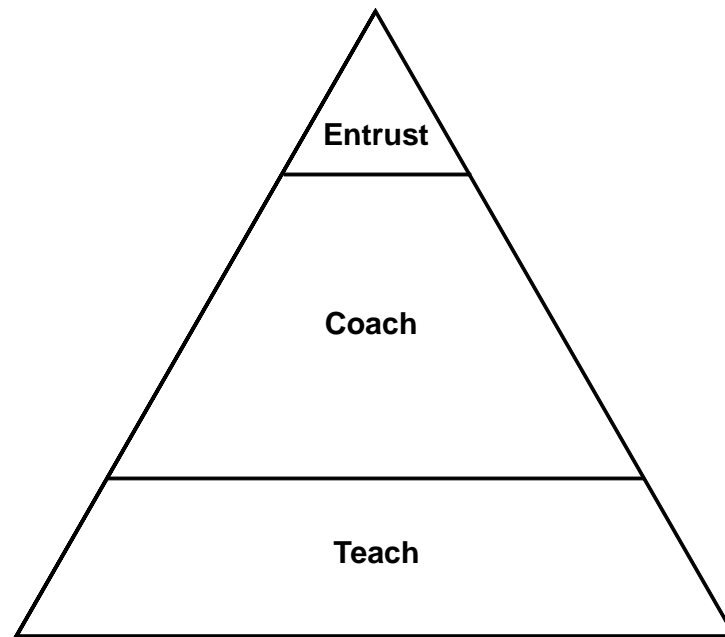
At the **mastery** level, the individual possesses all the skills and knowledge to do the job and has the confidence to do it on his or her own.

The Shape of Development (continued)

The Shape of Leadership

People cannot perform effectively in an organization without support and encouragement from the leader and the organization.

The leader's role is to support and shape the employee's performance. There are three basic levels of leadership. Each level matches and effectively supports a level of employee performance.



The Shape of Leadership

At each level the leader provides the employee with what is needed in order to function effectively. As performance grows, the employee is able to provide many of the things that the leader provided initially, so the leader's role diminishes.

Leadership Tracks

Initially you are in a **teaching** track. Here, you are providing the novice employee with the foundation needed for performance. This includes:

- Job competencies.
- Organizational know-how.
- Resources.
- Self-management skills.

The Shape of Development (continued)

Leadership Tracks (continued)

In the **coaching** leadership track your role is to provide the employee with practice and experience related to the foundation skills you provided at the teaching level. This includes:

- Providing feedback on performance.
- Building judgment and decision making.
- Enhancing self-esteem and confidence.
- Increasing responsibility and self-direction.

Your goal is shaping performance through feedback, and building confidence through providing employees with support and motivators.

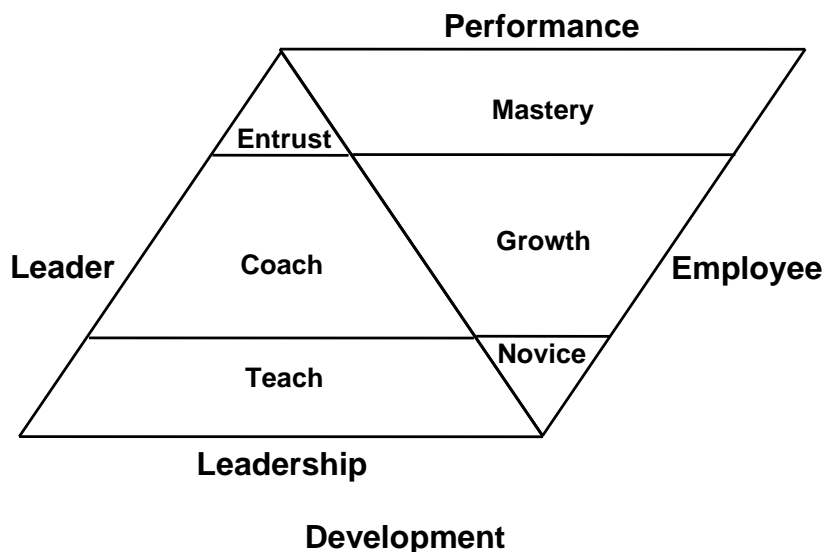
At this point, you are:

- Letting the employee make the decisions.
- Providing resources the employee needs.
- Empowering the employee to do the job.

At the **entrusting** leadership level the employee can function independent of the leader. The leader's role is to provide the employee with the authority and responsibility to do the job as well as motivators to continue functioning at the mastery level. The leader functions as a resource, not a supervisor.

Shape of Development

Putting these two shapes side-by-side gives us the shape of development.



Un-Motivational Vs. Motivational Behaviors

Undermining Behaviors

1. Telling employees how to do even the smallest tasks.
2. Not listening to what employees have to say.
3. Criticizing employees in front of others.
4. Failing to positively reinforce good ideas or good work.
5. Over-supervising.
6. Communicating negative expectations.
7. Ignoring the employee or his/her work.
8. Demonstrating lack of trust.

Supportive Behaviors

1. Encouraging employees to ask for help or advice.
2. Listening to what employees have to say.
3. Consulting and sharing with employees in handling problems.
4. Positively reinforcing good ideas or good work.
5. Letting the employee take the lead and reacting rather than directing and supervising.
6. Communicating positive expectations.
7. Recognizing the employee and his/her work.
8. Expressing trust.

Rate Your Leadership Attitudes

Listed below are several attitudes that can affect your success as a Foreman. Circle the number that you think best describes your personal attitudes as a coach.

	Rarely		Sometimes			Often	
1. I am genuinely interested in what my people do.	1	2	3	4	5	6	7
2. I support the decisions my people make.	1	2	3	4	5	6	7
3. I praise my people when they are successful.	1	2	3	4	5	6	7
4. I encourage my people to think for themselves.	1	2	3	4	5	6	7
5. I allow my people to participate in decisions.	1	2	3	4	5	6	7
6. I encourage my people to work together as a team.	1	2	3	4	5	6	7
7. I am able to remain objective when discussing problems.	1	2	3	4	5	6	7
8. I look for the "good" in what people do rather than the "bad."	1	2	3	4	5	6	7
9. I display a positive attitude even when things are going wrong.	1	2	3	4	5	6	7
10. I enjoy seeing my people be successful.	1	2	3	4	5	6	7
11. I enjoy helping my people be successful even when they get more credit than I do.	1	2	3	4	5	6	7

Manager Attributes

Foreman who are successful display some basic attributes in their relationships with their people. Effective coaches focus on four activities described below. Use this worksheet to evaluate what you are currently doing and any improvements you may want to make.

1. Orientation and Training

- I have an orientation plan that I use with new people.
- I have a training plan to teach new people their jobs.

Whether a person is new to the organization or just new to the team, orientation is necessary to give the person the right start. Orientation occurs during the first few days or weeks on the job. Training, on the other hand, is an ongoing activity. Use the space below to list any action(s) you need to take with regard to orientation and training.

2. Development

- I have met with each of my people individually to discuss strengths, weaknesses, and opportunities for improvement.
- I have written development plans for each of my people that list specific activities and deadlines.

Whether a person is new to the organization or just new to the team, orientation is necessary to give the person the right start. Orientation occurs during the first few days or weeks on the job. Training, on the other hand, is an ongoing activity. Use the space below to list any action(s) you need to take with regard to orientation and training.

Manager Attributes Cont.

3. Support and Encouragement

- I provide regular feedback, positive and corrective, to my people about their performance.
- I provide resources, remove barriers, or work directly with my people to help them be successful.

Effective leaders know that when their people are successful, they will be successful. Regular support and encouragement leads to enhanced confidence, new skills, and better overall performance. Use the space below to list any action(s) you need to take to provide support and encouragement to your people.

4. Performance Problems

- I accept responsibility for helping my people with performance problems.
- I use a systematic process to resolve performance problems.

Effective coaches help their people understand and overcome problems that get in the way of their best performance. They develop skills in dealing with performance problems. Use the space below to list any action(s) you need to take to improve your ability to handle performance problems.

Communication Realities

Traditionally three factors impact how people communicate:

Habits: Our parents, bosses, teachers and friends all taught us how to communicate. This is why someone who grew up in a ghetto will communicate differently than someone who attended prep school. No matter whether people communicate well or poorly, their patterns and style will vary.

Personality: Just like some people are short and some people are tall, we all have individual personality traits that makes us who we are. While we may have difficulty in actually seeing this personality, it makes it no less a part of us.

Skills: Some people have learned skills that enable them to be better communicators than others. However, many of these skills have been learned through trial and error during actual job and life situations. *Example: a waiter or waitress that has learned that by being friendly and listening to ensure the order is correct, he or she will make more money.*

Personal Versus Structured Communication

For training purposes, we will combine communication into two formats:

Instant or Personal Communication: Most personal communication issues are instantaneous. They are driven by our habits, emotions and responses and are reactive by nature. Personal communication can be very difficult to change, as it is spontaneous and intuitive.

Structure Communication: Structured communication is a formal process where a plan or goal is followed to reach a certain objective. If practiced properly, structural communication replaces haphazard personal communication patterns with a pre-thought out and purposeful discussion.

Rules of Timing: Timing has a huge impact on communication effectiveness. Learning to use timing to your advantage will improve your communication skills.

Rule 1: Least emotional person wins: Try not to immediately “react” to an emotional situation. Calm down prior to responding.

Rule 2: People love to complain: It is human nature to blame the problem. By forcing “future” oriented conversations, you are focusing on solutions.

Rule 3: Think and plan first: Never start spur of the moment conversation on major issues without a chance to organize your thoughts.

In summary, by focusing on structured communication we can downplay and overcome our personal communication impulses.

Managing Phony Feedback

Employee and management perceptions frequently differ. A pattern that can develop when forcing conversations with topics that are unpleasant or uncomfortable is the tendency to reply with false or unrelated circumstances

Phony feedback: is a preprogrammed defensive posture that is reactive in nature. While not hostile, it is very personal, as it confronts your sense of fair play and values and thereby sets the groundwork for taking things personally.

Tip-Phony feedback is always presented in a personal manner and designed to take advantage of your character and sense of values.

The Value of Taglines

Learning to develop preprogrammed responses

Worrying about or thinking about what to reply can be frightening to many people. The simple truth is that we do not have to think, we simply have to defuse the other parties verbal assault. Taglines can be an excellent way to do this:

Taglines: A tagline is a non-emotional response designed to diffuse the “emotional” nature of the conversation. For convenience, we have created some standard taglines you can use:

Acknowledgement lines: We all want to be heard; certain lines help the person feel you have at least heard their position:

- “I can appreciate how you feel, however....
- “If I were you, I might feel the same way, however....

Character lines:

- “This isn’t like you and we need to ...
- “You are one of our better people and...

Strength lines:

- “You are seen as one of our leaders and....
- “You have so much potential and...
- “You are such a great craftsmen and....

Tip-Try to avoid the word “but”, as it is judgmental

In summary, the basic formula for a tagline is to acknowledge the person’s position, character or strengths and then come back to the issue at hand.

Value of Structured Communication and Pre-Planning

Unlike personal or instantaneous communication, structured communication is always performed with a purpose. This allows us to make plans that focus on solving the problem. When pre-planning such communication, it helps to follow a structured format and to identify the following components:

Task or Goal: Prior to undertaking this conversation, take time to pre-determine what task or goal you want to accomplish. Focus on the end result and accountability, not personalities.

Cost-Benefit Analysis: A cost benefit analysis is done to determine how well, or how poorly, a planned action will turn out. With financial issues, such measurements are fairly easy to determine but this same logic applies to almost any situation.

Our Structured Format: Asking the following questions will help when preplanning your conversations:

1. What is the goal of this conversation? What is the minimum standard you are willing to accept?

Ralph is late and starting to miss work and your goal is for Ralph to show up on time. The minimum acceptance is one day every two months or call in advance and use a half day vacation when running late.

2. What benefits do you want to achieve by having this conversation?

Ralph will be on time and set a good example for the other crews. You will also be able to dispatch Ralph and his helper at the appropriate time.

3. What are the risks and potential costs of having this conversation?

Ralph is one of your best leads and he may get angry and quit or you may have to fire him for continuing to be late.

Answering these questions will help pre-plan your conversations. Remember, that planning allows you to visualize your goal and objectives.

Sources of Conflict

Introduction

Some conflicts are easily resolved, while others seem almost impossible.

Often, the source of conflict determines how easy it will be to resolve. There are four sources of conflict:

- Differing views over Facts
- Differing views over Methods
- Differing views over Goals
- Differing views over Values

Sources of Conflict

Facts—People can see the same facts differently, or they can disagree on what the facts are in a situation. Conflicts over facts are often the easiest conflicts to manage, because they can be resolved by sharing information or getting reliable data.

Methods—People can also disagree on how to do something. Since a conflict over methods assumes a common goal, it can usually be resolved by problem solving.

Goals—People can disagree over goals, where the disagreement is around what should be done. Collaboration—working together to come to an agreement on goals—can help resolve this kind of conflict.

Values—People can also disagree over values, basic principles, or beliefs. This is the most difficult kind of conflict to resolve, because people identify strongly with their own values. Values are deeply rooted, and people resist changing them. The best resolutions for such conflicts are those where people are not asked to violate their strongly-held beliefs.

Conflict-Handling Styles

Introduction

The way we manage conflict is shaped by a variety of life experiences, including:

- **Childhood messages.** “Nice boys/girls don’t fight.”
- **Watching others.** The way parents, friends, bosses, or co-workers manage conflict influences our own style.
- **Past situations.** The way we have handled conflict in the past influences the way we handle it now.

Conflict-Handling Styles

The five styles of handling conflict as defined by the *Dealing with Conflict Instrument* are:

- **Accommodate (I Lose, You Win):** Put aside your needs and desires and acquiesce to the other person’s requests or demands.
- **Avoid (I Lose, You Lose):** Side-step or withdraw from the conflict situation.
- **Compromise (We Both Win, We Both Lose):** Resolve the conflict quickly and efficiently by seeking a fair and equitable split between your respective positions. Each side concedes some of their issues in order to win others.
- **Compete (I Win, You Lose):** Seek to win your position at the expense of the other party losing theirs.
- **Collaborate (I Win, You Win):** Join with the other person to compete against the *situation* instead of each other.

Each of us is capable of using all five styles, although we tend to rely upon some styles more heavily than others.

Importance of Flexing Style

“Flexing” your style means that you choose a conflict-handling style that is appropriate or that best meets the requirements of the situation.

None of the styles is “bad”; all five styles are useful in different situations. The effectiveness of a style depends on the requirements of the conflict situation.

Being able to “flex” your style to fit the situation is important in managing conflict, and can lead to a more successful conflict resolution.

Conflict-Handling Styles (concluded)

To develop your ability to “flex” your conflict-handling style, you must:

- Recognize all five styles when you see them being used by others.
- Know which style is most comfortable and least comfortable for you.
- Develop basic skills in all five styles so you can choose from among them.
- Learn to diagnose situations in order to pick the best style.
- Develop advanced skills in the *Compete* and *Collaborate* styles.

In addition to the skills listed above, you must also be able to determine several things:

- How important is the outcome to me? (Is it more important than the relationship with the other party?)
- How important is the relationship to me? (Is it more important than the outcome of the conflict situation?)

Worksheet

Rate yourself on each statement by circling the number that represents your ability, with 5 being most applicable to you (a strong agreement) and 1 being the least applicable (a strong disagreement). Work quickly and spontaneously, without spending too much time on any one question.

1. I enjoy addressing conflict situations.	5	4	3	2	1
2. I can deal with different values.	5	4	3	2	1
3. I am able to turn negatives into positives.	5	4	3	2	1
4. I am able to make others comfortable in a conflict-resolution situation.	5	4	3	2	1
5. I set up a plan before going into a conflict.	5	4	3	2	1
6. I know myself and use my strengths strategically.	5	4	3	2	1
7. I work toward satisfying the needs of both parties, keeping in mind the desire for a win-win solution.	5	4	3	2	1
8. I know what I want to accomplish.	5	4	3	2	1
9. I highly value direct communication.	5	4	3	2	1
10. The questions I ask have a purpose.	5	4	3	2	1
11. I summarize to clarify my understanding of the situation.	5	4	3	2	1
12. I am open to exploring options.	5	4	3	2	1
13. I consider the wants and needs of the other party.	5	4	3	2	1
14. I have patience.	5	4	3	2	1
15. I like to listen.	5	4	3	2	1
16. I am prepared to give and take.	5	4	3	2	1
17. I appreciate a good brainstorming session.	5	4	3	2	1
18. I am able to deal with stressful situations.	5	4	3	2	1
19. I often bring a sense of humor into play to help a tense situation.	5	4	3	2	1
20. I am sensitive when it comes to the real issues of a conflict.	5	4	3	2	1

Score Sheet

Total the numbers in each category you have circled on the questionnaire to get your final score.

- a) 20 You probably find conflict very difficult. Learn as much as you can about the skills you need to acquire.
- b) 21–40 You might be able to do better. Review your strengths and weaknesses.
- c) 41–60 You have some natural capabilities. Try to develop them and expand them.
- d) 61–80 You are about to become a winner; a little more effort will get you there.
- e) 81–100 You are probably “a natural” when it comes to conflict resolution. You should be very successful.

Summary

As you see, the higher the score, the better prepared you are to resolve conflicts. Success in this field demands a wide range of skills. It would therefore be very useful for you to recognize those individual areas of competence where you excel, and work on those skills where improvement is needed.

Common Employee Comments

1. “How come you always give me the worst jobs?”
2. “This is a job for an apprentice why do I have to do it?”
3. “How come you let Joe show up late sometimes, but you constantly ride me for every little thing I do?”
4. “You should be helping us instead of sitting in the trailer.”
5. “You shorted me on hours this week” he always shows up a little late and always takes a long break
6. “The last company I worked for used to fill out the time cards how come I have to file out my time cards, that is your job”
7. “It is not my fault I am late the traffic was bad”
8. How come you are the only foreman who makes me have all my tools?”
9. “Do you want me to be productive or be safe?”
10. “Why should I buy me hand tools, no one else has them?”
11. “Why should I bust my butt no one else works as hard as me?”
12. “I am only an apprentice and I work harder than most the journeyman I deserve to be paid what a journeyman gets.”
13. “These hard hats, glasses and gloves make it hard for me to work safe, I would be safer without them.”
14. “This work should be done by the fitters I am not doing it”
15. “How come you are making me do the work when the travelers are just standing around”
16. “How come I can’t smoke on the job, when Joe is using chewing tobacco?”
17. “ it is not my fault the elevator is not working, why should I carry the material up the steps”
18. “Can I work through breaks and lunch a leave an hour earlier?”
19. “ The shop always screws up the delivery”
20. “ It is not my fault I was late from lunch it took forever to get our food”

Role Play 1

One of your team members, Mark, is late at least once a week. However, he is your hardest worker; his projects always come in under budget and Mark is always willing to stay late. However, his being late is an issue, as others look up to him and the team must wait for him.

Role Play 2

One of your long-term workers, Joe, has had attendance issues. His wife left him. You know he has two kids to take care of and one of the children is having problems at school and was caught with drugs. You also know he is having financial problems. Joe has missed 11 days in the last month.

Role Play 3

Scott is a long term employee, he has always been a good performer. As of late he has been going over on his hours. When you confronted him last month he just said that the projects were sold wrong. You have looked at the jobs and they seem fair, and you can understand some of the jobs going over just not all of them.

Role Play 4

John by far is your best worker, but he also your least safety conscious, you have already written him up twice. You have heard through the rumor mill that he is upset that you wrote him up because he is the best worker.

Role Play 5

Jeff is a good worker but he never gets his paperwork completed. You feel he never gets his paperwork completed because he always shoots the breeze with everyone. You have told him repeatedly that the paperwork is important but he still does not get it to you on time.

Role Play 6

Bill is very technical and one of your most trusted workers. However he has one of the most negative attitudes and it really effects the crew. You have avoided talking with Bill about this issue, but everyone is starting to complain because Bill is downright negative.

Role Play 7

Edward's performance has faltered over the past few months. He is usually a very dependable worker and everyone on your team likes him. You can sense that he has a drinking problem that is affecting his job.

Role Play 8

Kent is the most talented worker on your team. Kent is also a real pain and you spend most of your time dealing with his issues. He is now spreading rumors and pitting people in your team against each other.