

RESPONSIVE LEADERSHIP SEMINARS®

“Creating Productive and Preferred Work Environments”

**RESPONSIVE MANAGEMENT:
LINE-LEVEL LEADERSHIP®**

**CORE COMPETENCIES FOR
DEVELOPING QUALITY OPERATIONS**

“Where Theory Meets the Road”



5704 N.E. 71st Street • Seattle, WA 98115 • Phone/Fax (206) 523-4603 • Richard.Baron@responsivemgt.com

Responsive Management Systems®

www.responsivemgt.com

RESPONSIVE LEADERSHIP SEMINARS®

- ▲ **RESPONSIVE MANAGEMENT: LINE-LEVEL LEADERSHIP® THROUGH INDIVIDUALS**
 - Key Organizational Elements of Quality
 - Key Steps to Managing Performance Quality
 - Key Elements of Individual Performance Quality
 - Individual Skills Important to Developing Competent Employees
 - Skills Important to Preventing Workplace Conflict
- ▲ **RESPONSIVE MANAGEMENT: LINE-LEVEL LEADERSHIP® THROUGH TEAMS**
 - Think Improvement® IDEAS®: IDEA DEVELOPMENT, EXCHANGE AND SELECTION
 - Think Improvement® Problem Analysis and Participative Decision Making
 - Effective Meetings Management
- ▲ **RESPONSIVE MANAGEMENT: LINE-LEVEL LEADERSHIP® THROUGHOUT THE ORGANIZATION**
 - Responsive Colleague
 - Periodic Performance Review
 - Guidelines for Positive and Negative Corrective Action
 - Operating Effectively in a Bureaucracy

RESPONSIVE MANAGEMENT CONSULTATION, INTERVENTION & FACILITATION

- Life Line™: Leader-Focused Workgroup Conflict Intervention
- S³® Leadership Development Survey
- New Leader Coaching: “So You’re a New Leader”
- Getting Focused: Group Performance Review
- Quality Assurance System Design and Implementation
- WE - Work Environment Satisfaction Survey

RESPONSIVE MANAGEMENT SYSTEMS® MATERIALS

- Catalyst®: Think Improvement® for Line-Level Leaders
- Pocket Prompts®
- SkillCheck®
- “In Other Words . . .”® - Icebreaker Kits
- “In Other Words . . .”® - Pocket Edition
- Getting Along IN Society® (GAINS)
- Little GAINS®

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Responsive Management Systems®

“Where Theory Meets the Road”

Dear Team Member:

I'm so glad you're here!

You are about to participate in a Responsive Leadership Seminar®. Responsive Leadership Seminars® and parent company, Responsive Management Systems®, were established by myself in 1985. The information and materials contained in this seminar have been evolving and improving through my and colleagues' efforts for over a third of a century with an emphasis on “Creating Productive and Preferred Work Environments.”

Responsive Leadership Seminars® are significant for several reasons—reasons that I believe are important to you:

- Responsive Leadership Seminars® have a strong applied research base. The word “applied” is key here, since it lets you know that information in this seminar was formulated and tested in actual situations you have experienced or will experience;
- Responsive Leadership Seminars® are practical. You will spend your seminar time addressing specific leadership situations that you encounter;
- Responsive Leadership Seminars® focus on competence and skill development. The Responsive Management Systems® Paradigm, presented in the Introduction, is provided as a conceptual aid for future applications but your principal involvement will be skill acquisition and application. Up to 70% of your time will be spent on building application competence;
- Responsive Leadership Seminars® help you achieve the performance results you and your organization are working to attain. That, of course, contributes to both your personal growth as well as your organization's advancement.

“Where Theory Meets the Road” is not just our slogan, it's how we do business.

I hope you meet your personal learning objectives by attending my seminar. I also hope you enjoy yourself. To help me keep on track — and keep my seminars “responsive” to you and future seminar participants; I will ask for your confidential feedback at the end of the seminar. I'd appreciate having your observations.

Welcome,

Richard L. Baron, Founder
Responsive Management Systems®

MISSION

**The Mission of Responsive Management Systems® is to
*Create Productive and Preferred Work Environments.***

RESPONSIVE MANAGEMENT SYSTEMS® is committed to *Creating Excellence in Line-Level Leaders*. This commitment involves developing leaders that will:

- ▶ Clearly define each team member's expected performance;
- ▶ Improve each team member's performance and potential for job and career independence and success;
- ▶ Collaboratively assist each team member with developing practical and effective solutions to job performance problems;
- ▶ Monitor each member's job performance and maximize each team member's opportunity to succeed;
- ▶ Analyze leader responsibility regarding each team member's performance problems;
- ▶ Share each team member's performance feedback confidentially;
- ▶ Establish individualized team member performance feedback and improvement processes;
- ▶ Assure sensitivity and responsiveness to each team member's differences and workforce diversity;
- ▶ Protect each team member's rights and safety;
- ▶ Advocate for each team member;
- ▶ Maximize each team member's participation in the operations of the organization.



RESPONSIVE LEADERSHIP SEMINARS®

CONTENTS

Welcome Letter 3

Mission 4

Manual Contents 5-7

Participant Introduction 8

Line-Level Leadership® — Designing Organizations to Make Quality Happen 9

 Key Organizational Elements of Quality 11

 Key Steps to Managing Performance Quality 12

 Key Elements of Individual Performance Quality 13

 Team Project Management 14

Line-Level Leadership® Through Individuals - Skills Important to Developing Competent Employees and Preventing Workplace Conflict 15

 Key Leader Role Functions 16

 Receiving or Requesting Feedback/Information 17

 Decision Speed & Solving Performance Problems 17a

 Receiving or Requesting Feedback or Information (Common Situations) 18

 Acknowledging Error 19

 Impact Analysis and Developing Rationales 20-24

 Providing Positive Performance Feedback/Information 25

 Providing Negative Performance Feedback/Job Direction/Information 26

 Elements of Effective Negative Performance Feedback 27

 Negative Performance Feedback Conversation Topic Focus 28

 Interpersonal Performance-Problem Analysis Worksheet 29

 Providing Negative Performance Feedback/Job Direction/Information (Common Interpersonal Errors/Mistakes, Ismatic Behavior, Technical Performance Errors) 30-31c

 Decreased Monitoring & Feedback and Increased Unreceptive Responses 31d

 Providing Performance Feedback/Information with an Unreceptive Person 32

 Providing Performance Feedback/Information with an Unreceptive Person (Response Sets) 33

 Providing Performance Feedback/Information With an Unreceptive Person (Skill) 34

 Negative Performance Feedback Errors 35

 Employee Performance Counseling 36

 Employee Performance Counseling - Counseling Worksheet 37



RESPONSIVE LEADERSHIP SEMINARS®

Line-Level Leadership® Through Teams - Team Discussion Skills Important to Developing Effective, Innovative Work Teams and Preventing Workteam Conflict 38

Think Improvement® I.D.E.A.S.® (Idea Development, Exchange And Selection) 40

Why I.D.E.A.S.® 41

Team Process Goals 42

Moving from a Crises to Strategic Culture — I.D.E.A.S.® + S³® 43

Team I.D.E.A.S.® Generation and Selection Process 44

Sample Questions 45

Facilitator’s Introduction 46-47

Facilitator’s Materials List 47

Think Improvement® Problem Analysis and Participative Decision Making 48

Dis-Organizational Behavior 49

Team Process Goals 50

Phases and Steps 51

Participation Level Definition Chart 52

Benchmark Participation Levels - Percent of Leader Use 53-54

Problem Recognition and Comprehension by Work Teams 55-56

Page One & Page Two Forms 57-58

Apparent or Probable Cause Worksheet - C 59

Team Decision Making Guidelines Worksheet - E 60

Facilitator’s Preparation 61

Facilitator’s Introduction 62-63

Effective Meetings Management 64

Effective Meetings Include/Exclude 65

Preparation Decisions 66

Agenda Outline 67

Dialogue Behavior 68

Participation Levels 69

Observation/Feedback Form 70

Problem Presentation/Discussion 71

Application & Practice Exercise 72-73



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Appendix A — S³®: Leadership Development Survey A1-A6

- S³® Dimension Averages Profile A-2
- S³® Level One: Supervisee’s Assessment A-3
- S³® Level Two: Self Assessment A-4
- S³® Level Three: Manager’s Assessment of the Supervisor A-5
- S³® Summary and Objectives and Improvement Plan A-6

Appendix B — Responsive Employee: Team Effectiveness Feedback B1-B6

- Dimension Averages Profile B-2
- Level One — Employee Assessment by Supervisor B-4
- Level Two — Employee Self Assessment B-5
- Assessment Summary B-6

Appendix C — Making Work and Quality Happen: Employee Well Being, Motivation and Leader Influence C1-C2

Appendix D — Completion Certificate D1-D2



PARTICIPANT INTRODUCTION

Seminar Participant: Would you provide the information listed below as you introduce yourself. Please address all the participants and speak loud enough for all to hear you.

- A. Your Name
- B. Your Organization
- C. Your Position
- D. Your Principal Responsibilities
- E. Your reason(s) for being here. Would you review below all the reasons that apply, and, if you feel safe, please include them in your introduction to the group.

- Vacation (travel, shopping)
- Job Seeking
- Learning
- Networking
- Escaping (work load, crises)
- Prisoner (required)
- Socializing
- Other

- F. Your *In Other Words...®* Quote (The quote you selected and why that quote “caught your eye”)



RESPONSIVE LEADERSHIP SEMINARS®

RESPONSIVE MANAGEMENT
LINE-LEVEL LEADERSHIP®

**DESIGNING ORGANIZATIONS TO
MAKE QUALITY HAPPEN**

“Where Theory Meets the Road”

KEY ORGANIZATIONAL ELEMENTS OF QUALITY

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- Mission/Vision
- Strategic Plan
- Values
- Philosophy/Beliefs
- Product/Service Focus

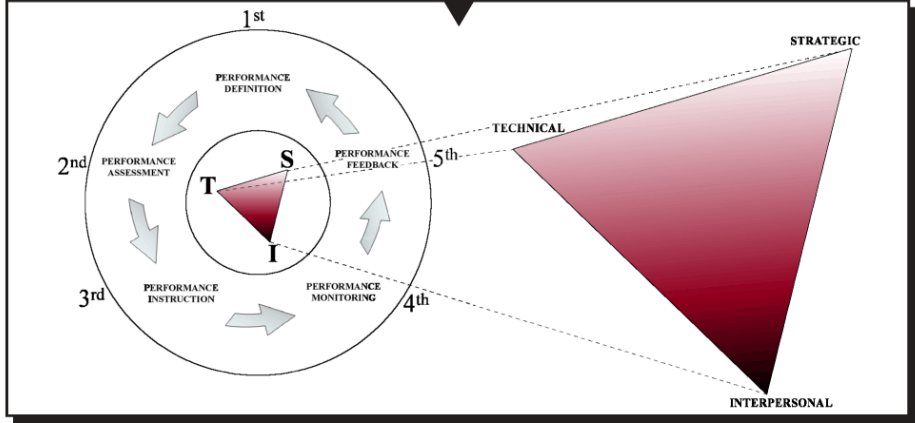


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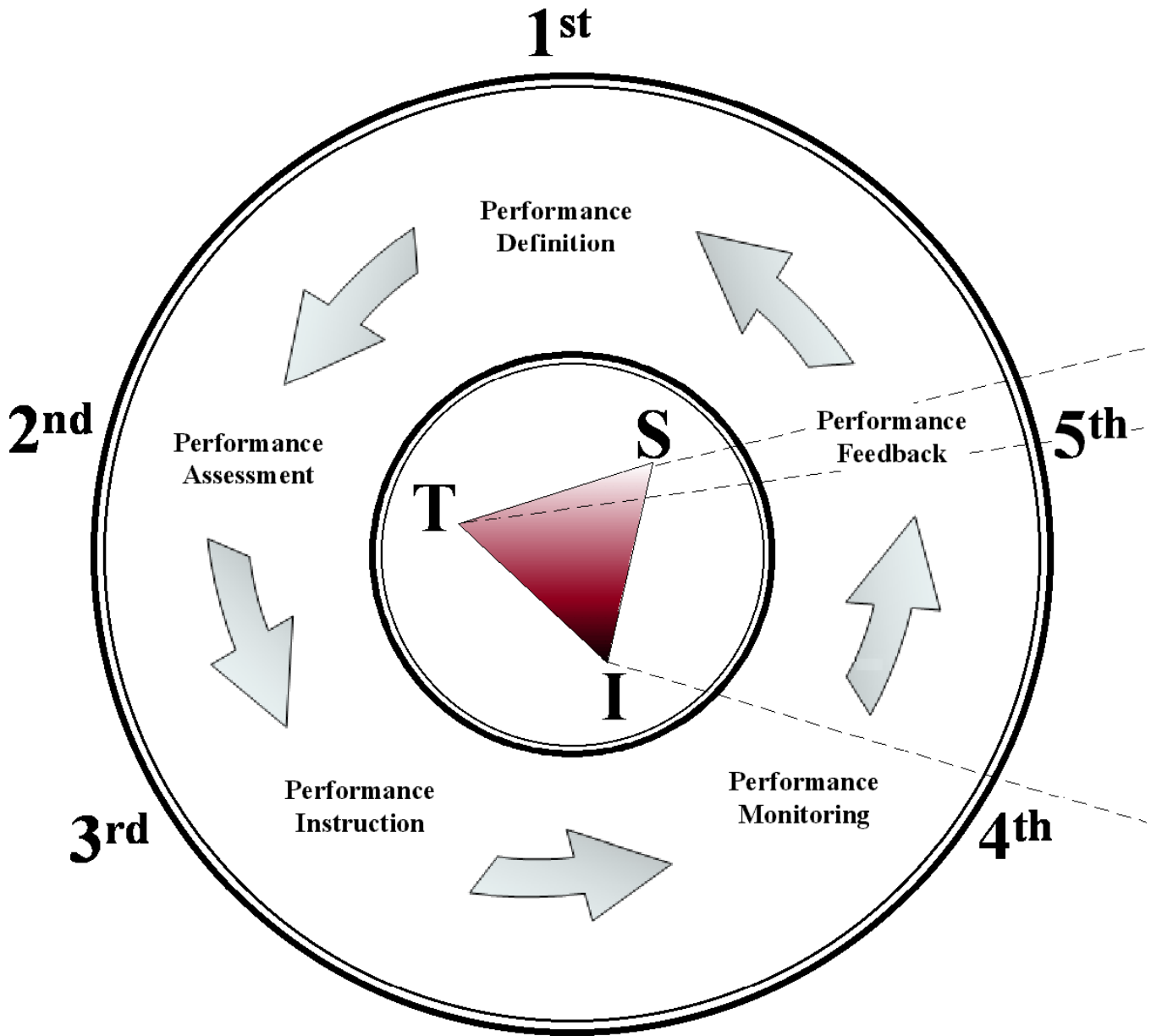
- Annual Operating Plan
- Number and Type of Positions
- Team Chartering & Reporting Relationships
- Allocation of Funds
- Technologies/Trades Required



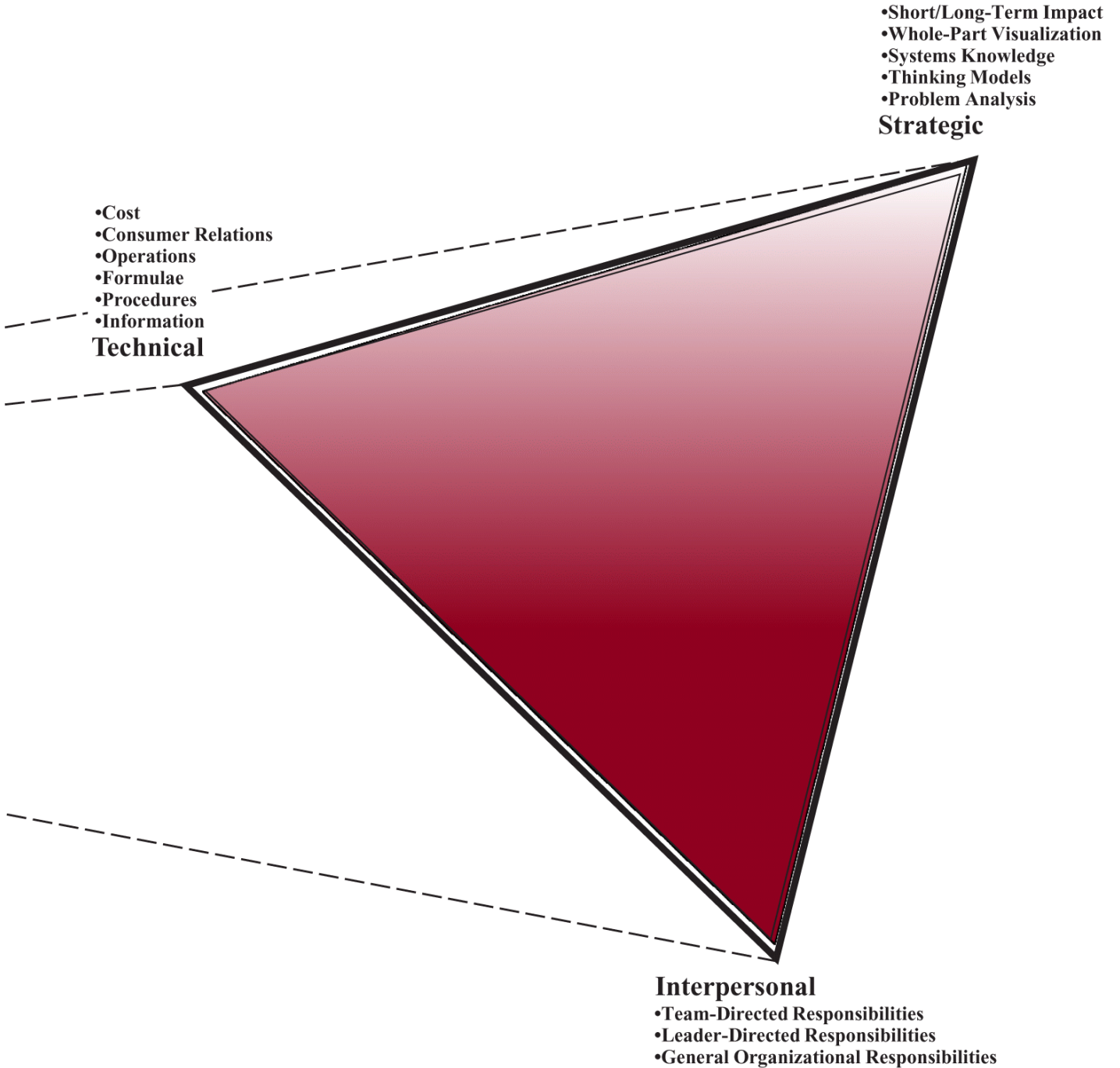
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KEY STEPS TO MANAGING PERFORMANCE QUALITY

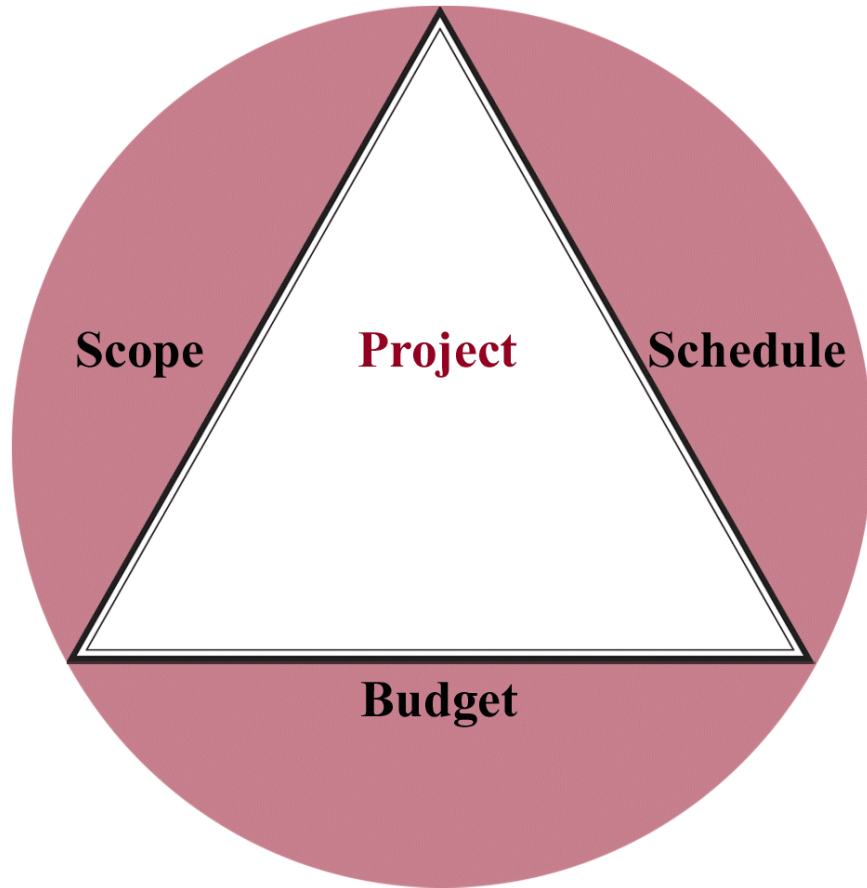


KEY ELEMENTS OF INDIVIDUAL PERFORMANCE QUALITY



TEAM PROJECT MANAGEMENT

Interpersonal Civility



	Scope	Schedule	Budget
Optimize			
Control			
Accept			

Taxonomy of Work

1. Project 2. Task 3. Activity 4. Behavior



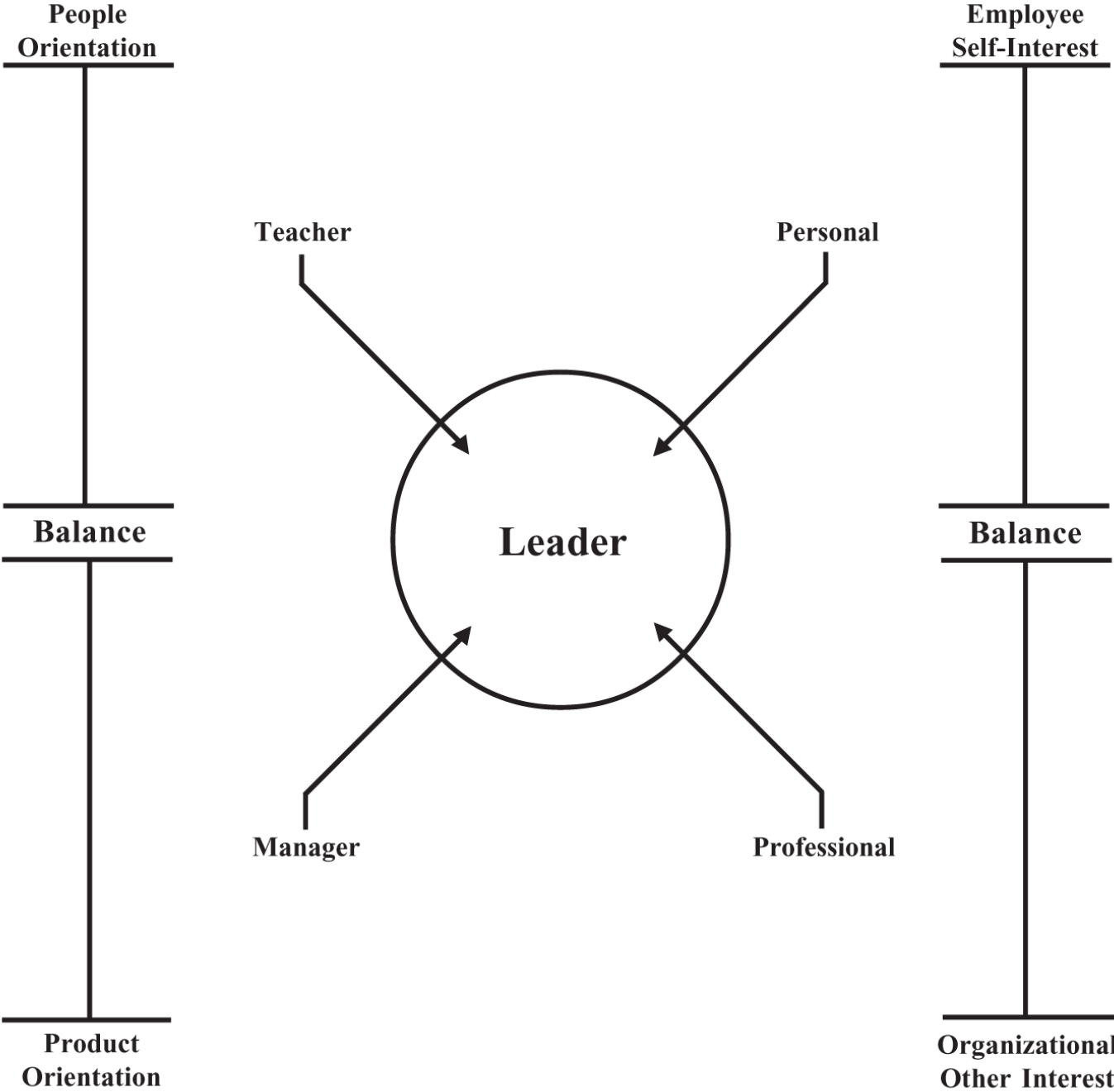
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RESPONSIVE MANAGEMENT
LINE-LEVEL LEADERSHIP®

**LINE-LEVEL LEADERSHIP® THROUGH INDIVIDUAL
SKILLS IMPORTANT TO DEVELOPING COMPETENT
EMPLOYEES AND PREVENTING WORKPLACE CONFLICT**

“Where Theory Meets the Road”

KEY LEADER ROLE FUNCTIONS



RESPONSIVE LEADERSHIP SEMINARS®

**RECEIVING OR REQUESTING
FEEDBACK/INFORMATION**

- A. Provide Eye Contact* with the Person, Use Pleasant and Sincere Voice Qualities and Receptive Body Posture.
- B. Provide Acknowledgment Behavior (Not Necessarily Agreement).
- C. Avoid Interrupting or Excuse-Making.
- D. Define Who Is Doing What or Not Doing What That Is Creating a Concern (Do Not Try to Solve Concern).
- E. Provide Appreciation to the Person for Sharing His/Her Feelings and Observations (Both Content and Process).
- F. Summarize the Feedback (What Has Been Occurring, What the Person Would Like to See Occur).
- G. Request Additional Feedback.
- H. Suggest and Negotiate a Follow-Up with the Person.

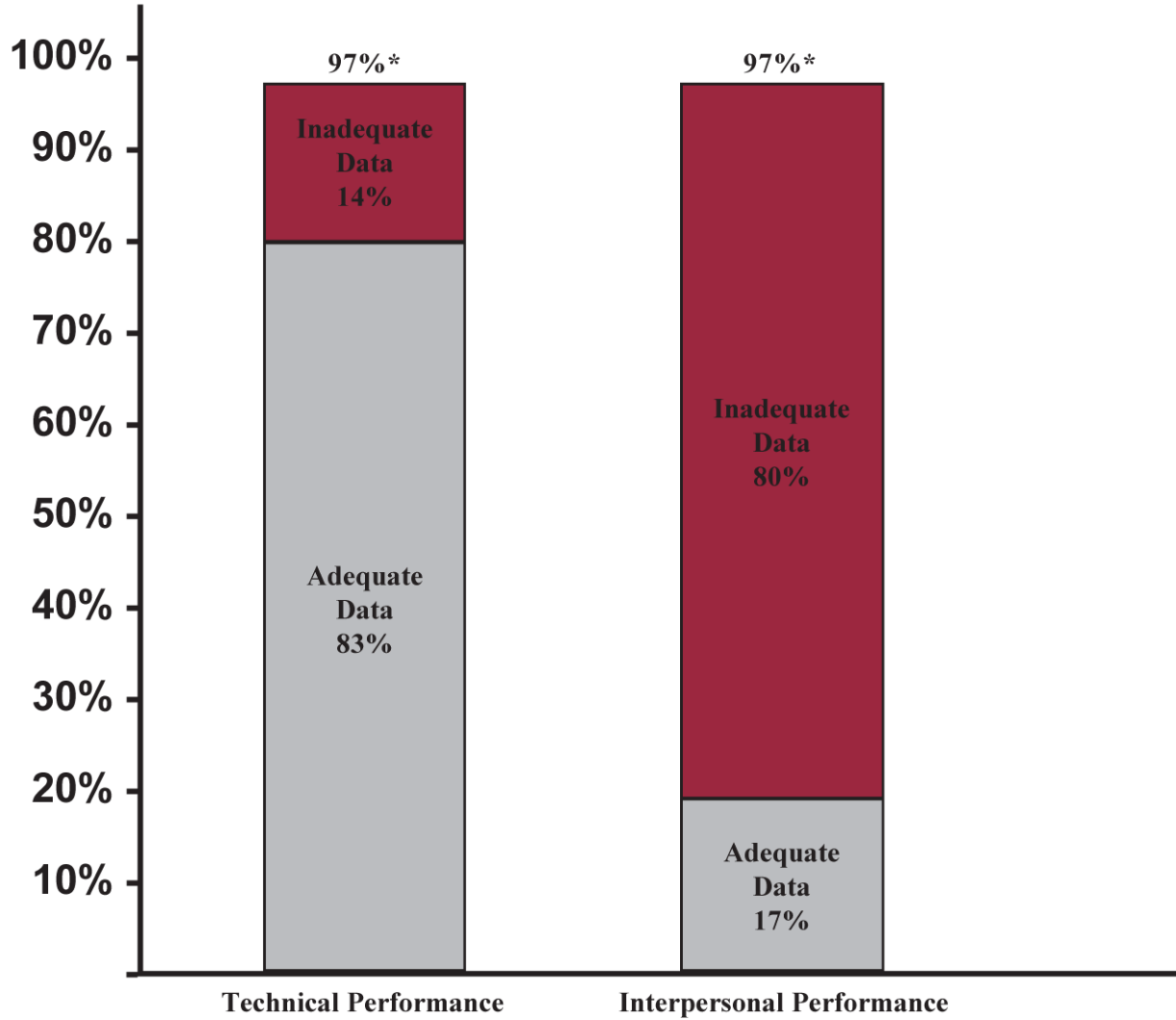
* Although direct eye contact was observed being used by individuals of varying backgrounds, gender, cultures, and ethnicity, the phrase throughout this series is meant to indicate a generic representation of “eye” use and head orientation during an interaction. Awareness and respect for differences between peoples are important to both effectiveness and relationship development with the work team.



RECEIVING OR REQUESTING FEEDBACK/INFORMATION

Decision Speed & Solving Performance Problems

Percent Occurrence



*3% do not attempt to solve problem



RECEIVING OR REQUESTING INFORMATION OR FEEDBACK

Common Situations Experienced

1. ___ Unavailable for assistance.
2. ___ Not enough Positive Feedback
3. ___ My religion doesn't permit working with women
4. ___ Sexual harassment
5. ___ This is not the kind of work I was hired to do
6. ___ I will not work with...
7. ___ (New Leader) Let me tell you who does what around here
8. ___ When do I get to go to training?
9. ___ Co-worker acting like they are the supervisor
10. ___ Isms (Ismatic behavior — negative outcome for others due to difference)
11. ___ I have too much work!
12. ___ Receiving job assignments via co-workers/clerical staff
13. ___ How come you like _____ more than me?
14. ___ You've really changed since becoming a supervisor!
15. ___ I need a supervisor/manager that knows what they're doing!
16. ___ I'm tired of doing _____'s work!
17. ___ What are you going to do about _____?
18. ___ Somebody is in my parking slot again!
19. ___ I feel left out!
20. ___ Would you talk to _____ about _____?
21. ___ We've had new managers before. You're just passing through, so don't come in here and start changing things around!
22. ___ I've got too many people telling me what to do!
23. ___ How do you expect me to do my work if I don't have _____?
24. ___ You better watch out for _____
25. ___ The performance review system under-represents the positive contributions I make
26. ___ People are borrowing things and not returning them
27. ___ I thought you ought to know _____
28. ___ I have a problem with _____
29. ___ I really don't think I should have to _____
30. ___ I need to talk with you about one of your _____
31. _____
32. _____



ACKNOWLEDGING ERROR

- A. Provide Eye Contact with the Person, Use Pleasant and Sincere Voice Qualities and Receptive Body Posture.
- B. Request to Speak with the Person.
- C. Identify the Context and Describe the Specific Behavior for Which You Are Acknowledging Error.
- D. Acknowledge the Error (Politely Refuse Offers to Let You “Off the Hook”).
- E. If a Solution is Not Readily Apparent, Offer a Possible solution to Prevent Reoccurrence.
- F. Request Additional Feedback.
- G. Provide an Appreciation Statement.
- H. Suggest a Follow-Up With the Person (Or Proceed to Problem Analysis).



**IMPACT ANALYSIS
AND
DEVELOPING RATIONALES**

Impact analysis is information, most often verbal, shared with a person to help them understand benefit/risk impact of behaving or performing in a particular way. Impact analysis and the resulting Rationales, help the leader strengthen organizational understanding, purpose and values.

▲ **Self-Impact:**

A statement that indicates positive impact (benefits) or negative impact (risks) a person may experience by behaving or performing in a particular way.

▲ **Other-Impact:**

A statement that indicates positive impact (benefits) or negative impact (risks) that others may experience due to a person behaving or performing in a particular way.

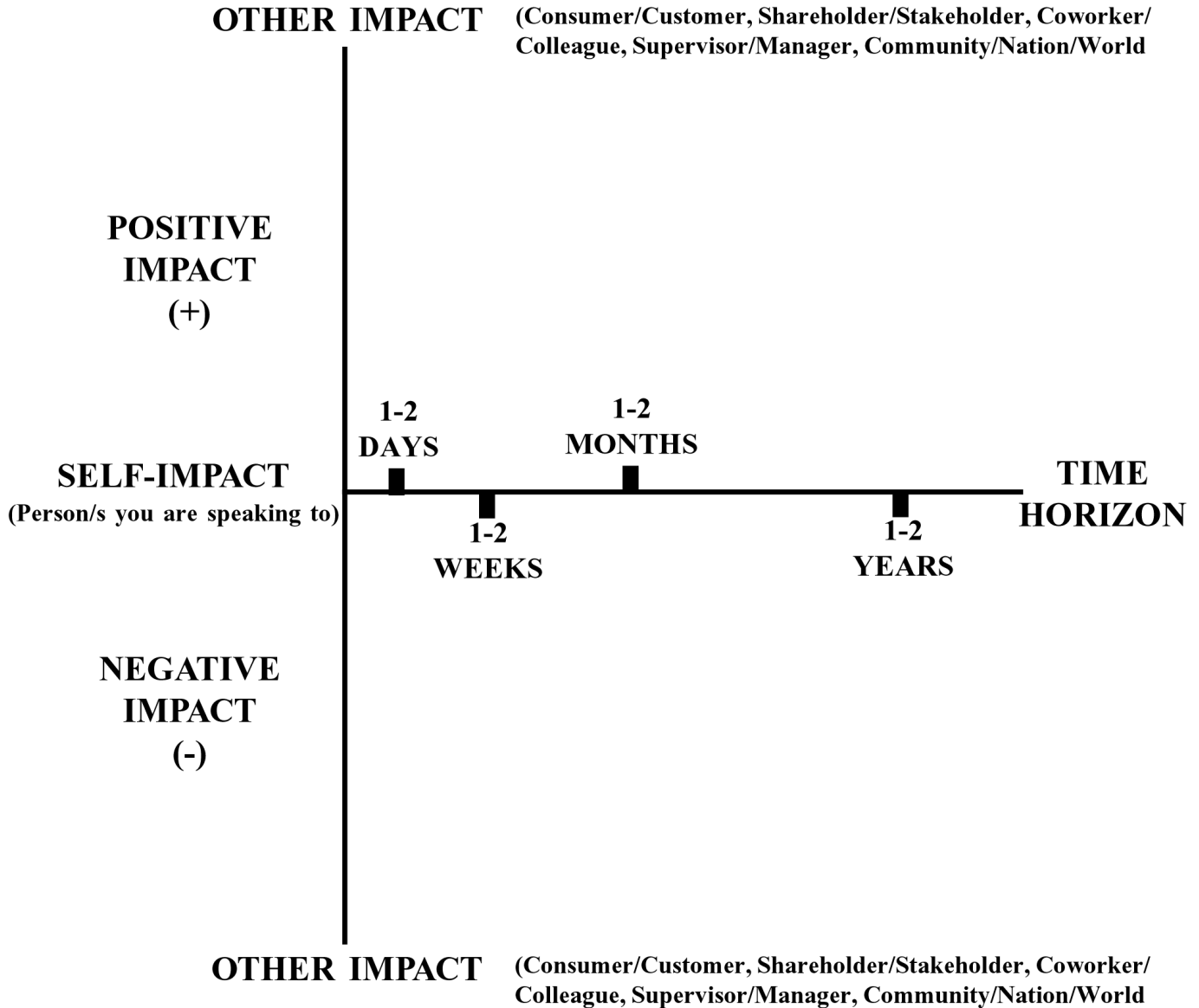
▲ **Current and Future Impact:**

A statement that indicates positive impact (benefit) or negative impact (risk) a person and others may experience currently or in the future.



**IMPACT ANALYSIS
AND
DEVELOPING RATIONALES**

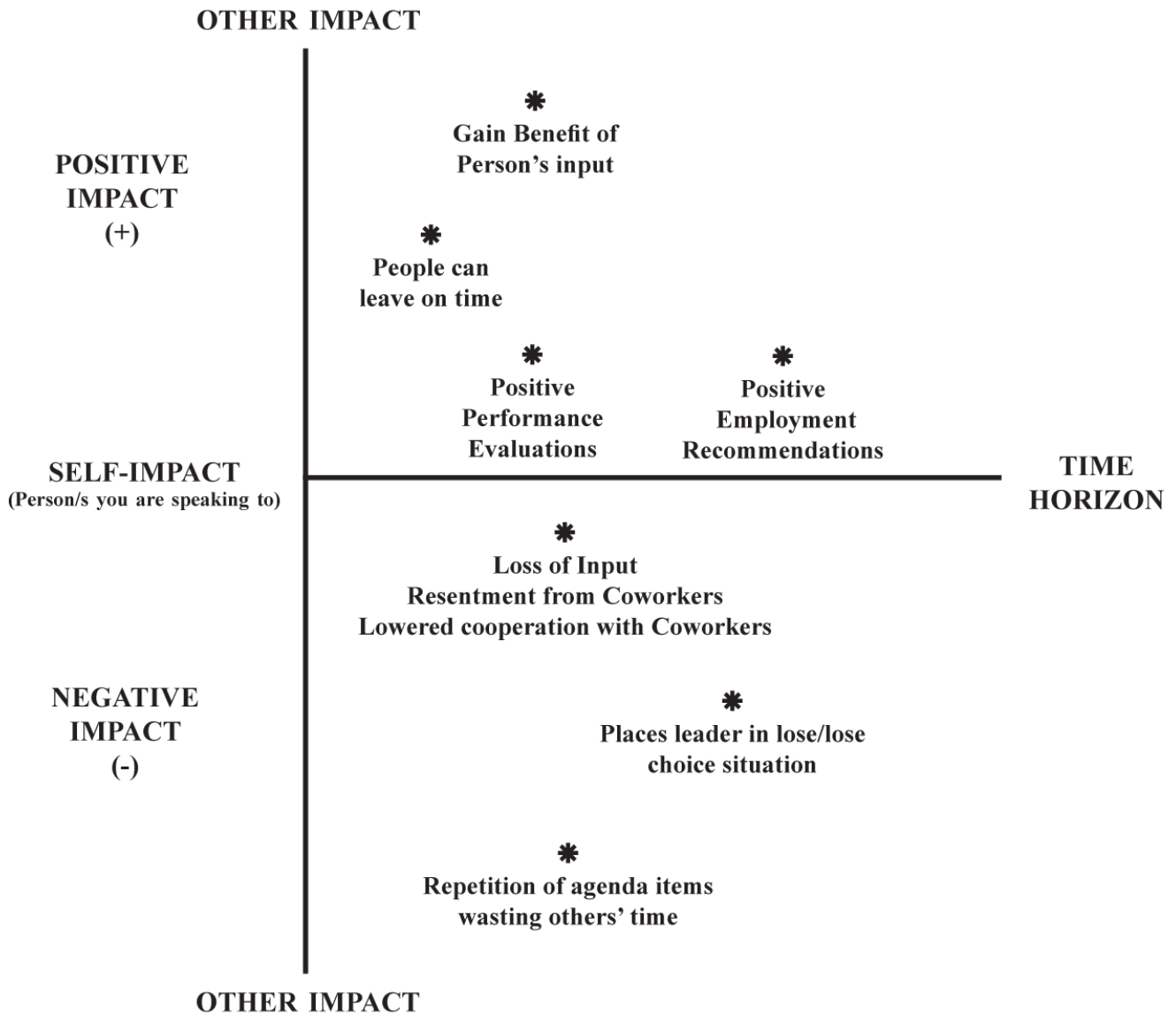
Impact Analysis Variables



IMPACT ANALYSIS
AND
DEVELOPING RATIONALES

Rationale Development Practice Sheet

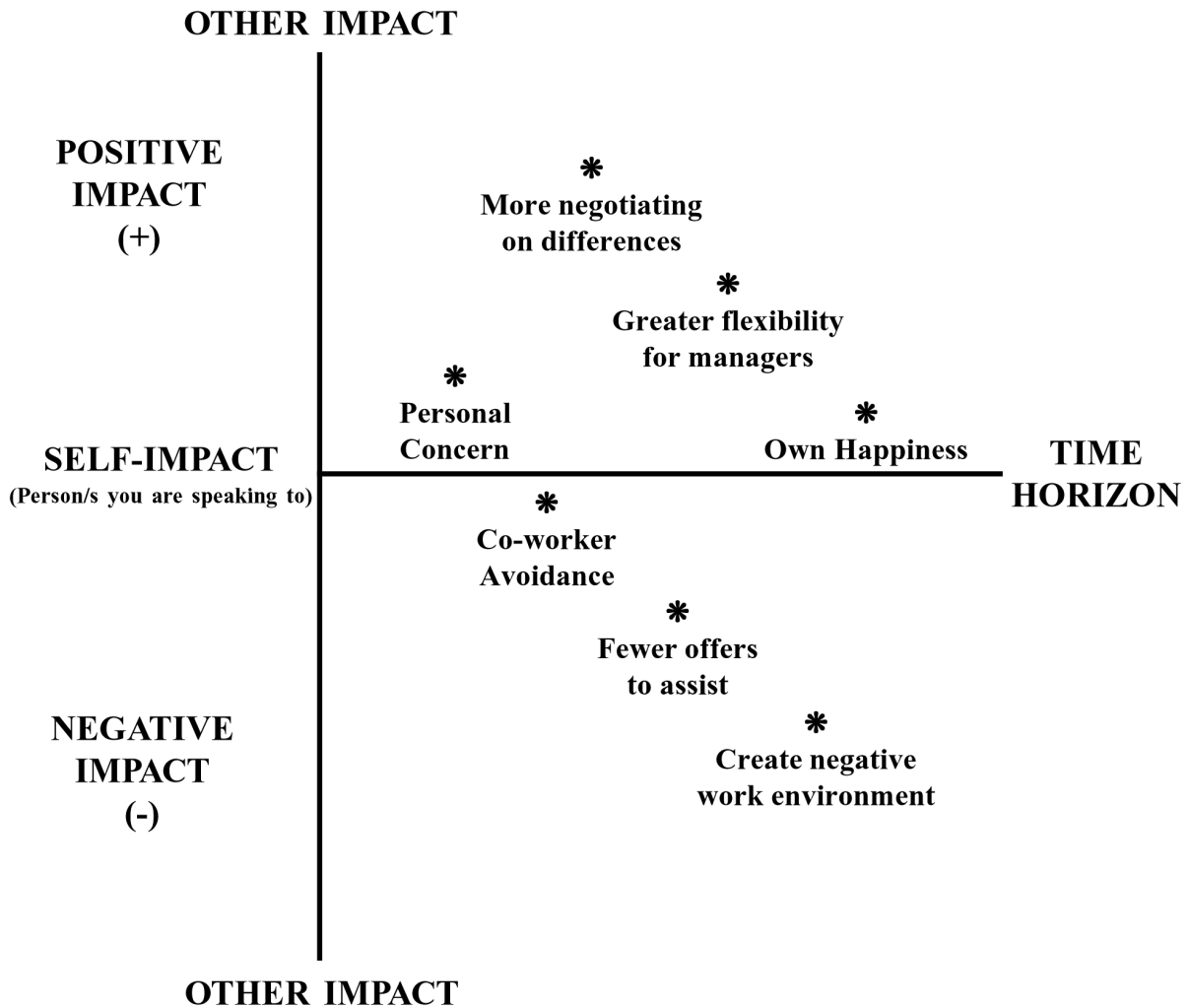
Negative Performance Feedback Problem: Late for Meeting



IMPACT ANALYSIS
AND
DEVELOPING RATIONALES

Rationale Development Practice Sheet

Negative Performance Feedback Problem: Complaining



**IMPACT ANALYSIS
AND
DEVELOPING RATIONALES**

Benefits of Impact Analysis and Rationale Development

- ▶ Impact Analysis Helps in Developing the Ability to Think Strategically.
- ▶ Rationales Help Maintain Brief Intervals of Desired Performance If a Monitoring/Feedback System is Unavailable.
- ▶ Impact Analysis Helps Develop Mission/Vision Connection and Formation of Work Purpose.
- ▶ Rationales Help Generalize or Transfer Operations Learned in One Context to New Contexts.
- ▶ Impact Analysis Helps Understanding That Outcomes or Consequences of Performance/behavior Are Often Predictable and Not Haphazard/Accidental/Random.
- ▶ Rationales Are Beneficial to Relationship Development.
- ▶ Impact Analysis Encourages Continuous Re-Analysis of Organizational Performance.
- ▶ Rationales Help Motivate People Who Have Internalized the Value.
- ▶ Impact Analysis Encourages Organizational Reflection Over Time.



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**PROVIDING POSITIVE PERFORMANCE
FEEDBACK/INFORMATION**

- A. Provide Eye Contact with the Person, Use Pleasant and Sincere Voice Qualities and Receptive Body Posture.
- B. Identify the Context and Specifically Describe the Desired Performance, Using a Praise Format.
- C. Provide Rationales for the Desired Performance.
- D. Provide an “Offer of Help.”



**PROVIDING NEGATIVE PERFORMANCE
FEEDBACK/JOB DIRECTION/INFORMATION**

- A. Provide Eye Contact with the Person, Use Pleasant and Sincere Voice Qualities and Receptive Body Posture.
- B. Request to Speak with the Person.
- C. Identify the “Context” and “Content” of the Performance Concern or State the Information to Be Shared.
- D. If There Is Any Doubt as to Clarity, Request Understanding by the Person of the Context and the Specific Performance Behavior.
- E. Provide Rationales for the Performance Concern or Information Shared.
- F. Direct or Offer to Discuss Alternative Performance.
- G. If Appropriate, Negotiate the Alternative.
- H. Provide an “Offer of Help”.
- I. Provide an Appreciation Statement.



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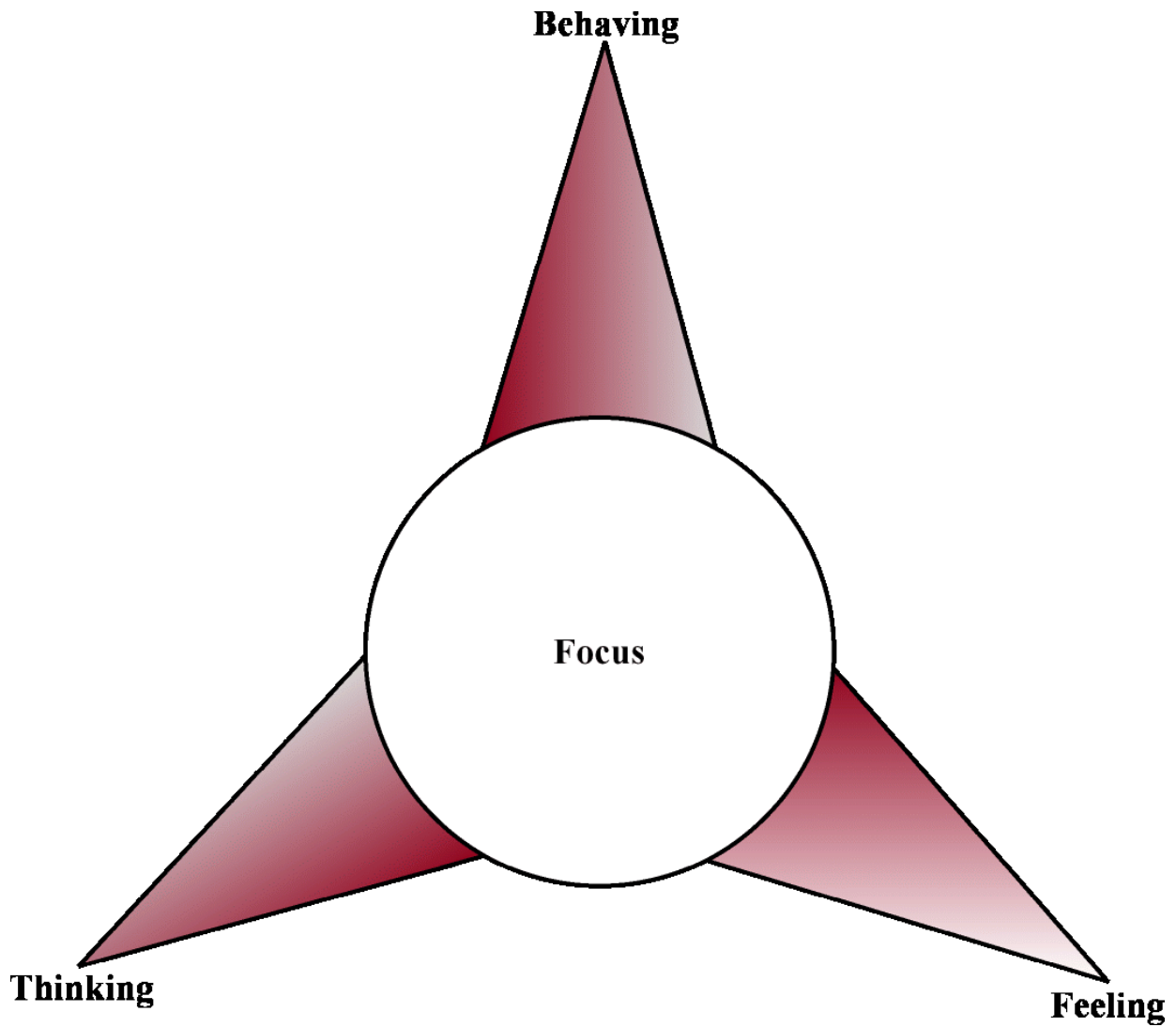
**ELEMENTS OF EFFECTIVE
NEGATIVE PERFORMANCE FEEDBACK**

- A. Prepare
- B. Practice
- C. Positive
- D. Persistent
- E. Patient
- F. Process



PROVIDING NEGATIVE PERFORMANCE FEEDBACK

Conversation Topic Focus



INTERPERSONAL PERFORMANCE PROBLEM ANALYSIS WORKSHEET

1. **General Description:** “As I See It,” the Problem is _____

2. **Attempt to Visualize the last occurrence of the problem.**

3. Describe the Relevant Observable Factors Needed to Understand the Performance Problem	Current Situation	Desired Situation
C. Context: It Usually Occurs: 1. When? (Hour, Day, Week) 2. Where? 3. With Whom? 4. What Happens Just Prior? 5. What Particular Task Is Being Performed? 6. With What Equipment/tools?		
C. Content: How Are/Is: 1. Words a Factor? 2. Voice Volume, Pitch, or Tone a Factor? 3. Body/Head Movements/Facial Expressions a Factor? 4. Equipment/Tools a Factor? 5. Strategic Process a Factor? 6. Frequency/Duration/Intensity a Factor? 7. Task Performance a Factor? 8. Timeliness a Factor? 9. Production Quantity a Factor? 10. Production Quality a Factor?		
E. Impact Analysis & Rationales: What Is The: 1. Impact on the Employee? 2. Impact on the Supervisor? 3. Impact on Others in This Unit? 4. Impact on the Consumer? 5. Impact for the Larger Organization?		

4. **Alternative:** What Skill Needs Development _____



**PROVIDING NEGATIVE PERFORMANCE FEEDBACK/
JOB DIRECTION/INFORMATION**

Common Interpersonal Errors/Mistakes Experienced

1. ___ Accepting feedback (co-worker, supervisor, customer)
2. ___ Cursing (frequency/timing/severity)
3. ___ Speaking too slowly
4. ___ “Bossy”
5. ___ “Isms” (Ismatic behavior — negative outcome for others due to difference)
6. ___ Joke telling (frequency/timing/ism)
7. ___ Exaggeration
8. ___ Complaining
9. ___ Excuse making
10. ___ Snappy, curt, abrasive
11. ___ “Putting manager on spot” (topics, actions)
12. ___ Dishonesty, deception
13. ___ Withholding information
14. ___ Appearance
15. ___ Hygiene
16. ___ Inappropriate affection (actions, communication, objects)
17. ___ Not asking for help
18. ___ Disorganized presentation
19. ___ Yelling
20. ___ Bragging
21. ___ “Know it all”
22. ___ Not following through
23. ___ Negative comments about others
24. ___ Delays in decision making
25. ___ Not using the chain of command
26. ___ Off task
27. ___ Interrupting (tasks, others speaking)
28. ___ Tardiness/absenteeism
29. ___ Falling asleep
30. ___ Use of “we”



**PROVIDING NEGATIVE PERFORMANCE FEEDBACK/
JOB DIRECTION/INFORMATION**

Common Mistakes/Errors Experienced (Cont'd.)

31. ___ “Arrogance”
32. ___ “Unfriendly”
33. ___ Not requesting feedback
34. ___ Discussing personal life
35. ___ Shift change conflicts
36. ___ Seductive behavior
37. ___ Discussing religion
38. ___ Discussing collecting bargaining issues
39. ___ Secretive behavior
40. ___ Sharing feedback
41. ___ Zipping fly
42. ___ Suspected performance issue
43. ___ Explosive reaction
44. ___ Inflexible, won’t negotiate
45. ___ Gossiping
46. ___ Substance use
47. ___ Discussing concerns with incorrect persons
48. ___ Not attending meetings
49. ___ Asking questions (frequency, type)
50. ___ Chatting too much
51. ___ Answering questions or accepting direction with “one word answers”
52. ___ Advice giving
53. ___ Spiting
54. ___ Off-hand comments in presence of others
55. ___ Nail clipping
56. ___ Pointing
57. ___ Jerk
58. ___ Not a team player
59. ___ Texting
60. ___ “Bluetooth” earphone conversation



**PROVIDING NEGATIVE PERFORMANCE FEEDBACK/
JOB DIRECTION/INFORMATION**

Common Mistakes/Errors Experienced (Cont'd.)

- 61. ___ Negativity
- 62. ___ Lack of Communication
- 63. ___ Private Agendas
- 64. ___ Bored by Routine
- 65. ___ Passive/Aggressive
- 66. ___ Drama
- 67. ___ Self-Serving Suggestions
- 68. ___ Poor Work Ethic
- 69. ___ Inappropriate in Presence of Customer
- 70. ___ Blaming Others
- 71. ___ Zingers
- 72. ___ Ignoring Job Tasks — Pursuing “Passions”
- 73. ___ Procrastination
- 74. ___ Using Rules as Weapons
- 75. ___ Rationalizing Poor/Non-Performance
- 76. ___ Litigious
- 77. ___ Living in the Past
- 78. ___ Everybody Makes Mistakes
- 79. ___ Locked Jaw
- 80. ___ Selecting Only Preferred Tasks
- 81. ___ Manipulative
- 82. ___ Other _____
- 83. ___ Other _____
- 84. ___ Other _____
- 85. ___ Other _____
- 86. ___ Other _____
- 87. ___ Other _____
- 88. ___ Other _____
- 89. ___ Other _____
- 90. ___ Other _____



**PROVIDING NEGATIVE PERFORMANCE FEEDBACK/
JOB DIRECTION/INFORMATION**

Frequently Occurring Ismistic Behavior Circumstances

(Micro/Macro Aggressions)

1. ___ Ability
2. ___ Accent
3. ___ Age
4. ___ Clothing/Dress/Attire
5. ___ Color
6. ___ Education
7. ___ Ethnicity
8. ___ Family
9. ___ Gender
10. ___ Gender Designation Preference
11. ___ Handedness
12. ___ Height
13. ___ Language
14. ___ Nationality
15. ___ Physical Features
16. ___ Profession
17. ___ Race
18. ___ Religion
19. ___ Relationship
20. ___ Sexual Orientation
21. ___ Size
22. ___ Speech
23. ___ Wealth
24. ___ Weight
25. ___ Other _____
26. ___ Other _____
27. ___ Other _____
28. ___ Other _____
29. ___ Other _____
30. ___ Other _____



RESPONSIVE LEADERSHIP SEMINARS®

PROVIDING NEGATIVE PERFORMANCE FEEDBACK/
JOB DIRECTION/INFORMATION

Performance Error/Omission/Infraction/Violation Event Description

Today's Date: _____

Lead/Supervisor/Manager Completing this Form:

Name: _____ Title: _____

Based on my direct observation of the event.

Based on a report of the event provided by: _____
(Name of Person)

Performance Error/Omission/Infraction/Violation Event Description:

Date Occurred: _____ Time Occurred: _____

Name of Person Suspected: _____ Title: _____

Name(s) of Other Person(s) Suspected: _____

Name(s) of Other Person(s) Who Observed: _____

Physical Location Where Event Occurred: _____

Work Assignment: _____

Work Task: _____

Equipment/Tools/Materials/Document/Production: _____

1. Performance Behavior that Occurred/Did Not Occur: _____

1. Policy/Procedure/Standard/Rule/Directive/Assignment /Expectation /Responsibility

/Practice Breached/Violated/Not Fulfilled: _____

Title: _____ Number: _____ Description: _____

2. Performance Behavior that Did/Did Not Occur: _____

2. Policy/Procedure/Standard/Rule/Directive/Assignment /Expectation /Responsibility

/Practice Breached/Violated/Not Fulfilled: _____

Title: _____ Number: _____ Description: _____

Correction/Change in Performance Behavior Needed: _____

Evaluation of performance will occur over the next _____ days **or** in _____ days.

Action Taken

Analysis Investigation Reviewed with person Other _____

Action Needed

Additional Investigation Event Review Recommendations Other _____



**NEGATIVE PERFORMANCE FEEDBACK/
UNRECEPTIVE PERSON**

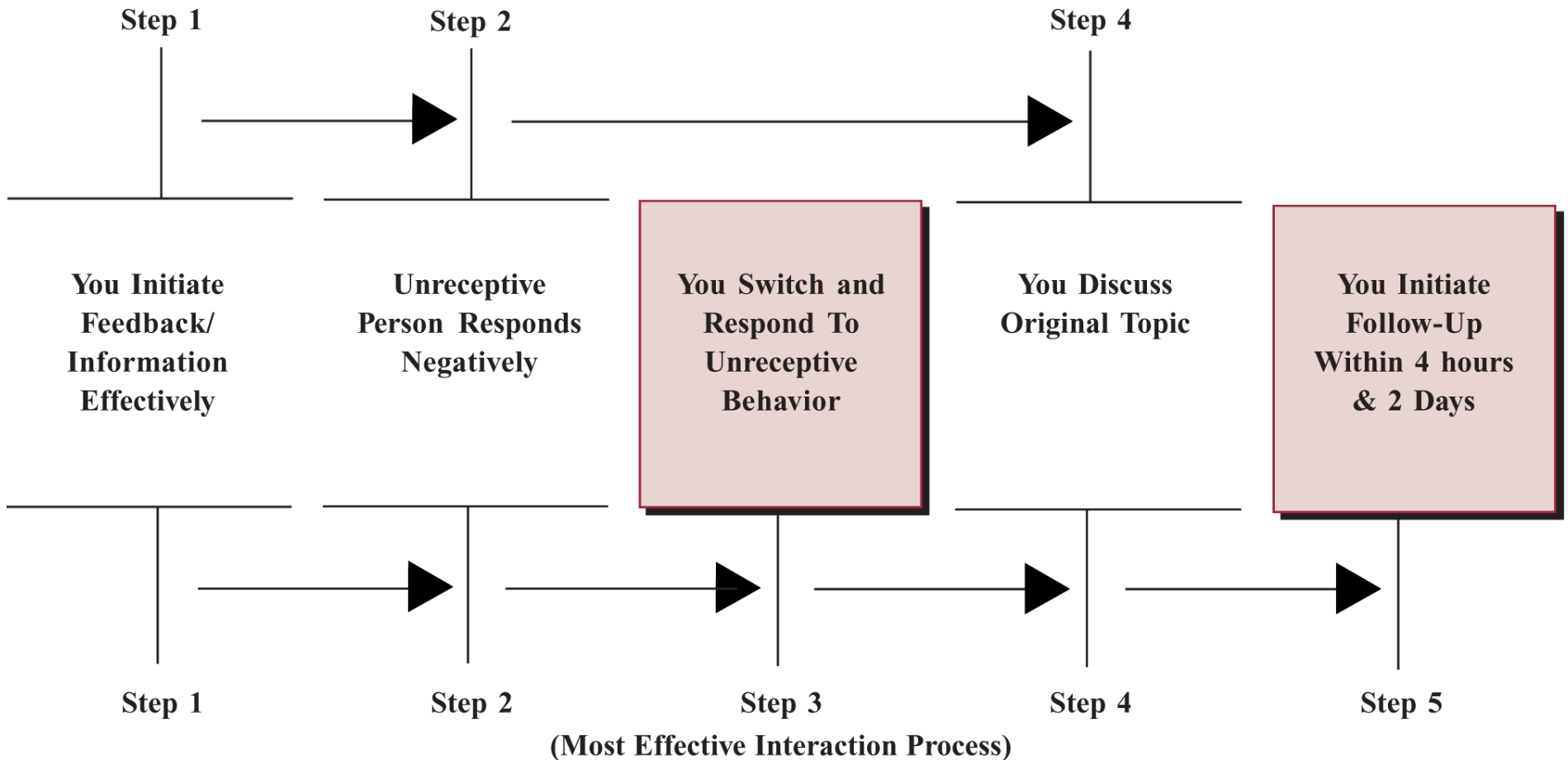
**Principal Reasons for Decreased Monitoring & Feedback
and
Increased Unreceptive Responses**

- A. Leader's lack of knowledge regarding employee's tasks and activities.
- B. Leader's avoidance of employee because of Unreceptive Behavior when Leader attempts to monitor.
- C. Leader's denial of employee's performance problems.
- D. Leader's frustration over feeling powerlessness to change employee's performance.
- E. Leader feeling organizationally unsupported.



PROVIDING PERFORMANCE FEEDBACK/INFORMATION WITH AN UNRECEPTIVE PERSON

(Most Common and Less Effective Interaction Process)



PROVIDING PERFORMANCE FEEDBACK/INFORMATION WITH AN UNRECEPTIVE PERSON

Unreceptive Person Response Sets

1

**Aggressive/Hostile
Verbally
Sophisticated**

- **Interrupting**
- **Increased Volume**
- **Blaming**
- **Cursing**
- **Throwing Objects**
- **Excuse Making**
- **Verbally Attacking**
- **Name Calling**
- **Minimizing**

2

**Seeking
Sympathy**

- **Tearing**
- **Crying**
- **Appearing Sad**

3

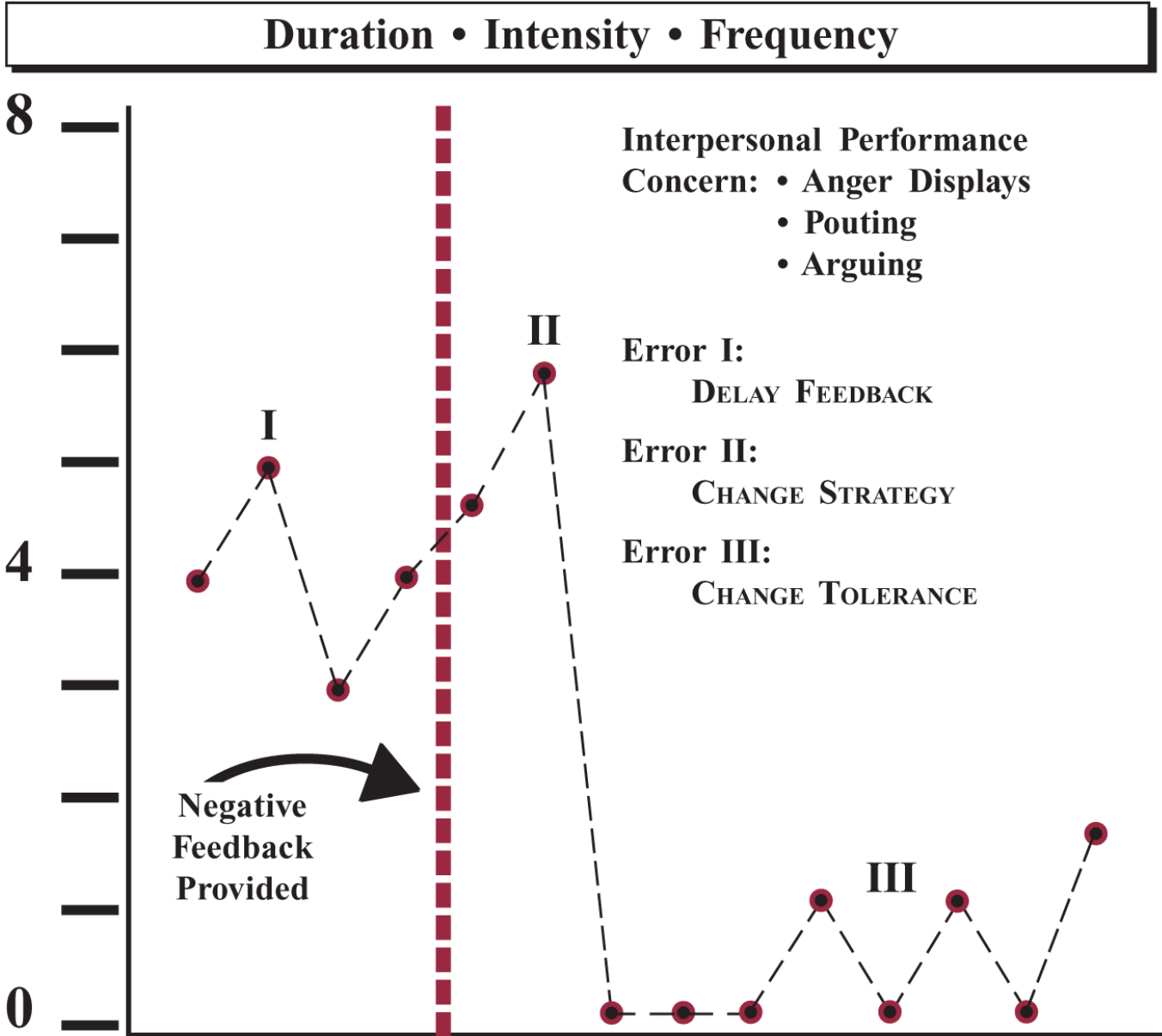
**Passive
Unresponsiveness**

- **Not Talking**
- **Not Acknowledging**
- **Turning Away**
- **Walking Out**
- **Pouting**

**PROVIDING PERFORMANCE FEEDBACK/INFORMATION
WITH AN UNRECEPTIVE PERSON**

- Step 1— **A.** Initiate the Topic as with Sharing Performance Feedback/Information
- Step 2— **B.** Unreceptive Person Responds Negatively
- C.** Maintain Eye Contact with the Person, a Relaxed Face and Pleasant Voice Qualities (Low Voice Volume)
- D.** Provide an Empathy Statement
- E.** State and Gesture a Change in the Conversation Topic to the Unreceptive Behavior
- Step 3— **F.** Provide Additional Empathy or Statements of Personal Concern
- G.** Describe the Specific Unreceptive Behavior
- H.** Provide Rationales for Receptive Behavior
- I.** Request the Person Engage in Specific Receptive Behavior
- J.** Request a Return to the Original Topic
- Step 4— **K.** Return to the Original Topic
- Step 5— **L.** Follow-Up — 4 Hours (Engage with a Different Topic)
- M.** Follow-Up — 2 Days (Negative Performance Feedback)

**NEGATIVE PERFORMANCE FEEDBACK ERRORS
AND
RESISTANCE TO CHANGE**



EMPLOYEE PERFORMANCE COUNSELING

Phase	Process Components
I Problem Definition	Define Performance Behavior Explore Possible Causes
II Solution Definition	Identify a Range of Solutions Explore Advantages/Disadvantages
III Solution Selection	Select a Solution to Implement Detail an Action Plan
IV Follow-Up	Measure for Desired Change Modify the Action Plan as Needed
V Structured Goal Setting (If Needed)	Identify Benchmarks Negotiate Targets and Time Frames

Interpersonal Components

- | | |
|--|--|
| <input type="checkbox"/> Provide Empathy | <input type="checkbox"/> Provide Acknowledgments |
| <input type="checkbox"/> Provide Concern | <input type="checkbox"/> Provide Optimism |
| <input type="checkbox"/> Provide Support | <input type="checkbox"/> Provide Encouragement |



EMPLOYEE PERFORMANCE COUNSELING - COUNSELING WORKSHEET

Phase I Problem Definition	Context	Content	Consequences
	Possible Cause #1	Possible Cause #2	Possible Cause #3

Phase II Solution Definition	Solution #1	Solution #2	Solution #3
	Advantages • Disadvantages	Advantages • Disadvantages	Advantages • Disadvantages

Phase III Action Plan Steps	1. _____	4. _____	7. _____
	2. _____	5. _____	8. _____
	3. _____	6. _____	9. _____

Phase IV Follow-Up	Date _____ Benchmark _____	Date _____ Benchmark _____	Date _____ Benchmark _____
	Target _____ Actual _____	Target _____ Actual _____	Target _____ Actual _____

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THINK IMPROVEMENT®

**TEAM DISCUSSION SKILLS IMPORTANT
TO DEVELOPING EFFECTIVE, INNOVATIVE
WORK TEAMS AND PREVENTING
WORKTEAM CONFLICT**

“Where Theory Meets the Road”

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I.D.E.A.S.®

IDEA DEVELOPMENT EXCHANGE AND SELECTION

“Where Theory Meets the Road”

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I.D.E.A.S.®

WHY I.D.E.A.S.®

- A. Well **researched** for both product and process;
- B. Application **flexibility** across many variables (e.g., group size, individual learning styles, topics, group interest);
- C. **Time efficient**;
- D. **Teachable**;
- E. Decrease team need for **outside facilitation**.

FREQUENT ERRORS WITH BRAINSTORMING PROCESS

- A. Teams not following up on the results.
- B. Teams not repeating the process on a regular basis.



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TEAM PROCESS GOALS

- A. **Clarify** among team members what is working and what is not working;
- B. **Analyze** with team members some of the “glitches”, errors, barriers;
- C. Maximize **participation** by all team members;
- D. Provide a forum for **differing** team-member **points of view**;
- E. Develop **consensus** among team members;
- F. Better **understand** others’ work;
- G. **Learn** an effective and efficient team brainstorming process;
- H. **Reduce inappropriate** or **ineffective** demonstrations of **disagreement**;
- I. Have team members **enjoy** themselves.

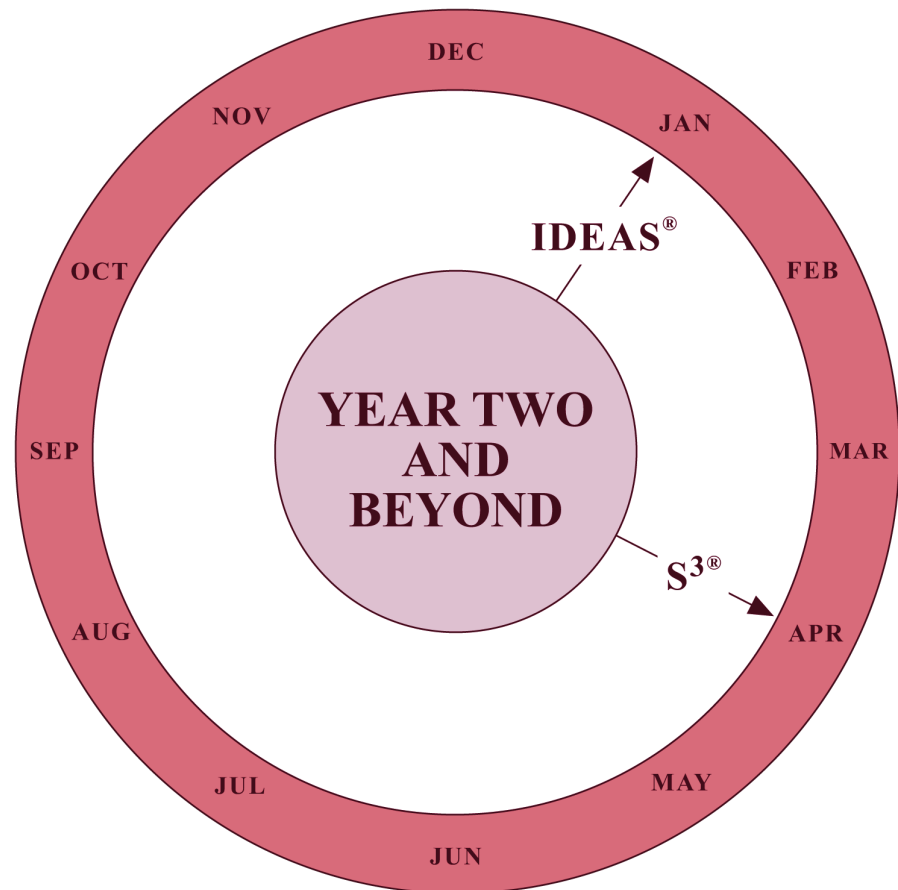
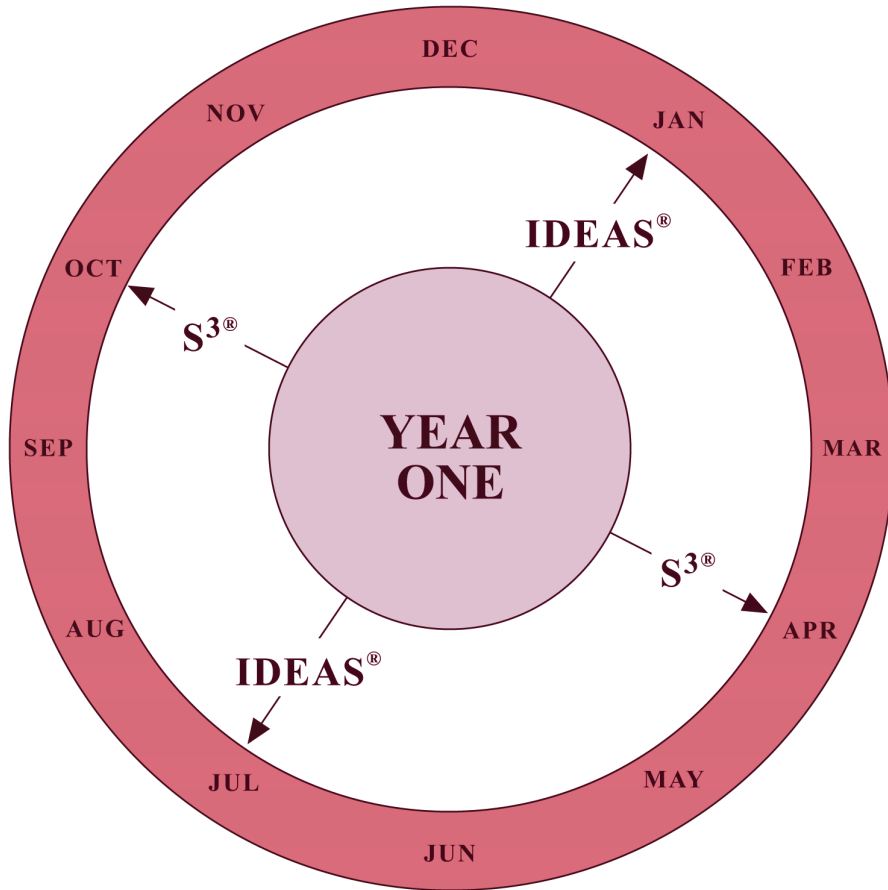


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I.D.E.A.S.®

MOVING FROM A CRISES TO STRATEGIC CULTURE



TEAM I.D.E.A.S.® GENERATION AND SELECTION PROCESS¹

- A. **IDEAS® Question:** Facilitator creates the question.
- B. **IDEAS® Generation:** Participants are given five minutes to individually and privately list issues or concepts in four words or less. (Facilitator maintains relaxed but focused mood. This is not a team brainstorming step.)
- C. **IDEAS® Presentation:** The Facilitator requests one idea from each participant and continues to request one idea at a time, participant by participant, until all persons have exhausted their idea lists. Each participant wishing to respond – presents one idea with no clarification or discussion. Each idea is written verbatim, developing a numbered master list, beginning with the number “6”.
- D. **IDEAS® Clarification:** The participant who presented an idea clarifies the idea if he/she chooses. (Facilitator is careful that discussions don’t occur as to whether an idea is “good/bad,” “accurate/inaccurate,” or redundant.)
- E. **IDEAS® Redundancy/Repetition Check:** The Facilitator requests participants to scan the master list and suggest any ideas listed that they may view as identical or the same. Although any participant can suggest a redundancy, only the person who originally mentioned an idea for inclusion on the master list can remove the item.
- F. **IDEAS® Selection:** Each participant receives five voting slips. Each participant selects five idea statements from the master list that for them, as an individual, are the most significant, critical or important and writes the **idea statement** chosen in the **center of a voting slip**, and writes the **master list number** of that idea statement chosen in the **upper left corner** of voting slip.
- G. **IDEAS® Scaling:** Each participant lays the voting slips out in front of him/herself and selects the most significant, critical or important idea and places the #“5” in the lower right corner. That voting slip is turned over and set aside. The participant selects the least important of the remaining four ideas and places a #“1” in the lower right corner. The participant sets that aside and selects the most important idea of the remaining three cards. The participant then places a #“4” in the lower right corner, etc. until all voting slips are scaled and numbered.
- H. **IDEAS® Scoring:** The Facilitator collects all of the voting slips and shuffles them. The Facilitator then numbers a larger sheet of paper, six through the total number of master list ideas originally presented and recorded in Step “C”. The Facilitator requests two members of the group to assist tallying the scores. The Facilitator reads the item number first and the scaling score second.
- I. **IDEAS® Follow-up: Problem Analysis or Action Item:** The Facilitator selects the five top scoring ideas on the list and rewrites these on a large sheet of paper. The Facilitator proceeds with either Think Improvement® or a work plan format to establish unit solutions and direction.

¹After Nominal Group Technique (NGT), Delbecq, A.L., Van de Ven, A.H. Gustafson, D.H., 1971.



QUESTIONS

QUESTION #1a In your view, what about the work integration, work outcomes and working relationships within your team would you like to have continue — those aspects that contribute to your effectiveness and improve job satisfaction? (Aspects you like and find positive.)

QUESTION #1b In your view, what about the work integration, work outcomes, and working relationships within your team would you like to have changed — those aspects that do not contribute to your effectiveness and reduce your job satisfaction? (Aspects you dislike and find negative.)

QUESTION #2a How do you think the proposed changes would increase our effectiveness?

QUESTION #2b How do you think the proposed changes would decrease our effectiveness?

QUESTION #3a What is our business?

QUESTION #3b Who is (are) our customer(s)/client(s)?

QUESTION #3c What does (do) our customer(s)/client(s) value?

QUESTION #3d What are we doing that is promoting what our customer(s)/client(s) value(s)?

QUESTION #3e What are we doing that is interfering with what our customer(s)/ client(s) value(s)?

QUESTION #3f How can we fix what we are doing that is interfering with what our customer(s)/client(s) value(s)?

QUESTION #3g How can we measure our improvement to our customer(s)/client(s)?

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FACILITATOR'S INTRODUCTION

1. **Welcome** - Welcome the team; thank them for coming, especially those who might have had particular difficulty being there or do not want to be there; welcome them by name.
2. **Purpose** - To initiate a participation and feedback process that attempts to involve each of the participants more in the operations of the organization.
3. **Participants' History** - Indicate to the participants that they may have participated in similar processes in the past but that they may have occurred: a) very infrequently or b) with little or no follow-up. today, it is hoped that we are initiating something that will get us together like this at a minimum every six months.
4. **Goals for Today** -
 - a) To provide participants the opportunity to share thoughts and ideas to a couple of questions;
 - b) To teach a process or procedure that this organizational team will use approximately every six months.
5. **Use of Participant's Information** - The information you as participants choose to share will be used in two ways: a) summarized and forwarded with other units/shops to the next level in the organization and b) used by our work team to analyze and possibly solve team problems ourselves, or make recommendations to management.
6. **Introduction of Facilitator/Observer** - The facilitator is here today at my request and is here only to observe me and help me facilitate our work. If you see her/ him taking notes, the notes are about me and my presentation of the information. The notes are not about you. The Facilitator/Observer is not here to collect information on any individual or the ideas of the team.
7. **I.D.E.A.S.®** - I.D.E.A.S.® is an acronym for the phrase, "Idea Development Exchange and Selection." And that's exactly what we are going to do. I'm going to ask you several questions and would like to have your ideas, hope that you will exchange ideas amongst yourselves, and finally select the ideas you think are the most important.



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I.D.E.A.S.®

FACILITATOR'S INTRODUCTION (Cont'd.)

8. **The Questions** - I will be asking two questions: a) what is O.K. with the organization, what is right with the organization, what is satisfying about your job, what's helping you be effective at your job? and b) what is wrong, what's a problem, what's less satisfying, what's keeping you from being effective at your job? (Pass out to the participants the questions and the I.D.E.A.S.® process.)
9. **Comment about Solving These Problems** - Today, we will only be able to identify and select what you think are the most significant issues. We will meet together soon following this meeting to begin working on possible solutions.
10. **Constraints on Ideas** - There are two types of ideas we are not at liberty to discuss at this time. The first is identifying individuals specifically by name. The second is discussing representation, collective bargaining, or union management-related issues.
11. **First Time out** - This is our first time out using this process together. We will become better at it as we do it more often. Let's go ahead and get started.
12. **Switch to I.D.E.A.S.® Process** - Let's start with the first question. (See page 16 in this Responsive Management® manual.)

MATERIALS LIST

1. **Needed for each group of 5 - 8 participants:**
 - A. One easel with newsprint pad/flip chart.
 - B. Two marker pins.
 - C. One 3" x 5" scratch pad — 100 sheets (do not use pads with adhesive).
2. **Needed for Facilitator:**
 - A. Overhead projector.
 - B. Large projection screen.
 - C. One role masking tape.
3. **Needed for each Participant:**
 - A. Pencil or pen.
 - B. Writing paper.
 - C. Copy of IDEAS® Process and Questions.



RESPONSIVE LEADERSHIP SEMINARS®

RESPONSIVE MANAGEMENT
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**PROBLEM ANALYSIS AND
PARTICIPATIVE DECISION MAKING**

“Where Theory Meets the Road”

THINK IMPROVEMENT®

PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

DIS-ORGANIZATIONAL BEHAVIOR

Commonly observed organizational behavior in the absence of a consistent organization-wide problem analysis process:

- A. Analysis discussions are less focused, contain more conflict and take longer;
- B. Solutions tend to focus on removal of “short-term” pain;
- C. Solutions are effective for crisis response but are not proactive with routine correction plans;
- D. Solution delay or avoidance;
- E. Solutions tend to be broader and more global than the problem would warrant and less team or individual specific;
- F. Solutions tend to be more autocratic and are increasingly drafted in the absence of the individuals who must implement the solution;
- G. Teams or individuals contributing to or experiencing a problem tend not to develop the strategic or critical thinking processes important to problem prevention or solution;
- H. Teams and individuals develop high levels of consensus with low levels of effective/efficient solutions;
- I. Teams and individuals demonstrate lower levels of implementation and follow-through.



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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

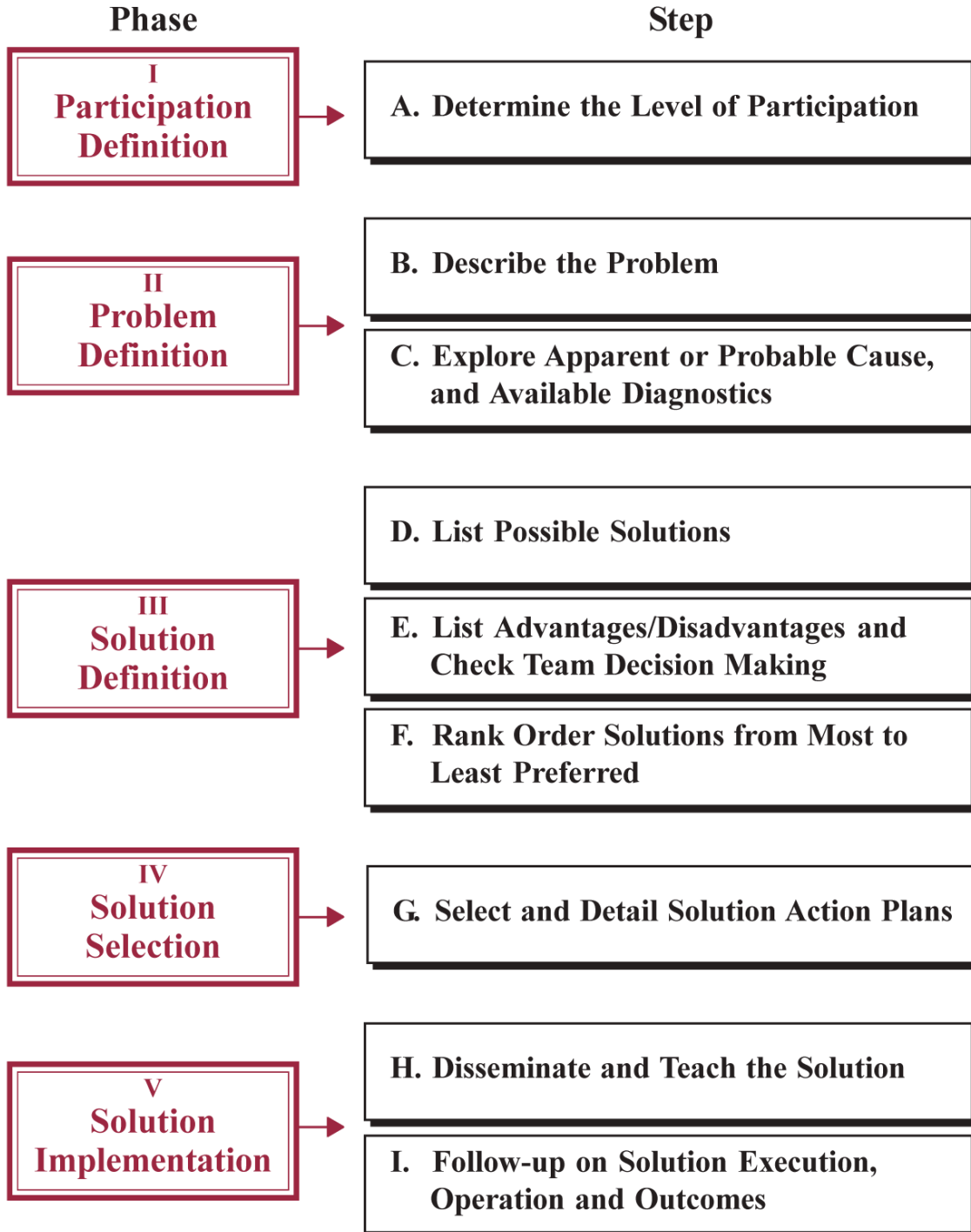
TEAM PROCESS GOALS

- A. **Improve** our ability as a team to identify and fix problems;
- B. **Improve** decision quality;
- C. **Educate** team members as to perceived differences in problem consequences/causes and solutions/costs/benefits;
- D. Promote **productive pessimism**;
- E. **Brainstorm** with team members new/novel/variant solutions;
- F. **Cooperate** with team members in the analysis process;
- G. Maximize team member **participation**;
- H. Develop **consensus** among team members on proposed actions;
- I. Create a team **action plan**;
- J. Develop a **common problem analysis** process;
- K. Develop personal **life skills**;
- L. Have team members **enjoy** themselves.



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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING



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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

Participation Level Definition Chart

Team Directed 



Other Directed

Participation Level Discussion Phase	Complete Autocratic (No Participation)	Limited Autocratic (Individual Participation)	Consultative (Team Participation)	Delegation (Team Consensus Participation)
II Problem Definition	Others	Others and Individuals	Others and Team	Team
III Solution Definition	Others	Others	Others and Team	Team
IV Solution Selection	Others	Others	Others	Team
V Solution Implementation	Others and Team	Others and Team	Others and Team	Others and Team

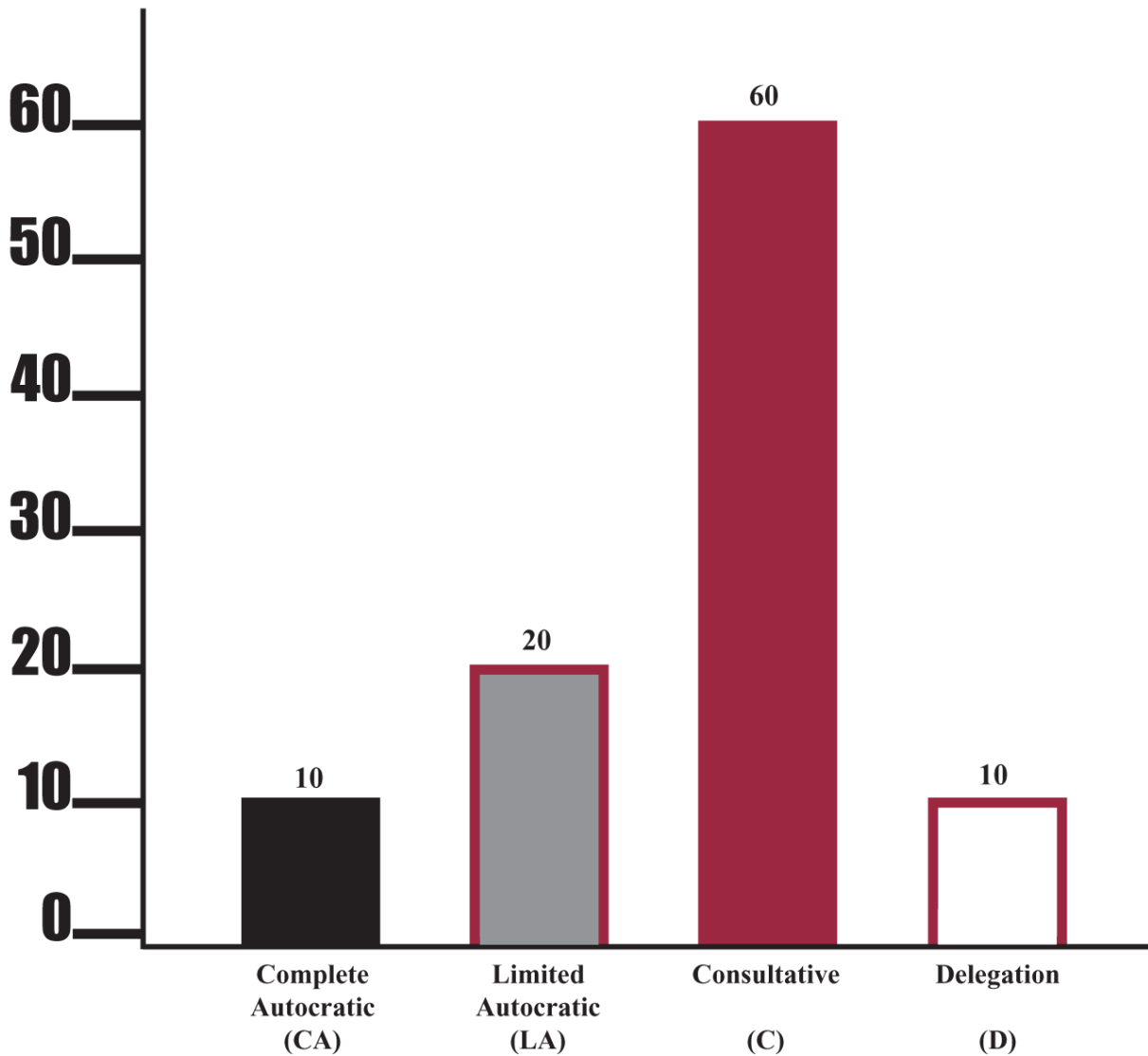
Time Period	From ____/____/____ To ____/____/____		Number of Sessions ____	
<i>f</i> of Use Total Topics	____ ____	____ ____	____ ____	____ ____
% of Use	____%	____%	____%	____%
% Target	10%	20%	60%	10%

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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

BENCHMARK PARTICIPATION LEVELS:
PERCENT OF LEADER USE

High Competence Team

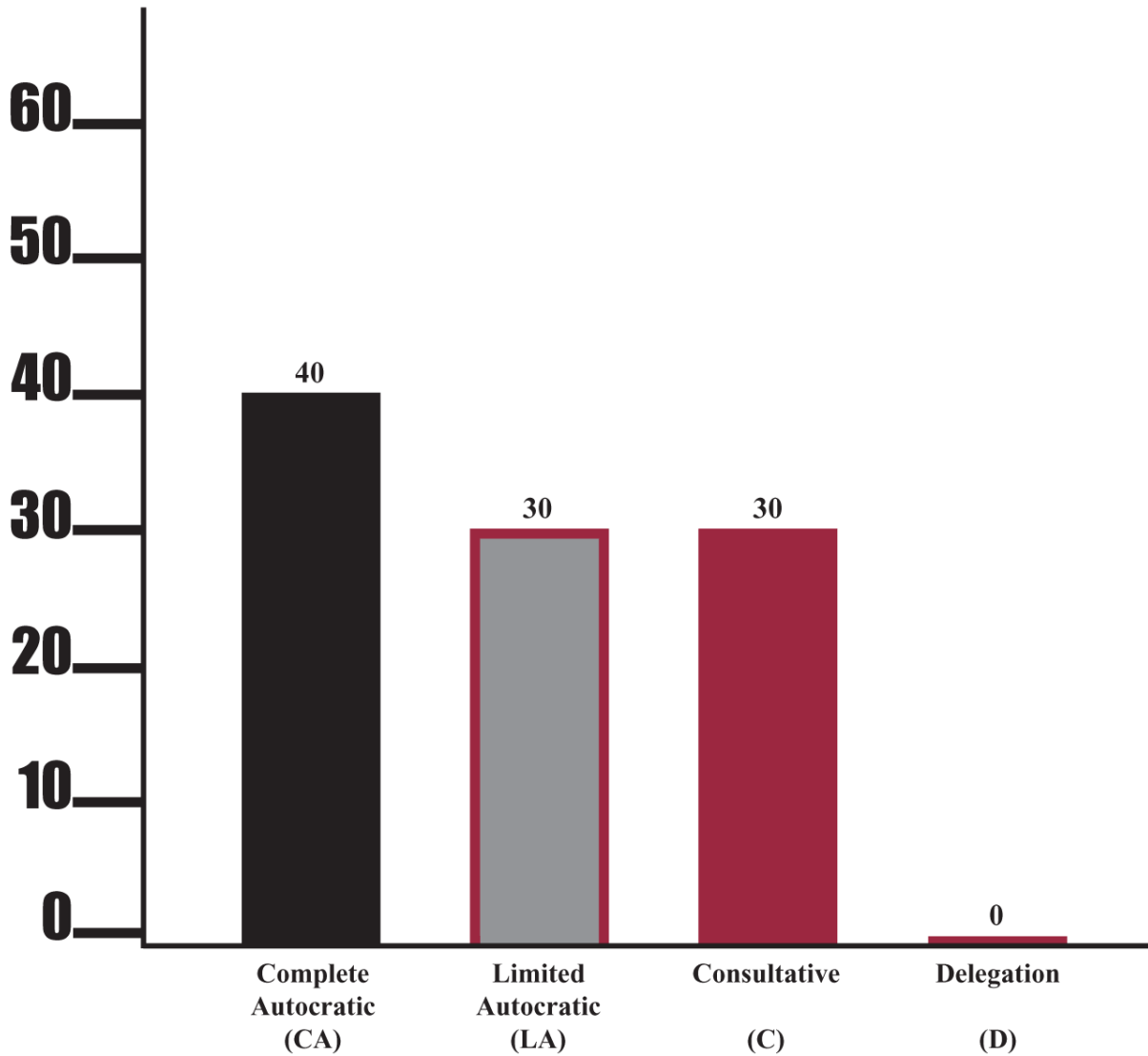


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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

BENCHMARK PARTICIPATION LEVELS:
PERCENT OF LEADER USE

Low Competence Team

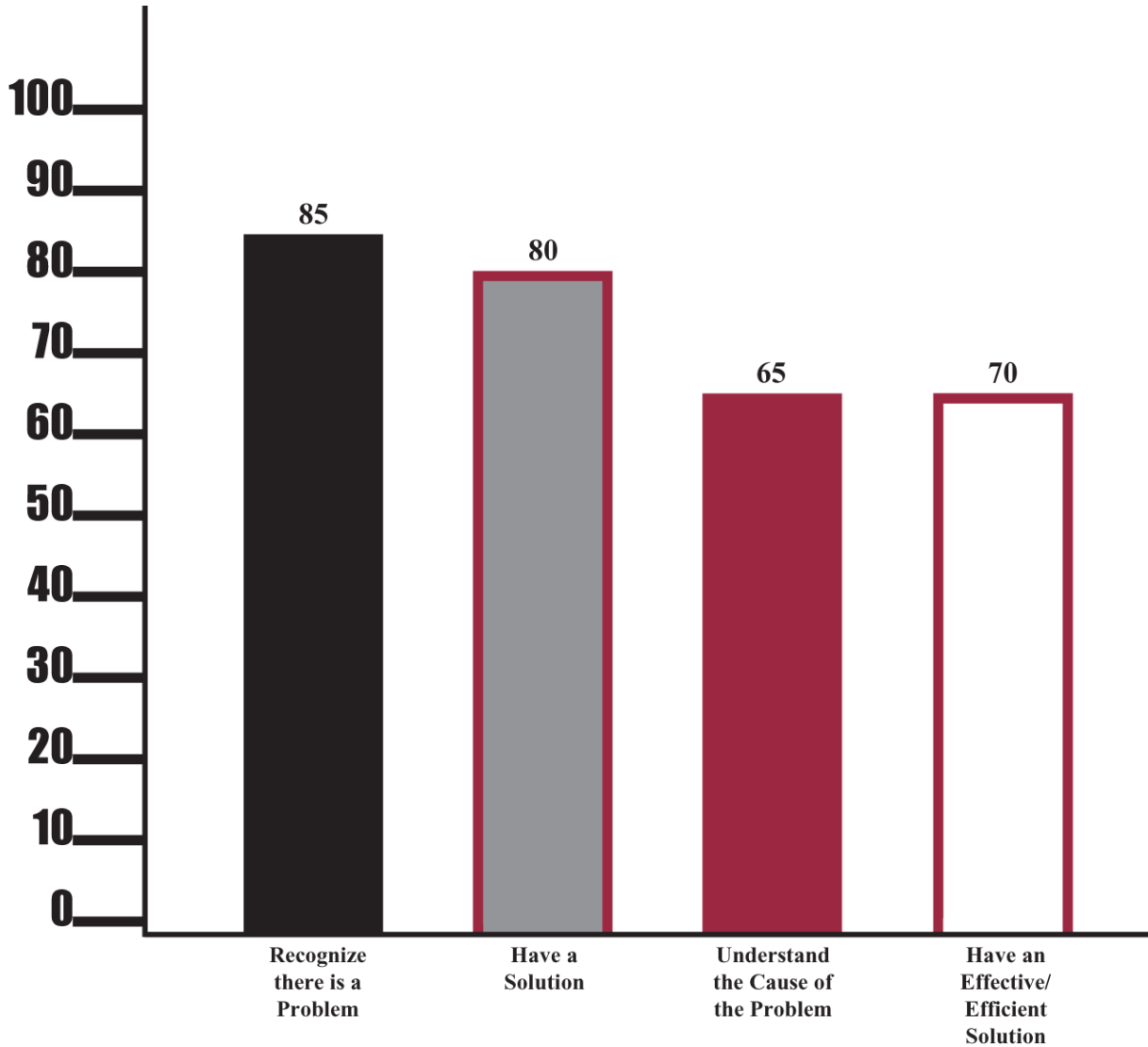


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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

PROBLEM RECOGNITION AND COMPREHENSION
BY WORK TEAMS

High Competence Team

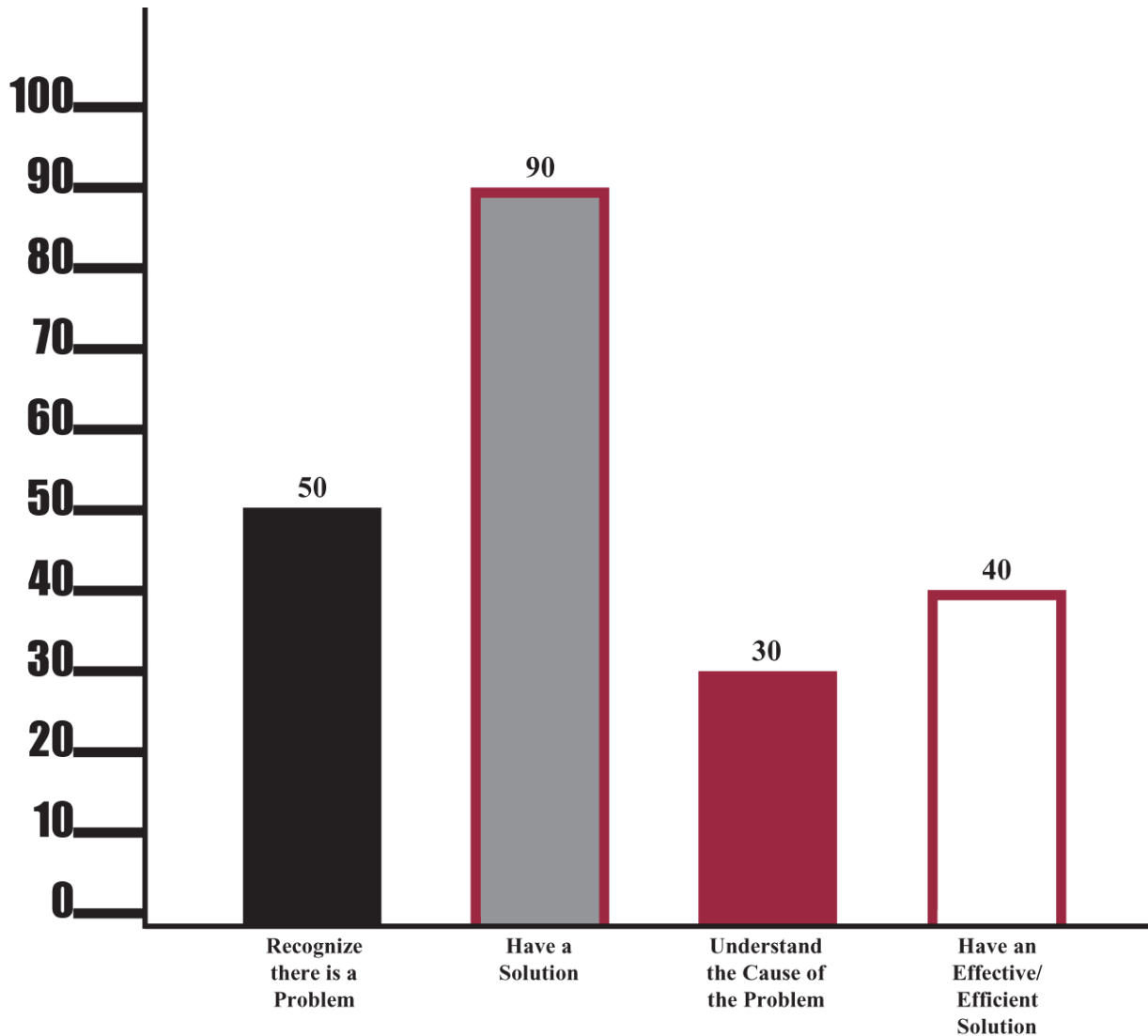


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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

PROBLEM RECOGNITION AND COMPREHENSION
BY WORK TEAMS

Low Competence Team



THINK IMPROVEMENT®

PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

PAGE ONE

STEP A Participation Level	<input type="checkbox"/> Complete Autocratic	<input type="checkbox"/> Limited Autocratic	<input type="checkbox"/> Consultative	<input type="checkbox"/> Delegation
--------------------------------------	--	---	---------------------------------------	-------------------------------------

STEP B Definition (See Worksheet-B)	General Description	Specific Examples	Common Variables	Possible Impacts
	See Worksheet-B(1)	See Worksheet-B(2)	See Worksheet-B(3)	See Worksheet-B(5)
	Restated Problem (see Worksheet B(4) _____)			

STEP C Apparent or Probable Cause (See Worksheet C)	Apparent or Probable Cause(s)			
	#1 _____	#3 _____		
	#2 _____	#4 _____		

STEP D Possible Solutions	Solution #1	Solution #2	Solution #3
		→	→

STEP E Solution Advantages/ Pro/ Benefits/ Positives	To Persons:	To Persons:	To Persons:
	To Procedures:	To Procedures:	To Procedures:
	To Financial:	To Financial:	To Financial:
	To Other (Time, Equipment, Space, Decision Authority, Etc.)	To Other (Time, Equipment, Space, Decision Authority, Etc.)	To Other (Time, Equipment, Space, Decision Authority, Etc.)

STEP E Solution Disadvantages/ Con/ Costs/ Negatives	To Persons:	To Persons:	To Persons:
	To Procedures:	To Procedures:	To Procedures:
	To Other (Time, Financial, Space, Equipment, Etc.)	To Other (Time, Financial, Space, Equipment, Etc.)	To Other (Time, Financial, Space, Equipment, Etc.)
	Team Decision Making Guidelines	Team Decision Making Guidelines	Team Decision Making Guidelines
	# Yes _____ #NA _____ #No _____	# Yes _____ #NA _____ #No _____	# Yes _____ #NA _____ #No _____





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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

PAGE TWO

STEP F	3rd	
Rank Ordering	2nd	
Solution Selected	1st	

STEP G (1) Solution Selected Action Plans Detail	Item	Apparent or Probable Cause	Necessary Action	Who is responsible?	Completion Date		Status	
					Target	Actual	Success	Success
	1.						⊕	⊕
	2.						⊕	⊕
	3.						⊕	⊕
	4.						⊕	⊕
	5.						⊕	⊕
	6.						⊕	⊕
	7.						⊕	⊕
	8.						⊕	⊕

Completion Status/Success: 100%  75%  50%  25% 

STEP G (2) Outcome Measures	Variable #1 Definition: _____	Variable #2 Definition: _____	Variable #3 Definition: _____
	Unit of Measure: _____	Unit of Measure: _____	Unit of Measure: _____
	Target: _____	Target: _____	Target: _____

STEP G (3) Monitoring Feedback Process	Variable #1 Who: _____	Variable #2 Who: _____	Variable #3 Who: _____
	When: _____	When: _____	When: _____
	How: _____	How: _____	How: _____

STEP H Dissemination	Provide Information To:					
	1.		4.			
	2.		5.			
	3.		6.			

STEP I Follow-Up	Date: _____	Date: _____
	Date: _____	Date: _____
	Date: _____	Date: _____

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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

APPARENT OR PROBABLE CAUSE WORKSHEET - C

C. (1) General Cause Brainstorming

C. (2) 5 Whys Analysis

Level 1 Why? _____

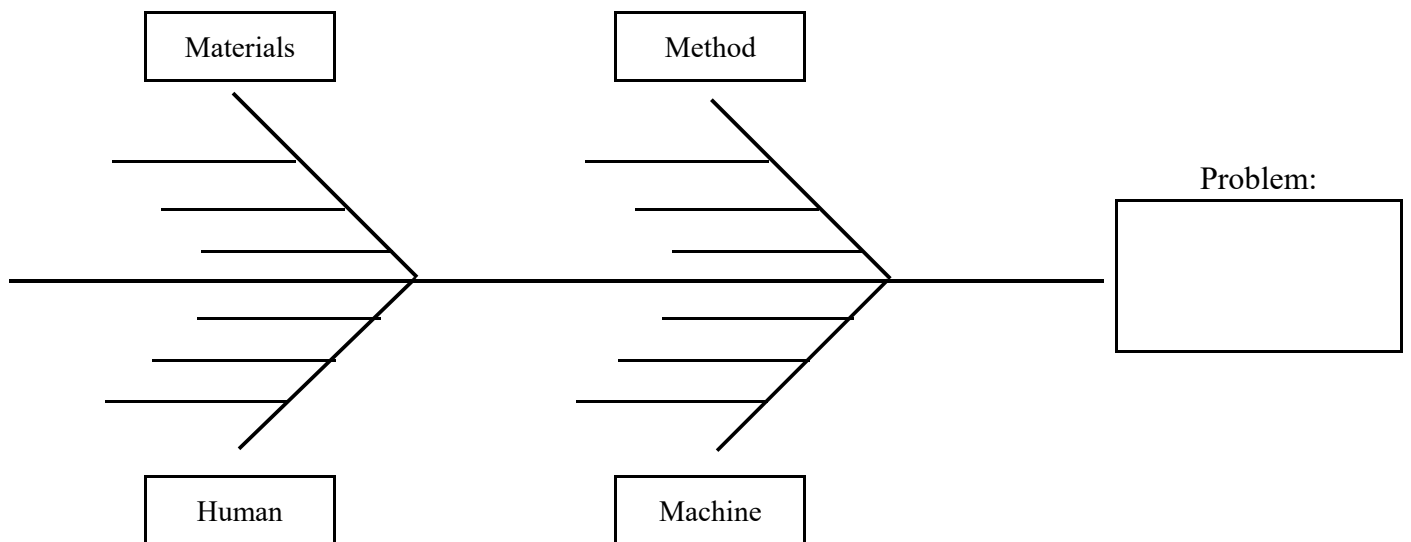
Level 2 Why? _____

Level 3 Why? _____

Level 4 Why? _____

Level 5 Why? _____

C. (3) Fishbone Analysis and Diagnostics - Brainstorm for Ideas



C. (4) Apparent or Probable Cause(s)

Four items from the **General Cause Brainstorming**, **“5 Whys” Analysis**, **Fishbone Analysis** and **Diagnostics** that the majority agree, are the **Apparent or Probable Cause(s)** of the problem.

1.

3.

2.

4.

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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

TEAM DECISION MAKING GUIDELINES WORKSHEET - E

For each of the Possible Solutions suggested in **Step D** answer the following questions by placing an “X” indicating either “Yes”, “N/A” or “No.”

Questions	Solutions		#1 _____	#2 _____	#3 _____	
	Yes or N/A*	No**	Yes or N/A*	No**	Yes or N/A*	No**
A. Is the solution consistent with the annual Operating Plan strategy and goals?						
B. Does the team have the necessary resources including budget and expertise?						
C. Does the proposed decision comply with approved policies and procedures, regulations and current technical documentation?						
D. Does the team have the functional responsibility to implement the decision? Is the decision within the team’s scope as defined by the team charter?						
E. If the issue impacts another team or organization have they been included in the decision making process?						
F. If capital funds are required, have these been authorized?						
G. Is the decision consistent with the functional specifications for the task or does the team have the authority to modify the functional specification to comply?						
H. Are all phases of the problem solving process appropriate for team participation?						
Totals (Transfer to Think Improvement® - PAGE ONE, Step E, Page 63, Team Decision Making Guidelines)	Yes N/A	No	Yes N/A	No	Yes N/A	No

*If all questions are answered “yes” or “N/A” the team should be able to make the decision and oversee complete implementation

**If one or more questions are answered “no” the team may proceed with recommendations for action, but are not authorized to begin implementation until all “no” items are resolved with the team’s Authorizing Sponsor.

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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

Facilitator's Preparation

1. **Read** (not study) the Think Improvement® Problem Analysis and Participative Decision Making section in your Responsive Management® manual at least three times.
2. **Review** the list of concerns/issues/topics/problems generated using the Think Improvement® IDEAS® process and select the Within Unit technical problems.
3. **Reflect** on current Within Unit technical problems that workers/staff/employees and you may be experiencing.
4. **Select** (based on your review of the Think Improvement® IDEAS® list and current reflection) three or four Within Unit technical problems and begin to analyze those issues using the Think Improvement® process and Think Improvement® – PAGE ONE and PAGE TWO (see pages 63 & 64) and Think Improvement®: Worksheets B & C (pages 65-67). Do this analysis alone.
5. **Select** four or five employees you supervise for one-on-one discussion of these topics. Select the four or five based on their technical knowledge of the issue and their varied and sometimes opposing views for solutions. In these one-on-one meetings, describe the upcoming team meeting's purpose and process and that you want their individual opinions regarding: a) Which of the three or four topics that you have selected would they prefer tackling first in the team; b) What is their analysis of each of the three or four topics.
6. **Teams** of more than 12, where “lead” positions are available, repeat Step 5 individually with each “lead.” Request the “leads” pay particular attention to the upcoming team meeting process as they will be asked to facilitate a similar process in the future.
7. **Select** the topic for a Think Improvement® Problem Analysis and Participative Decision Making meeting and schedule the meeting.
8. **Duplicate** enough copies of the Think Improvement® Problem Analysis and Participative Decision Making: Phases & Steps Diagram (page 52), Think Improvement® Problem Analysis and Participative Decision Making: PAGE ONE and PAGE TWO (pages 63 & 64) and Think Improvement®: Worksheets B, C & E (pages 65-68) for work team members.
9. **Prepare** flip chart with large newsprint pad and markers for the meeting.



THINK IMPROVEMENT®

PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

Facilitator's Introduction

1. **Welcome** - Welcome the Team; thank them for coming, especially those who might have had particular difficulty being there; welcome them by name.
2. **Purpose** - Follow-up on Session I - Think Improvement® IDEAS® process. During Session I, as a team, we identified some things about our organization that were working well and some things that were broken.
3. **Participants' History** - I suggested to you in our first meeting that your experience had been little or no follow through or follow-up, and you may have been feeling some of that this time. Now we want to start Session II which is the beginning of that follow-up.
4. **Phase II** - During the next few sessions we are together as a work team, we want to do one or two things: a) solve some job problems within our work team that are creating some aggravation or irritation for us; or b) develop some recommended solutions to problems for me to share with my boss.
5. **Goals for Today** - (Next 2-3 sessions)
 - a) Begin to analyze a Within Unit problem;
 - b) Learn a common “One Team Performance” problem analysis process that we can use in the future to address work problems.
6. **My Role (Supervisor)** - My job is to guide us through the Think Improvement® process so that four things can happen: a) You get to say what you think needs to be said about a particular problem; b) We stay on the subject or topic and don't end up talking about everything that is a concern or frustration; c) We end the meetings with some tangible and doable solutions to problems we experience; and, d) We feel good about each other as a work team.
7. **Previous One-on-One Discussions** - I have talked to some of you prior to this meeting. In the future, in order to better prepare myself, I will be talking to several of you about various topics prior to these meetings. When I visit with you one-on-one, I am looking for your individual ideas and views. I will not be talking to you as a representative of the other workers and I will be asking different people at different times.



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PROBLEM ANALYSIS AND PARTICIPATIVE DECISION MAKING

Facilitator's Introduction (Cont'd.)

8. **Choice of Issue to Analyze** - I have chosen as the topic for today a Within Unit work problem. There are other concerns you expressed, some of which are at the Division and the Department level. We will get to those a few sessions down the road. These first few sessions, however, I want to start with a topic or problem that is: a) closer to us; b) more concrete for us; and, c) something that maybe we can decide for ourselves.
9. **Final Comment** - This is just the start, not the end. We will continue to meet like this, to work together to try to solve problems.
10. **Begin**
 - a) Hand out Think Improvement® Problem Analysis and Participative Decision Making Phase & Step Diagram (page 52), Think Improvement®: PAGE ONE and PAGE TWO (pages 63 & 64), Definition Worksheet - B (pages 65 & 66), Apparent Cause Worksheet - C (page 67) and Team Decision Making Guidelines Worksheet - E (page 68).
 - b) Write the problem topic/issue chosen for today at the top of a large newsprint sheet.
 - c) Request examples/experiences from participants regarding the topic/issue selected.



RESPONSIVE LEADERSHIP SEMINARS®

RESPONSIVE MANAGEMENT
LINE-LEVEL LEADERSHIP®

EFFECTIVE MEETINGS MANAGEMENT

“Where Theory Meets the Road”

RESPONSIVE LEADERSHIP SEMINARS®
EFFECTIVE MEETINGS MANAGEMENT

Effective Team Meetings Include:

- A. Performance problem solving
- B. Performance idea generation
- C. Collaboration (preference input at a minimum)
- D. Acknowledgment of individual/team performance success
- E. Crisis response review
- F. Specified “start & stop” times
- G. Discussion of required/disliked actions/operations twice
- H. Pre-meeting individual discussions of divergent views
- I. Periodic participant survey (i.e., length, frequency, focus, open, collaborative, follow-up)

Effective Team Meetings Exclude:

- A. Individual negative performance feedback
- B. Harsh negative team feedback
- C. Complaining, whining and gossiping
- D. Discussion of individual (non-team relevant) topics
- E. Marathon sessions (except for extensive organizational change)



RESPONSIVE LEADERSHIP SEMINARS®
COMMITTEE AND STAFF MEETINGS

Preparation Decisions

- ▶ Name
- ▶ Frequency
- ▶ Day/Week/Month/Quarter/Date of Meeting
- ▶ Start Time
- ▶ Length
- ▶ Start Date
- ▶ Agenda Schedule
- ▶ Agenda Items
- ▶ Rules: Confidentiality
 - Only Agreed-on Substitutions
 - Sharing Feedback/Comments/Observations
 - Problem Solving/No Gossip/No Whining
 - No Surprises
 - Personnel Issues to Supervisor (Meeting Leader)
 - Prior
 - Must Follow Agenda



RESPONSIVE LEADERSHIP SEMINARS®
EFFECTIVE MEETINGS MANAGEMENT
AGENDA OUTLINE

A. General Information Passing (Manager/Supervisor Initiated)

B. Follow-up Items/Request for Agenda Items

C. Problem Areas (Manager/Supervisor Initiated)

D. Review of Organizational Policy, Procedure, or Process

E. Group Input Items (Manager/Supervisor Initiated)

F. Group Input Items (Staff Initiated)

G. General Information Passing (Staff Initiated)

H. Potential Items for Next Meeting's Agenda

I. Items Not to Be Announced or Discussed

J. Social Time



RESPONSIVE LEADERSHIP SEMINARS®
EFFECTIVE MEETINGS MANAGEMENT

Dialogue Behavior

- A. Provide Eye Contact, Pleasant and Sincere Voice Qualities, and Receptive Body Posture
- B. Request Input from Group Members
- C. Verbally Acknowledge Input of Group Members
- D. Provide Rationales for Your Requests and Points of View
- E. Provide Specific Operational Descriptions
- F. Request Group Members Understanding
- G. Provide Examples
- H. Attempt the Use of Appropriate Humor
- I. Provide Offers of Assistance
- J. Use People's Names
- K. Provide Compliments to the Group Members
- L. Empathize with Stated Frustrations
- M. Make Requests
- N. Request Rationales and Alternatives from Participants Regarding Requests for Change



RESPONSIVE LEADERSHIP SEMINARS®
EFFECTIVE MEETINGS MANAGEMENT

Participation Level Definition Chart



Participation Level → Discussion Phase ↓	Complete Autocratic (No Participation)	Limited Autocratic (Individual Participation)	Consultative (Team Participation)	Delegation (Team Consensus Participation)
II Problem Definition	Others	Others and Individuals	Others and Team	Team
III Solution Definition	Others	Others	Others and Team	Team
IV Solution Selection	Others	Others	Others	Team
V Solution Implementation	Others and Team	Others and Team	Others and Team	Others and Team
Time Period	From ____/____/____ To ____/____/____		Number of Sessions ____	
f of Use Total Topics	____ ____	____ ____	____ ____	____ ____
% of Use	____%	____%	____%	____%
% Target	10%	20%	60%	10%

EFFECTIVE MEETINGS MANAGEMENT – OBSERVATION/FEEDBACK FORM

DIALOGUE BEHAVIOR

Time Started _____ **Time Ended** _____

MANAGER
“OK”

STAFF
“OK”

AGENDA OUTLINE

**EYE CONTACT, VOICE VOLUME,
INFLECTION, CLARITY**

REQUEST FOR INPUT

ACKNOWLEDGMENT OF INPUT

RATIONALES

DESCRIPTIVELY SPECIFIC

REQUEST FOR UNDERSTANDING

EXAMPLES

HUMOR

OFFERS OF ASSISTANCE

USE OF PEOPLE’S NAMES

COMPLEMENTS

EMPATHY

MAKE REQUESTS

REQUEST ALTERNATIVES

**A. GENERAL INFORMATION PASSING (MANAGER/
SUPERVISOR INITIATED)**

B. FOLLOW-UP ITEMS/AGENDA ITEMS

**C. CONCERNS OR PROBLEM AREAS (MANAGER/
SUPERVISOR INITIATED)**

**D. REVIEW OF ORGANIZATIONAL POLICY,
PROCEDURE, OR PROCESS**

**E. GROUP INPUT ITEMS (MANAGER/SUPERVISOR
INITIATED)**

F. GROUP INPUT ITEMS (STAFF INITIATED)

**G. GENERAL INFORMATION PASSING (STAFF
INITIATED)**

H. POTENTIAL ITEMS FOR NEXT MEETING’S AGENDA

**I. WERE THERE ITEMS DISCUSSED THAT MAY HAVE
BEEN INAPPROPRIATE?**

J. SOCIAL TIME

RESPONSIVE LEADERSHIP SEMINARS®

EFFECTIVE MEETINGS MANAGEMENT

Concern or Problem Presentation/Discussion

1. General Description (10 words) (15 seconds)
2. Operational example(s) (2 sentences) (15 seconds)
3. Reason for concern (1 minute)
 - a. Impact on “customer”
 - b. Impact on things (equipment, schedules, cost, procedures)
 - c. Impact on our unit’s crews/staff
 - d. Impact on others (units, crews/staff/management)
 - e. Impact on reputation of organization
4. “Has anybody else experienced this work problem?” “How?” (For all participants — max. 2 minutes)
5. “Is this a problem we need to solve?” (15 seconds)
6. “Suggestions on how could we solve this?” (For all participants — max. 5 minutes)
7. My (the discussion leader’s) recommendation would be... (30 seconds)
8. Other discussion (2 minutes)
9. Summary of discussion (30 seconds)
10. Follow-up — who is responsible for doing what? (20 seconds)
11. Follow-up — when are they responsible for having it done? (20 seconds)
12. Follow-up — we will review this on _____ (20 seconds)



RESPONSIVE LEADERSHIP SEMINARS®

EFFECTIVE MEETINGS MANAGEMENT

Meeting Agenda

DATE: _____ SCHEDULED START TIME: _____ PERSONS ABSENT: _____

- TYPE OF MEETING: [] MANAGEMENT TEAM [] SUPERVISOR WITH MANAGER [] SUPERVISOR WITH STAFF [] OTHER _____

MEETING OUTLINE: 1. START TIME: _____

2. POSITIVE INFORMATION A. Individuals in Our Unit _____

B. Individuals in other Units (Internal) _____

C. Individuals in other Units (External) _____

3. ITEMS THAT NEED FOLLOW-UP: A. _____ C. _____ B. _____ D. _____

4. QUESTIONS THAT NEED AN ANSWER A. _____ B. _____

5. NEW ITEMS NEEDING DIRECTION/DISCUSSION A. _____ B. _____

6. HEADS UP ITEMS A. _____ C. _____ B. _____ D. _____

7. WORK REVIEWS A. _____ C. _____ B. _____ D. _____

8. OTHER / NOTES _____

Problem/Concern Taking/Requesting Action 1. _____ has/has not occurred. 2. My concern for Our Unit is _____.

Info/Heads up Only 1. _____ has/has not occurred. 2. My concern for _____ is _____.

9. MEETING FEEDBACK: A. NOTIFICATION? [] OK [] NOT OK B. HANDOUTS? [] OK [] NOT OK C. CORRECT PARTICIPANTS? [] OK [] NOT OK D. PARTICIPANTS' INTERPERSONAL BEHAVIOR [] OK [] NOT OK E. LENGTH OF MEETING? [] OK [] NOT OK F. TOPICS DISCUSSED? [] OK [] NOT OK G. TOPICS WITHIN GROUPS AREA OF RESPONSIBILITY [] OK [] NOT OK H. SUGGESTIONS FOR CHANGE? _____

RESPONSIVE LEADERSHIP SEMINARS®

EFFECTIVE MEETINGS MANAGEMENT

Project/Activity Work Plan Worksheet

Project/Activity Title: _____

Date: _____

Purpose (10 words or less): _____

Identify/Brainstorm Tasks:

Tasks	Order of Completion	Scheduled		Completion Date	Ownership	Other
		Start Date	Finish Date			
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Possible Conflicts/Glitches: _____

Possible Work-around: _____

Other: _____

Transfer this information to “Work Assignments Review” sheet or Project Software.



RESPONSIVE LEADERSHIP SEMINARS®

EFFECTIVE MEETINGS MANAGEMENT

Application & Practice Exercise

TIME NEEDED: 1 hour, 15 minutes

GROUP SIZE: Five to six participants per team

ROLES DESCRIPTION: A. **PRESENTER — ONE PERSON**

- (1) Welcomes participants;
- (2) Presents an Agenda Outline Item “A”;
- (3) Presents an Agenda Outline Item “E”;
- (4) Conducts the meeting for seven (7) minutes;
- (5) Interacts during the meeting by using as many of the DIALOGUE BEHAVIORS list items as possible;
- (6) Keeps track of time.

B. **FEEDBACK COORDINATOR — ONE PERSON**

- (1) Is a RATIONALE/REASONABLE PERSON (see “E” below);
- (2) Using the DIALOGUE BEHAVIOR list, observes the Presenter and coordinates feedback to the Presenter, following the seven-minute meeting;
- (3) Three (3) minutes are available for feedback.

C. **SUPPORTER (POSITIVE) — ONE PERSON**

Responds sincerely, supportively, positively, and encouragingly to the Presenter’s ideas, solutions, suggestions or plans.

D. **NON-SUPPORTER (NEGATIVE) — ONE PERSON**

Responds unsupportively and negatively to the Presenter’s ideas, solutions, suggestions or plans.

E. **RATIONAL/REASONABLE — ONE TO THREE PERSONS**

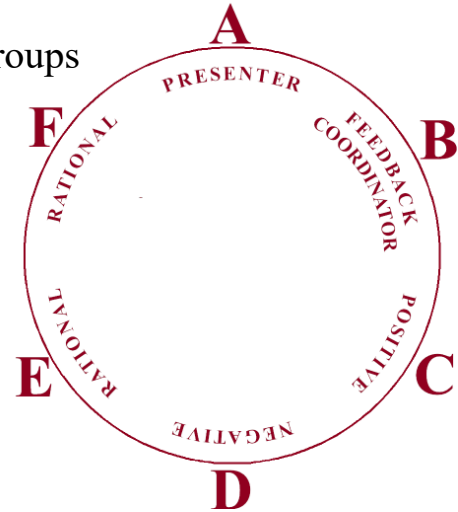
Responds with reason and logic, either “pro” or “con” to all proposed ideas, solutions, suggestions or plans. If a “con” response is warranted, respond pleasantly.



EFFECTIVE MEETINGS MANAGEMENT

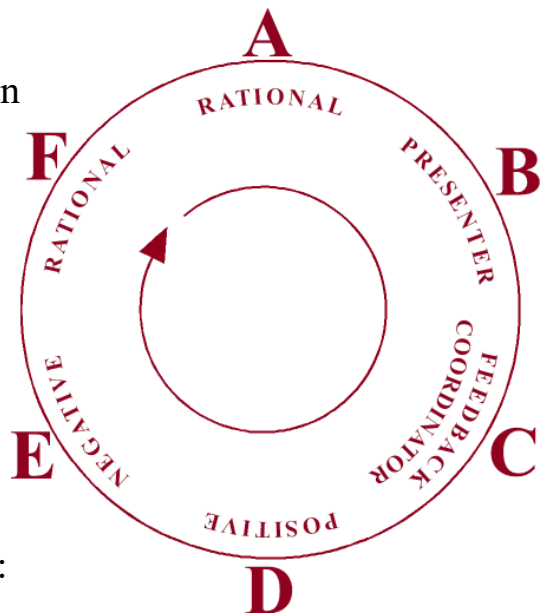
INITIATING THE PRACTICE:

Participants are assigned to their practice groups (4 to 6 persons) and requested to move to their designated meeting area. Participants take with them the meeting skills materials and their name tent. One of the participants is asked to volunteer and assume the initial Presenter's role. Individuals to the right of the Presenter then assume roles as shown in diagram.



ROTATION OF ROLES:

Each member of the group will have an opportunity to assume each of the roles. At the conclusion of any Presenter's feedback, the roles are shifted to the right. Rotation continues until every member of the groups has assumed all the roles.



DEBRIEFING AFTER PRACTICE:

Did you identify situations suggesting:

- (a) positive feedback;
- (b) negative feedback;
- (c) accepting feedback;
- (d) not presenting a topic item;
- (e) preparing individual participants prior to the meeting;
- (f) attending too much to the "NEGATIVE" person;
- (g) attending too little to "NEGATIVE" person.



RESPONSIVE LEADERSHIP SEMINARS®

RESPONSIVE MANAGEMENT
LINE-LEVEL LEADERSHIP®

LEADERSHIP DEVELOPMENT SURVEY

S³®

**Supervision Effectiveness Feedback
For the Individual Leader**

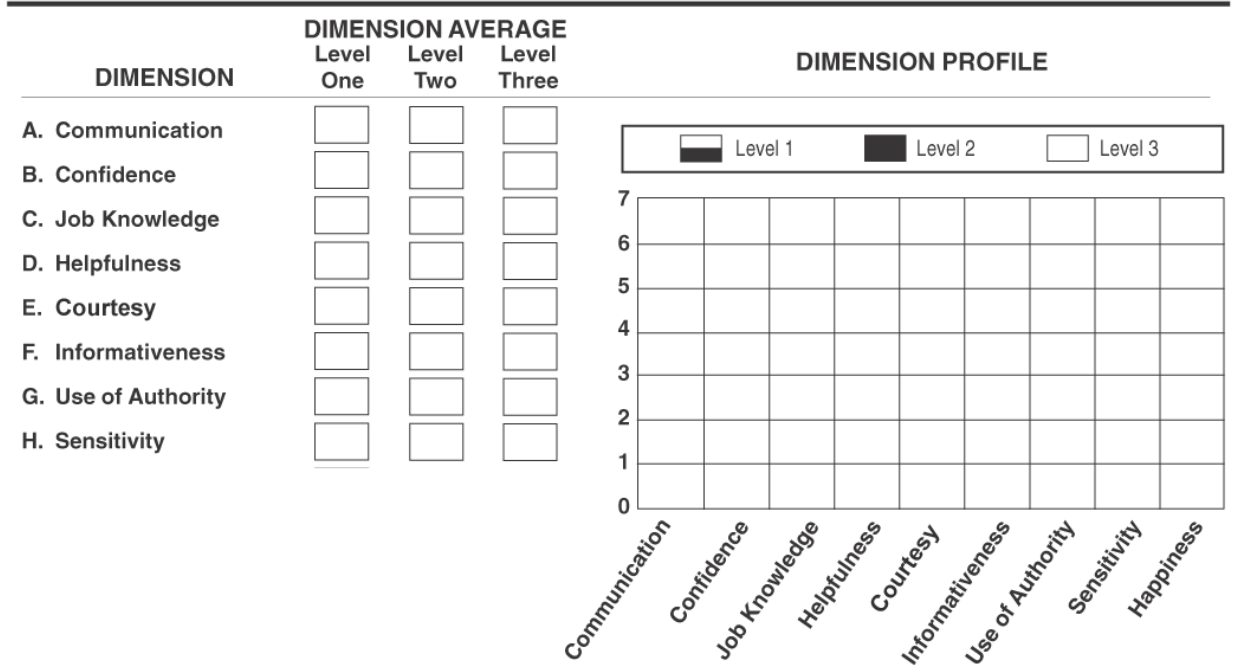
— APPENDIX A —

“Where Theory Meets the Road”

RESPONSIVE LEADERSHIP SEMINARS®

S³® DIMENSION AVERAGES PROFILE

The Responsive Management: S³®: Leadership Development Survey provides the supervisor/manager with feedback on his/her Responsive Management® style with team members. The Leader can assess her/himself across nine DIMENSIONS (22 questions), identified as important to TEAM Satisfaction, Performance, and Purpose (Likert, 1967; Baron, 1978; Rackham and Morgan, 1980; Hogan, Curphy and Hogan, 1994). Besides self-assessment, this instrument offers the Leader important feedback opportunities on his/her Responsive Management® style from both the persons he/she leads (Level One) and the individual who is his/her manager (Level Three). S³® provides the beneficial comparison between a “self-perception” (Level Two) and “others-perception” (Levels One and Three) by plotting a PROFILE.



**RESPONSIVE MANAGEMENT:
S³® LEVEL ONE — SUPERVISEE’S ASSESSMENT**

Name of Manager/Supervisor being rated _____

6 month

Unit _____ Division _____ Date _____

Annual

Instructions: To assist the above-named supervisor with continued development as a Responsive Supervisor/Manager, would you please rate each of the 22 satisfaction questions that follow using the rating scale below. **Remember, you are rating this supervisor on his/her management style in supervising you regarding these Dimensions.** For each question, in the column to the right, please mark a:

- | | |
|---|--|
| "7" if you are Completely Satisfied | "3" if you are Slightly Dissatisfied |
| "6" if you are Satisfied | "2" if you are Dissatisfied |
| "5" if you are Slightly Satisfied | "1" if you are Completely Dissatisfied |
| "4" if you are Neither Satisfied nor Dissatisfied | "NA" if the Question Does Not Apply |

After completing the questionnaire, please insert it in the envelope provided and mail.

**Ratings
Column**

HOW SATISFIED ARE YOU ...?

A. COMMUNICATION DIMENSION

1. ...That you are free to discuss your job with your supervisor? _____
2. ...With the frequency your supervisor asks you for your ideas and suggestions on solving job problems? _____
3. ...That you can privately, but candidly, question your supervisor’s suggestions, requirements and communications? _____
4. ...That you can contact your supervisor when necessary? _____

B. CONFIDENCE DIMENSION

5. ...With the frequency your supervisor uses your ideas and suggestions? _____
6. ...That your supervisor has confidence in you and your decisions? _____
7. ...That your supervisor supports your decisions? _____

C. JOB KNOWLEDGE DIMENSION

8. ...That your supervisor knows or can help develop the solutions to most of your job or task problems? _____

D. HELPFULNESS DIMENSION

9. ...That your supervisor provides sufficient assistance, equipment, training, and resources to allow you to successfully perform your job? _____
10. ...That your supervisor responds to your requests quickly? _____
11. ...With the frequency your supervisor offers you assistance or help? _____

E. PLEASANTNESS DIMENSION

12. ...With the frequency your supervisor compliments you on your job performance? _____
13. ...With the pleasantness of your supervisor? _____
14. ...That the other staff of your supervisor are pleasant? _____

F. INFORMATIVENESS DIMENSION

15. ...That your supervisor provides the information you need to improve your job performance? _____
16. ...That the performance information provided to you by your supervisor is used to help you rather than used punitively? _____
17. ...That your supervisor helps you understand the purpose of your job and work tasks as they relate to the organization’s mission? _____

G. USE OF AUTHORITY DIMENSION

18. ...That your supervisor allows you sufficient independence in making decisions concerning your job? _____
19. ...That after considering other points of view your supervisor makes firm and lasting decisions? _____

H. SENSITIVITY DIMENSION

20. ...That your supervisor is sensitive to diversity and differences among people? _____
21. ...That your supervisor is family sensitive? _____

I. HAPPINESS DIMENSION

22. ...That you are happy working in this supervisor’s unit? _____



RESPONSIVE LEADERSHIP SEMINARS®

**RESPONSIVE MANAGEMENT:
S³® LEVEL TWO — SELF ASSESSMENT**

Name _____ Date _____ 6 month
 Unit _____ Division _____ Annual

Instructions: Please rate each of the 22 satisfaction questions that follow using the rating scale below. Remember, you are rating **how you think your staff feel as a group about you regarding these Dimensions**. For each question, in the column to the right, please mark a:

- | | |
|---|--|
| "7" if you are Completely Satisfied | "3" if you are Slightly Dissatisfied |
| "6" if you are Satisfied | "2" if you are Dissatisfied |
| "5" if you are Slightly Satisfied | "1" if you are Completely Dissatisfied |
| "4" if you are Neither Satisfied nor Dissatisfied | "NA" if the Question Does Not Apply |

After completing the questionnaire, please retain for future comparison.

HOW SATISFIED ARE YOU ...?

**Ratings
Column**

A. COMMUNICATION DIMENSION

- 1. ...That your staff are free to discuss their job with you? _____
- 2. ...With the frequency you ask your staff for their ideas and suggestions on solving job problems? _____
- 3. ...That your staff can privately, but candidly, question your suggestions, requirements, and communications? _____
- 4. ...That your staff can contact you when necessary? _____

B. CONFIDENCE DIMENSION

- 5. ...With the frequency you use your staff's ideas and suggestions? _____
- 6. ...That you have confidence in your staff and their decisions? _____
- 7. ...That you support your staff's decisions? _____

C. JOB KNOWLEDGE DIMENSION

- 8. ...That you know or can help your staff develop the solutions to most of their job or task problems? _____

D. HELPFULNESS DIMENSION

- 9. ...That you provide sufficient assistance, equipment, training, and resources to allow your staff to successfully perform their job? _____
- 10. ...That you respond to your staff's requests quickly? _____
- 11. ...With the frequency you offer your staff assistance or help? _____

E. PLEASANTNESS DIMENSION

- 12. ...With the frequency you compliment your staff on their job performance? _____
- 13. ...That you are pleasant? _____
- 14. ...That the other staff in the unit supervised by you are pleasant? _____

F. INFORMATIVENESS DIMENSION

- 15. ...That you provide the information your staff needs to improve their job performance? _____
- 16. ...That the performance information provided by you is used to help your staff rather than used punitively? _____
- 17. ...That you help your staff understand the purpose of their job and work tasks as they relate to the organization's mission? _____

G. USE OF AUTHORITY DIMENSION

- 18. ...That you allow your staff sufficient independence in making decisions concerning their job? _____
- 19. ...That after considering other points of view, you make firm and lasting decisions? _____

H. SENSITIVITY DIMENSION

- 20. ...That you are sensitive to diversity and difference among people? _____
- 21. ...That you are family sensitive? _____

I. HAPPINESS DIMENSION

- 22. ...That your staff are happy working in your unit? _____



RESPONSIVE MANAGEMENT:

S³® LEVEL THREE — MANAGER’S ASSESSMENT OF THE SUPERVISOR

Name of Manager/Supervisor being rated _____ 6 month
 Unit _____ Division _____ Date _____ Annual
 Name of Manager Providing the Rating _____

Instructions: To assist the above-named supervisor with continued development as a Responsive Supervisor/Manager, would you please rate each of the 22 satisfaction questions that follow using the rating scale below. **Remember, you are rating this supervisor regarding how she/he supervises their staff on these Dimensions.** For each question, in the column to the right, please mark a:

- | | |
|---|--|
| "7" if you are Completely Satisfied | "3" if you are Slightly Dissatisfied |
| "6" if you are Satisfied | "2" if you are Dissatisfied |
| "5" if you are Slightly Satisfied | "1" if you are Completely Dissatisfied |
| "4" if you are Neither Satisfied nor Dissatisfied | "NA" if the Question Does Not Apply |

After completing the questionnaire, please return to the supervisor.

**Ratings
Column**

HOW SATISFIED ARE YOU ...?

A. COMMUNICATION DIMENSION

1. ...That the staff of this supervisor are free to discuss their jobs with their supervisor? _____
2. ...With the frequency this supervisor asks his/her staff for their ideas and suggestions in solving job problems? _____
3. ...That the staff of this supervisor can privately, but candidly, question their supervisor’s suggestions, requirements, and communications? _____
4. ...That the staff can contact their supervisor when necessary? _____

B. CONFIDENCE DIMENSION

5. ...With the frequency this supervisor uses his/her staff’s ideas and suggestions? _____
6. ...That this supervisor has confidence in his/her staff and their decisions? _____
7. ...That this supervisor supports the decisions of his/her staff? _____

C. JOB KNOWLEDGE DIMENSION

8. ...That this supervisor knows or can help develop the solutions to most of his/her staff’s job or task problems? _____

D. HELPFULNESS DIMENSION

9. ...That this supervisor provides sufficient assistance, equipment, training, and resources to allow his/ her staff to successfully perform their jobs? _____
10. ...That this supervisor responds to his/her staff’s requests quickly? _____
11. ...With the frequency this supervisor offers assistance or help to his/her staff? _____

E. PLEASANTNESS DIMENSION

12. ...With the frequency this supervisor compliments her/his staff on their job performances? _____
13. ...That this supervisor is pleasant with his/her staff? _____
14. ...That the staff of this supervisor are pleasant? _____

F. INFORMATIVENESS DIMENSION

15. ...That this supervisor provides the information her/his staff need to improve their job performance? _____
16. ...That the performance information provided by this supervisor to his/her staff is used to help them rather than used punitively? _____
17. ...That this supervisor helps her/his staff understand the purpose of their jobs and work tasks as they relate to the organization’s mission? _____

G. USE OF AUTHORITY DIMENSION

18. ...That this supervisor allows his/her staff sufficient independence in making decisions concerning their jobs? _____
19. ...That after considering other points of view this supervisor makes firm and lasting decisions? _____

H. SENSITIVITY DIMENSION

20. ...That this supervisor is sensitive to diversity and differences among people? _____
21. ...That this supervisor is family sensitive? _____

I. HAPPINESS DIMENSION

22. ...That this supervisor's staff are happy working in her/his unit? _____



RESPONSIVE LEADERSHIP SEMINARS®

RESPONSIVE MANAGEMENT
LINE-LEVEL LEADERSHIP®

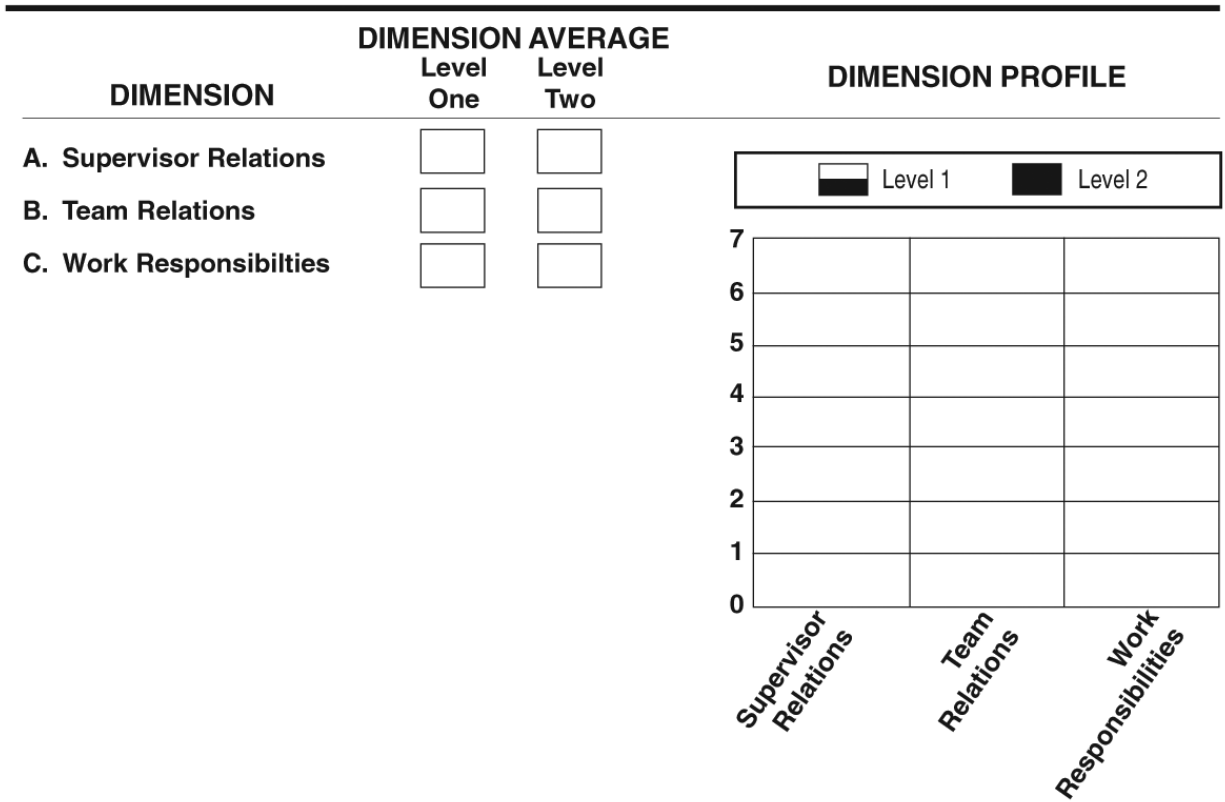
**RESPONSIVE EMPLOYEE:
TEAM EFFECTIVENESS FEEDBACK
FOR THE INDIVIDUAL EMPLOYEE**

— APPENDIX B —

“Where Theory Meets the Road”

**RESPONSIVE EMPLOYEE:
DIMENSION AVERAGES PROFILE**

The **Responsive Employee** survey provides the employee with feedback on his/her relationship with the supervisor and other team members. The employee can be assessed across three dimensions, identified as important to **Team Effectiveness: Supervisor Relations** (6 questions), **Team Member Relations** (10 questions), and **Work Responsibilities** (10 questions) (Goldstein; 1974; Baron, 1978; Donaldson, 1980).



RESPONSIVE EMPLOYEE:

Employee Assessment Review Procedure

Initial Meeting: The purpose of the initial meeting is to review with the employee each of the assessment items and ratings given by the supervisor. During the review, supervisors should keep in mind the positive value of noting improvements, being exact, giving examples, and providing rationales. It is beneficial for the tone of the conversation to be descriptive and focused on clarification of expected employee behavior rather than justification of the supervisor's ratings and observations or attempting to gain mutual agreement.

After establishing a time for a **follow-up** meeting, provide the employee with the **Responsive Employee: Assessment Summary** (page B-6) along with the **Level Two Assessment** (Employee Self-Assessment). Request the employee complete the self-assessment and establish three-month objectives in preparation for the scheduled follow-up meeting.

Follow-Up Meeting: The purpose of the follow-up meeting is three-fold: (1) to discuss observations and reactions of the employee regarding the **Assessment** feedback; (2) to review and establish the three-month **Responsive Employee Objectives**; and (3) to review (and practice skills where necessary to increase probabilities for success) the items and associated skills rated as needing improvement. The success of this meeting is measured by the level of clarity both parties achieve relative to specification of what actions need to be taken to bring about performance improvement. Efforts are concentrated on what methods or strategies are to be used by both parties to better assure above average work performance.



**RESPONSIVE EMPLOYEE:
LEVEL ONE — EMPLOYEE ASSESSMENT BY SUPERVISOR**

Name of Employee being rated _____ 6 month

Unit _____ Division _____ Annual

Name of Supervisor providing rating _____ Date _____

Assessment Questionnaire: To assist the above-named employee with continued development as a responsive employee, would you please rate each of the 26 satisfaction questions that follow using the rating scale below. Remember, you are rating this person on his/her responsiveness as an employee regarding his/her **Supervisor Relations, Team Relations, and Work Responsibility Dimensions**. For each question, in the column to the right, please mark a:

- | | |
|---|--|
| "7" if you are Completely Satisfied | "3" if you are Slightly Dissatisfied |
| "6" if you are Satisfied | "2" if you are Dissatisfied |
| "5" if you are Slightly Satisfied | "1" if you are Completely Dissatisfied |
| "4" if you are Neither Satisfied nor Dissatisfied | "NA" if the Question Does Not Apply |

After completing the questionnaire, review your ratings and note examples of each of the three dimensions: **Supervisor Relations, Team Relations, and Work Responsibilities**. Arrange a time to visit with the employee.

Dimension

**Average
Column**

HOW SATISFIED ARE YOU THAT THIS EMPLOYEE ... ?

**Ratings
Column**

_____	A. SUPERVISOR RELATIONS		
	1. ... follows instructions and directions?		_____
	2. ... listens to recommendations and feedback?		_____
	3. ... implements feedback?		_____
	4. ... requests permission when needed?		_____
	5. ... disagrees or objects reasonably?		_____
	6. ... provides needed information?		_____
_____	B. TEAM RELATIONS (with the supervisors and other team members)		
	7. ... offers greetings?		_____
	8. ... offers complements?		_____
	9. ... volunteers to assist?		_____
	10. ... offers apologies?		_____
	11. ... listens to feedback?		_____
	12. ... requests permission?		_____
	13. ... disagrees or objects reasonably?		_____
	14. ... participates in discussions?		_____
	15. ... contributes to group projects or tasks?		_____
	16. ... shares information?		_____
_____	C. WORK RESPONSIBILITIES		
	17. ... follows procedures?		_____
	18. ... reports illegal, unethical, or unsafe work events?		_____
	19. ... correctly uses work supplies, equipment, and property?		_____
	20. ... maintains good work attendance?		_____
	21. ... adheres to work dress code?		_____
	22. ... adheres to work safety code?		_____
	23. ... is punctual?		_____
	24. ... remains on task?		_____
	25. ... completes work assignments on time?		_____
	26. ... is honest?		_____

**RESPONSIVE EMPLOYEE:
LEVEL TWO — EMPLOYEE SELF ASSESSMENT**

Name of Employee being rated _____ 6 month
 Unit _____ Division _____ Annual
 Name of Supervisor _____ Date _____

Assessment Questionnaire: To assist you with your continued development as a valued and responsive employee, please rate each of the satisfaction questions that follow using the rating scale below. Remember, you are rating yourself on responsiveness as an employee regarding the Dimensions: **Supervisor Relations, Team Relations, and Work Responsibilities.** For each question, in the column to the right, please mark a:

- | | |
|---|--|
| "7" if you are Completely Satisfied | "3" if you are Slightly Dissatisfied |
| "6" if you are Satisfied | "2" if you are Dissatisfied |
| "5" if you are Slightly Satisfied | "1" if you are Completely Dissatisfied |
| "4" if you are Neither Satisfied nor Dissatisfied | "NA" if the Question Does Not Apply |

After completing the questionnaire, you may wish to review your ratings. In preparation for the **Follow-Up Meeting** with your supervisor, summarize the data.

Dimension

**Average
Column**

HOW SATISFIED ARE YOU THAT YOU ARE AN EMPLOYEE WHO . . . ?

**Ratings
Column**

<hr/>	A. SUPERVISOR RELATIONS	
	1. . . follows instructions and directions?	_____
	2. . . listens to recommendations and feedback?	_____
	3. . . implements feedback?	_____
	4. . . requests permission when needed?	_____
	5. . . disagrees or objects reasonably?	_____
	6. . . provides needed information?	_____
<hr/>	B. TEAM RELATIONS (with the supervisors and other team members)	
	7. . . offers greetings?	_____
	8. . . offers complements?	_____
	9. . . volunteers to assist?	_____
	10. . . offers apologies?	_____
	11. . . listens to feedback?	_____
	12. . . requests permission?	_____
	13. . . disagrees or objects reasonably?	_____
	14. . . participates in discussions?	_____
	15. . . contributes to group projects or tasks?	_____
	16. . . shares information?	_____
<hr/>	C. WORK RESPONSIBILITIES	
	17. . . follows procedures?	_____
	18. . . reports illegal, unethical, or unsafe work events?	_____
	19. . . correctly uses work supplies, equipment, and property?	_____
	20. . . maintains good work attendance?	_____
	21. . . adheres to work dress code?	_____
	22. . . adheres to work safety code?	_____
	23. . . is punctual?	_____
	24. . . remains on task?	_____
	25. . . completes work assignments on time?	_____
	26. . . is honest?	_____

**RESPONSIVE EMPLOYEE:
ASSESSMENT SUMMARY**

I. Dimensions rated by the supervisor averaging a **"six" rating or higher**:

_____ Supervisor Relations _____ Team Relations _____ Work Responsibilities

II. Dimensions rated by the supervisor averaging **below a "six" rating**:

_____ Supervisor Relations _____ Team Relations _____ Work Responsibilities

III. **Questions** rated below a "six" by the supervisor (list: Question #, content, and rating):

Question #	Question Content	Question Rating
# _____	_____	Rating _____
# _____	_____	Rating _____
# _____	_____	Rating _____

IV. Three-Month Objectives:

1. Increase my supervisor's rating of _____ on Question # _____ for the Dimension of _____ to a rating of _____.

2. Increase my supervisor's rating of _____ on Question # _____ for the Dimension of _____ to a rating of _____.

V. Comments:



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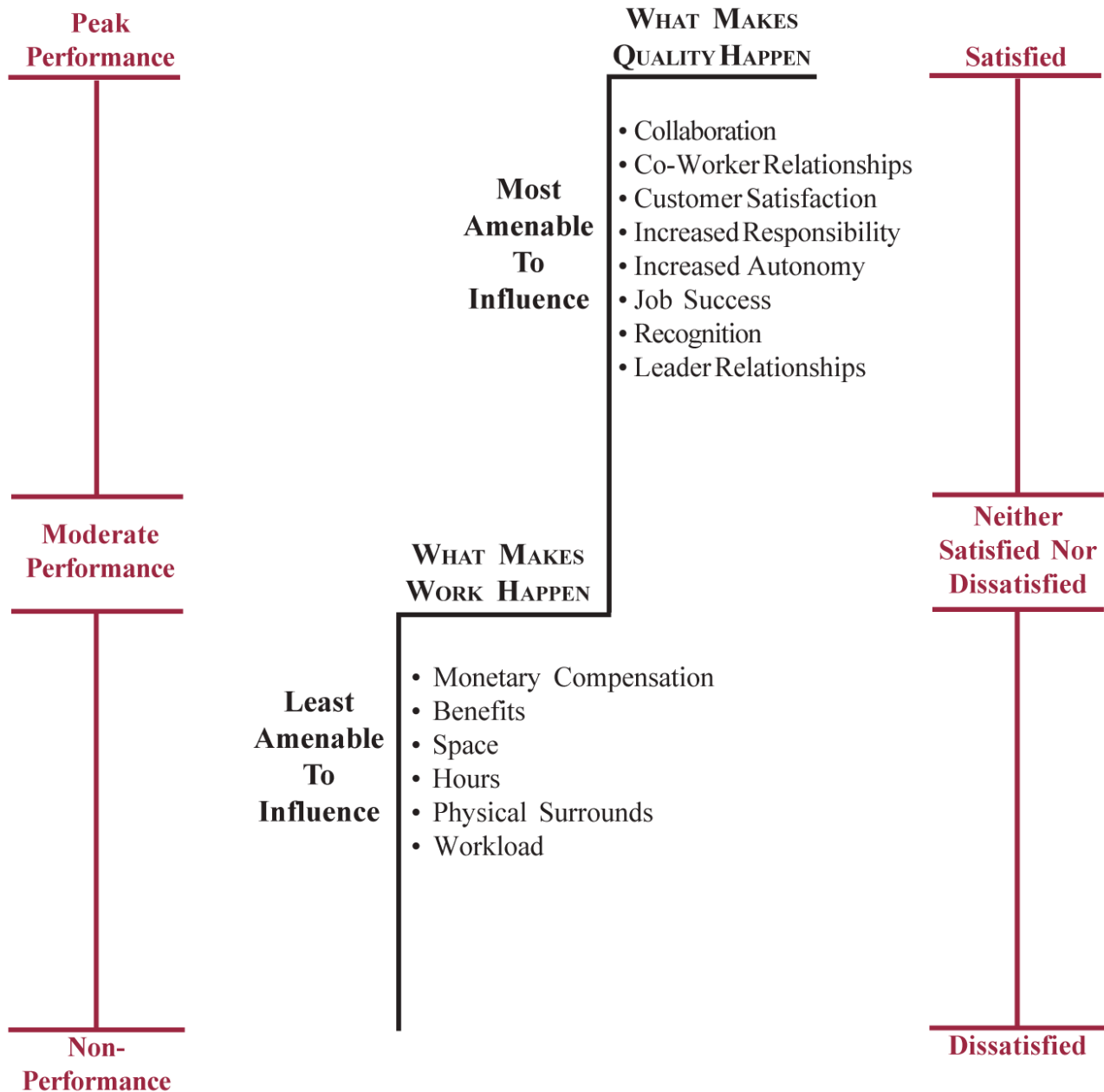
**MAKING WORK AND QUALITY
HAPPEN: EMPLOYEE WELL BEING,
MOTIVATION AND LEADER INFLUENCE**

— APPENDIX C —

“Where Theory Meets the Road”

RESPONSIVE LEADERSHIP SEMINARS®
MAKING WORK AND QUALITY HAPPEN

Employee Well Being, Motivation and Leader Influence¹



¹After, *The Motivation to Work*, Herzberg, Frederick, 1959.

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COMPLETION CERTIFICATE

— APPENDIX D —

“Where Theory Meets the Road”



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of



Responsive Management Systems[®]

certifies that

*has actively participated in and
successfully completed the skills-based Seminar*

RESPONSIVE MANAGEMENT
LINE-LEVEL LEADERSHIP[®]

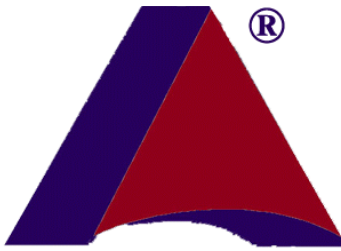
This Certificate of Completion is awarded the _____ day of _____, 20_____.

Signed,

Richard L. Baron, Founder

Responsive Management Systems[®]
2022[©]

“Where Theory Meets the Road”



SEMINAR EVALUATION

Organization _____ Date _____

Using the scale to the right, please rate each of the seven questions below. I would **particularly appreciate** your comments, suggestions, and observations about what you **liked and didn't like** in this presentation.

4 = Very Satisfied
3 = Satisfied
2 = Slightly Satisfied
1 = Dissatisfied

Rating (Please circle your selection)

- 1 2 3 4 1. How satisfied are you that the information provided in this seminar is relevant to the performance of your work or your organization? Comments: _____

- 1 2 3 4 2. How satisfied are you that the information provided in this seminar is sensitive to and positively responds to the differences between people? Comments: _____

- 1 2 3 4 3. How satisfied are you with your ability at this time to apply the information covered in this seminar to your work or organization? Comments: _____

- 1 2 3 4 4. How satisfied are you that you had sufficient opportunities to participate? Comments: _____

- 1 2 3 4 5. How satisfied are you that your questions were answered adequately? Comments: _____

- 1 2 3 4 6. How satisfied are you that this was a good use of your time? Comments: _____

- 1 2 3 4 7. How satisfied are you that you could recommend this seminar to others? Is there someone in particular whom I could contact?
Name of Contact _____
Organization Name _____ Phone # _____
Your Name (if you feel comfortable) _____
- 8. What other training topics would you like to have presented? _____



