



*How to Become the Manager  
Your Employees Need*

**PREVIEW**  
**LEADER'S GUIDE**

## Contents

<b>Introduction .....</b>	<b>3</b>
Why Go Through This Training.....	3
Learning Objectives .....	3
About Bruce Tulgan .....	3
<b>Getting Started.....</b>	<b>5</b>
How to Use This Guide.....	5
Your Role.....	5
Tips for Conducting a Successful Meeting.....	5
Training Time Estimates.....	7
Preparing for Your Meeting .....	8
Pre-Meeting Checklist.....	8
Flip Charts .....	8
<b>Conducting Your Meeting .....</b>	<b>10</b>
Welcome.....	10
About the Workshop .....	10
About Bruce Tulgan .....	10
Icebreaker: The Kite .....	11
Icebreaker Debrief.....	12
Learning Objectives .....	12
Activity: That Was Then, This Is Now.....	13
Debrief.....	13
Assessment: My Management Style .....	14
<b>IT'S OKAY TO BE THE BOSS DVD/video.....</b>	<b>16</b>
Activity: The Seven Myths of Management.....	16
MYTH #1—The Myth of EMPOWERMENT.....	17
MYTH #2—The Myth of FAIRNESS .....	17
MYTH #3—The Myth of the JERK BOSS.....	18
Myth #4—The Myth of the DIFFICULT CONFRONTATION .....	21
MYTH #5—The Myth of the NATURAL LEADER .....	23
MYTH #6—The Myth of the HR POLICE.....	23
MYTH #7—The Myth of TIME .....	24
Activity: Beat the Clock.....	25
Questions and Answers .....	26

Fighting the Undermanagement Epidemic.....27

Activity: Four Steps to Becoming the Manager Your Employees Need.....28

    Establish One-on-OneTIME to talk about the work.....28

    Talk Like a COACH .....28

    Make ACCOUNTABILITY a process, not a slogan.....29

    Deal with LOW PERFORMERS .....29

**Conclusion .....30**

    Be the Boss Action Plan .....30

# Introduction

---

## Why Go Through This Training

The traditional workplace no longer exists. The world is flat. Businesses are globally connected, knowledge-driven and competitive. Business has become dependent on technology; as a result, the workplace is fast-paced, high-pressure, and constantly changing. Managers have more demands, more tasks and responsibilities, and more people to manage than ever before.

And the workforce has changed too. No longer are employees content to pay their dues and climb the ladder. Their expectations have changed; they make their own demands.

Is it any wonder that your managers are struggling as they strive to manage more people with less time in a work environment that seems to be constantly shifting? The good news is that this workshop will give your managers practical ways to do just that.

## Learning Objectives

After your managers complete this program, they will be able to:

- ☐ Identify their management style.
- ☐ Identify popular myths about managing people.
- ☐ Identify ways to effectively manage their team in today's work environment.
- ☐ Avoid the undermanagement trap.
- ☐ Implement an action plan to immediately impact how they manage their employees.

## About Bruce Tulgan

Bruce Tulgan brings his highly engaging seminar, based on his bestselling book ***IT'S OKAY TO BE THE BOSS***, directly to you in an entertaining DVD presentation. Mr. Tulgan is an advisor to business leaders all over the world. For more than 15 years, he has studied workplace dynamics and has concluded that most problems can be avoided or quickly solved by a highly engaged management style.

In this program he shares specific ways to become the manager that today's employees need to succeed.

Mr. Tulgan is highly sought after as a keynote speaker and leading expert on management, including managing the younger generations entering today's business sector. He is founder of RainmakerThinking, Inc., and he has written or co-authored 16 books, including *Managing Generation X*, *Winning the Talent Wars* and *Not Everyone Gets a Trophy*. He was recently awarded the Golden Gavel by Toastmasters International, one of our nation's most prestigious awards to those in the communications field.

PREVIEW

# Getting Started

---

## How to Use This Guide

While Media Partner's *IT'S OKAY TO BE THE BOSS DVD* is the foundation of this program, this Leader's Guide will help you facilitate discussion about Mr. Tulgan's Seven Myths of Management and the Four Action Steps to becoming a great boss. Managers will walk away with a practical plan designed to help them implement the action steps into their daily managing style.

Following this training, managers will be armed with ways to immediately begin improving how they interact with their team.

## Your Role

Whether you are a manager or a trainer, your role is to make this workshop lively and fun. Ask questions. Encourage dialogue, thinking and reflection. Keep managers energized as you guide their learning about how to better manage their team.

## Tips for Conducting a Successful Meeting

Before we get into the specifics of the program, let's go through a few basic training tips:

- ☐ **Start on time and end on time.**

If you want your participants to respect you, you need to first show that you respect them and their time. Start on time to reward those who arrive promptly.

- ☐ **Take breaks at odd intervals.**

Tell your class to return in seven minutes, or start your break at 11:33 and tell participants to return in exactly 10 minutes. Participants are more apt to return promptly because of the specifics of your request. It's more fun too!

- ☐ **Assign group leaders the responsibility for rounding people up at the end of a break.**

- ☐ **Raise the energy level and increase participation in the class by having fun.**

Everybody knows that learning is more effective when it is fun. As the leader, it's your responsibility to keep things going. Ask a lot of questions and facilitate small-group discussions.

When the energy level starts to dip, get your participants out of their seats. Ask questions and reward answers. Or give participants a break and have them return to a fast-paced Q&A contest. Give prizes for Q&A summary games or reward small groups for returning from break on time. Be creative!

PREVIEW

**Training Time Estimates**

<i>Training Topic</i>	<i>Estimated Time (minutes)</i>
Welcome	5
Icebreaker: The Kite; Learning Objectives	5
Activity: That Was Then, This Is Now	5
Assessment: My Management Style	5
<i>IT'S OKAY TO BE THE BOSS DVD</i>	28
<i>Optional Bonus Video: The Five Myths of the Jerk Boss</i>	7
Activity: The Seven Myths of Management	20
Activity: Beat the Clock	10
Consequences of Undermanagement	15
Fighting the Undermanagement Epidemic	15
Activity: Four Steps to Becoming the Manager Your Employees Need	10
Be the Boss Action Plan	10
<b>TOTAL Training Time</b>	<b>Approx. 2:15 hours</b>

## **Preparing for Your Meeting**

The most important thing you can do before you teach this workshop is prepare. Get familiar with the DVD. Get comfortable with this Leader's Guide.

### **Pre-Meeting Checklist**

- ☐ Watch the DVD.
- ☐ Read this Leader's Guide.
- ☐ Reserve meeting space and DVD player.
- ☐ Gather whiteboard or flip chart, tape and markers.
- ☐ Gather horn, alarm or buzzer, if possible (or rely on your own sound effects).
- ☐ Print Participant Guides.
- ☐ Gather candy, gum and trinkets to reward participation and add a dimension of fun to the meeting.
- ☐ Prepare flip charts.
- ☐ Print and send Meeting Announcements, or send an email announcement.

## **Flip Charts**

**Note:** The flip charts are designed to help you reinforce the workshop learning. Flip charts No. 5 through No. 9 complement the bonus material on Jerk Bosses (A special bonus segment on the DVD. If you do not watch the *Five Myths of the Jerk Boss* with your trainees, you will not need flip charts No. 5 through No. 9).

1. (draw a kite;  
see Icebreaker: The Kite on page 11 for details)
2. Myths
3. Empowerment without  
guidance, support, coaching—is neglect.
4. Nothing fair about treating  
everyone the same.

5. Jerk Bosses:  
Don't keep track of the details.
6. Jerk Bosses:  
Pretend employees have decision-making power.
7. Jerk Bosses:  
Let small problems slide.
8. Jerk Bosses:  
Build rapport on false terrain.
9. Jerk Bosses:  
Are hands off.
10. Strong managers:  
Keep track of what's going on.
11. Strong managers:  
Stop pretending things are up to people when they're not.
12. Strong managers:  
Solve small problems before they turn into big problems.
13. Strong managers:  
Build rapport with people on authentic terrain.
14. Hands off = confrontations
15. Hands on = strong manager
16. HR is on your side.
17. You don't have time  
NOT to manage.

# Conducting Your Meeting

---

## Welcome

**WELCOME** managers to the workshop. Thank them for coming. You may want to ask participants to put their cell phones on silent and discuss such items as restroom locations, refreshments available, et cetera.

## About the Workshop

### EXPLAIN:

- ☐ The workshop will run 1 ½ to 2 hours, depending on the number of participants.
- ☐ The foundation of the workshop is a DVD presentation by Bruce Tulgan, an expert on generational workplace dynamics.

## About Bruce Tulgan

### EXPLAIN:

- ☐ The DVD presentation is based on his bestselling book ***IT'S OKAY TO BE THE BOSS: How to Become the Manager Your Employees Need.***
- ☐ Mr. Tulgan is recognized internationally for his in-depth research on workplace dynamics and management practices.
- ☐ In this program, he shares specific ways to become a highly engaged manager.
- ☐ He is an advisor to many of today's business leaders and is president of RainmakerThinking, Inc.
- ☐ He has written or co-authored 16 books, including *Winning the Talent Wars*, *Managing Generation X* and *Not Everyone Gets a Trophy!*

## **Icebreaker: The Kite**

**DIVIDE** managers into groups of three or four. **EXPLAIN** that:

- ☐ You have a drawing project for them to complete.
- ☐ They should work alone, but when they finish, they're welcome to share their drawings with the others in their group.
- ☐ When they are finished, you will talk about their drawings.

**DISTRIBUTE** Participant's Guides. **REFER** participants to page 5 in their Participant's Guide.

**TELL** them to draw a picture of a kite in the space provided.

**Note:** The intent of this icebreaker is to illustrate how difficult it is to complete a task without guidance. Your debrief questions should be specific about the details of the kite you drew on flip chart No. 1. For example, the debrief questions listed below correspond to a kite that has a 2-inch body and a 3-inch tail with four ribbons. If your kite is different, alter the questions accordingly. Continue to ask specific questions about the details of *your* flip-chart drawing to illustrate to your managers that their drawings aren't up to the standard you expected.

**POST** flip chart No. 1 (your picture of a kite).

**ASK** for a show of hands:

**Who drew a kite that has a 2-inch body and a 3-inch tail?**

**Whose kite has four ribbons on the tail?**

**Whose kite shows the supporting crossbars of the kite's body?**

**Whose kite has a string trailing?**

**Who drew their kite in the upper right-hand corner of the space?**

**How many of you completed the kite project successfully by creating a kite that looks exactly like this one?**

**Icebreaker Debrief**

**ASK:**

**What could have made this project easier? What could I have done to help you get your kites up to standard?**

***Possible answers may be:** Offer more direction and guidance. Explain the expectations before starting. Provide the flip-chart example first.*

**SAY:**

*That's how many of our employees feel when we empower them to do a job they think they know how to do or they think they understand, only to discover their manager's expectations were different. In this program, we're going to talk about how to provide the guidance, direction and support your employees need to be successful. Let's look at the learning objectives next.*

**Learning Objectives**

**REFER** managers to page 6, Learning Objectives.

**EXPLAIN** that after they complete this workshop, they will be able to:

- ☐ Identify their management style.
- ☐ Identify popular myths about managing people.
- ☐ Identify ways to effectively manage their team in today's work environment.
- ☐ Avoid the undermanagement trap.
- ☐ Implement an action plan to immediately impact how they manage their employees.

**Activity: That Was Then, This Is Now**

**REFER** managers to page 6 in their workbooks. **TELL** managers to work in groups.

**Debrief**

**ASK** each group to share their answers to one of these questions:

**Describe the work environment of your first job.**

**What expectations did your boss have of you?**

**What did you expect of yourself?**

**What did you expect of your boss?**

**Is your work environment different now? If yes, explain.**

**What expectations do you have of your new employees?**

**What do your new employees expect of themselves?**

**What do your new employees expect of you?**

**What has changed?**

**SAY:**

*We've talked about the ways workplace expectations have changed and how the workplace itself has changed. How about the way we manage? The next activity gives you an opportunity to consider your management style.*

## **Assessment: My Management Style**

**REFER** managers to page 8 in their Participant's Guide.

**EXPLAIN** that they should:

- ☐ Select the answer that best describes them.
- ☐ Be honest. This is for their eyes only.
- ☐ Take about five minutes to complete it.

**Note:** Although you will not debrief the assessment, it is included here for your review and in case managers have questions.

1. My management style is:

- \_\_\_\_\_ a. Hands off: I get involved when there is a problem or my employee needs me.
- \_\_\_\_\_ b. Hands on: I believe in managing all the details of my employees' work and jobs.

2. Employees work best when:

- \_\_\_\_\_ a. They fully manage themselves and their own work.
- \_\_\_\_\_ b. They follow my guidance and directions.

3. I believe in:

- \_\_\_\_\_ a. Empowering my employees so they are responsible for their own success.
- \_\_\_\_\_ b. Guiding my employees every step of the way and sharing in their successes.

4. When you leave new employees to sink or swim, many will:

- \_\_\_\_\_ a. Figure it out and then feel good about their accomplishments.
- \_\_\_\_\_ b. Flounder and get frustrated with the lack of direction they are receiving.

5. It's important to treat all your employees:

\_\_\_\_\_ a. The same because if you make special accommodations, everyone will expect special treatment.

\_\_\_\_\_ b. Differently, according to their performance and effort.

6. My motto is:

\_\_\_\_\_ a. Don't sweat the small stuff: I let small problems slide and focus on big issues.

\_\_\_\_\_ b. Where there is smoke, there is fire: I address all problems, small and big.

7. Basic supervision is:

\_\_\_\_\_ a. Unnecessary: We're all adults.

\_\_\_\_\_ b. More important than leadership: It's my job to keep everyone on track.

8. HR's rules and policies:

\_\_\_\_\_ a. Can easily interfere with my ability to manage.

\_\_\_\_\_ b. Help me do my job better.

9. There is not enough time in the day to manage my team *and* my tasks, so:

\_\_\_\_\_ a. It's a good thing my employees know how to manage themselves and their work.

\_\_\_\_\_ b. I manage my employees and their work according to the level of support they need.

10. I:

\_\_\_\_\_ a. Want my employees to like me as a person and a boss.

\_\_\_\_\_ b. Don't care whether my employees like me as a person and a boss; I just want them to focus on getting the job done.

**TELL** managers to note the number of "a" responses they have and the number of "b" responses they have.

**EXPLAIN** that they will refer again to this assessment later.

## ***IT'S OKAY TO BE THE BOSS*** **DVD/video**

---

**PLAY** the DVD.

### **Activity: The Seven Myths of Management**

**ASK:**

**What did you think of the program?**

*Answers will vary.*

**What was most interesting or surprising?**

*Answers will vary.*

**Was there anything you disagreed with or are unsure about?**

*Answers will vary.*

**POST** flip chart No. 2: "Myths"

**REFER** participants to page 10 in their Participant's Guide. **EXPLAIN** that you will be going through the questions in their workbook together. **RECORD** their answers.

**ASK:**

**According to Mr. Tulgan, what are the seven myths of undermanaging?**

1. *Empowerment*
2. *Fairness*
3. *Jerk Boss*
4. *Difficult Confrontation*
5. *Natural Leader*
6. *HR Police*
7. *Time*

**ASK:**

**Which myths surprised you most, and why?**

*Answers will vary.*

### **MYTH #1—The Myth of EMPOWERMENT**

**ASK:**

**According to Mr. Tulgan, managers have taken the idea of empowerment too far. What does he mean by that, and what has been the result?**

**Answers should include:** Empowerment has turned into hands-off management, because empowerment without guidance, support and coaching is negligent.

**POST** flip chart No. 3: "Empowerment..."

**SAY:**

*Think about the kite exercise. I empowered you to do it on your own. You had the tools—the paper and a pen—and the skills, but what happened?*

**Answers should include:** I didn't give you the guidance, support and coaching you needed. Therefore, the drawing wasn't done correctly.

### **MYTH #2—The Myth of FAIRNESS**

**ASK:**

**Why does Mr. Tulgan say there is nothing fair about treating all employees the same?**

**Answers should include:** Because employee performance varies. They should be treated differently based on what they do and deserve. How you reward and incentivize individual employees can be a critical key step in keeping and motivating your best performers.

**Post** flip chart No. 4 “Nothing fair...”

**SAY:**

*What can we do to reward high performance here?*

**RECORD** answers on a flip chart.

### **MYTH #3—The Myth of the JERK BOSS**

**ASK:**

**According to Mr. Tulgan, do employees most often think their boss is a jerk when the boss is soft-pedaling and weak or when the boss is strong and dynamic?**

**What makes the soft-pedaling, weak boss a jerk?**

**Answers should include:** *Too often the soft-pedaling boss becomes a jerk when things go wrong from a lack of direction and supervision and the boss reacts with undue force.*

#### **\*\* Bonus Video: *The Five Common Jerk Boss Scenarios***

**Note:** The Bonus Section of the DVD contains a 5 minute video wherein Mr. Tulgan goes into much more detail on the Myth of the Jerk Boss. We highly recommend you view the video with your trainees and then proceed with the following section. This section presents the five most common scenarios of the Jerk Boss. You will find this section enlightening and entertaining to watch. Without watching the bonus video, you will need to skip this section and move directly to MYTH #4—The Myth of the DIFFICULT CONFRONTATION.

**WATCH** the bonus video ***The Five Common Jerk Boss Scenarios***

**REFER** participants to the common jerk boss scenarios listed in the Participant's Guide on page 12. **POST** flip charts No. 5 through No. 9: “Jerk Bosses...” which also list the scenarios. Post a blank flip-chart page next to each.

**READ** each jerk boss scenario out loud and ask participants to describe how each scenario results in a jerk boss.

**RECORD** answers on the blank flip-chart pages.

**Jerk Boss Scenario: The boss doesn't keep track of the details.**

**ASK:**

**What happens to the work when the boss doesn't keep track of the details?**

- ☐ *Projects go off-course.*
- ☐ *Small problems become big problem before anyone realizes.*

**ASK:**

**And how do the employees react when the boss decides to get involved by making a big decision that affects what everyone has been doing?**

- ☐ *Employees get frustrated.*
- ☐ *Labor and payroll hours are wasted because work has to be changed and done again.*

**Jerk Boss Scenario: This boss pretends employees have decision-making power when they don't.**

**ASK:**

**What happens when this kind of boss goes back to the employee later?**

- ☐ *The boss change things.*
- ☐ *Employees get frustrated.*
- ☐ *Labor and payroll hours are wasted because work has to be changed and done again.*

**Jerk Boss Scenario: This boss lets small problems slide.**

**ASK:**

**What happens when small problems aren't addressed?**

- ☐ *They fester and grow and turn into big problems.*

**ASK:**

**What kind of consequences do big problems often carry?**

- ☐ *Damaging consequences.*
- ☐ *Cost and revenue consequences.*

**Jerk Boss Scenario:** This boss tries to build rapport on false terrain. This boss pretends you're friends.

**ASK:**

**What do you think happens to the employee when the boss goes from being a false friend to a serious boss?**

- ☐ *The employee gets a mixed message.*
- ☐ *The employee may feel frustrated and confused.*

**ASK:**

**What is Mr. Tulgan's other term for this jerk boss scenario?**

- ☐ *The Jekyll and Hyde scenario.*

**Jerk Boss Scenario:** This boss is hands off and soft pedals until he or she gets angry.

**ASK:**

**And what happens when this boss gets angry?**

- ☐ *They have a management tantrum. They come down hard on an employee.*

**ASK:**

**And then what do they do?**

- ☐ *They go back to their hands-off, soft-pedal approach.*

(End of Bonus Section: *The Five Common the Jerk Boss Scenarios.*)

**SAY:**

*No one wants to be a jerk boss. We all want to be a strong boss.*

**ASK:**

**What are the four things you need to do to be a strong manager? The kind of boss who gains employees' respect?**

As answers come out, **POST** flip charts No. 10 through No. 13: "Strong managers..."

**Strong managers:**

1. *Keep track of what's going on every step of the way. They know who is working on what and they know the status of the work.*
2. *Stop pretending things are up to people when they're not. Strong managers make it clear what their employees have control over and what they do not.*
3. *Solve small problems before they turn into big problems.*
4. *Build rapport with people on authentic terrain. They build trust and rapport by talking about work and work-related topics.*

**Myth #4—The Myth of the DIFFICULT CONFRONTATION**

**ASK:**

**What happens when you don't keep track of the details?**

- ☐ Things are likely to go wrong.

**And then what do you have to do?**

- ☐ Confront the employee.

**ASK:**

**What happens when you don't provide direction?**

- ☐ Employees will likely go in the wrong direction.

**And then what do you have to do?**

- ☐ Confront the employee.

**ASK:**

**What happens when you don't address small problems?**

- ☐ They turn into big problems.

**And then what do you have to do?**

- ☐ Confront the employee.

**POST** flip chart No. 14, "Hands-off =..."

**SAY:**

*Hands-off management makes difficult confrontations inevitable.*

**ASK:**

**If you want to avoid difficult conversations, what do you have to do?**

- ☐ *Have many small, boring conversations about the work before anything goes wrong.*

## **MYTH #5—The Myth of the NATURAL LEADER**

**ASK** for a show of hands:

**Who believes you have to be a natural leader to be a strong manager?**

**Who believes you can be a strong manager by providing hands-on supervision?**

**POST** flip chart No. 15, "Hands-on =..."

**ASK:**

**What does providing hands-on supervision mean?**

**Note:** Answers may vary, but make sure the following points come out. In addition, discuss any hands-on supervision specific to your line of business.

- ☐ *Keeping track of what's going on*
- ☐ *Guiding and supporting your employees*
- ☐ *Making sure your employees know what to do and how to do it*
- ☐ *Noticing the work your employees do*

## **MYTH #6—The Myth of the HR POLICE**

**ASK:**

**How do you benefit from following Human Resource's rules? How do you benefit from cutting through the red tape and doing what you're supposed to do?**

- ☐ *You're in a better position to help your people succeed. You're in a better position to hold employees to a higher standard.*

**POST** flip chart No. 16, "HR is..."

**What are some examples of how your Human Resources department can help you and your employees succeed?**

- ☐ *HR can help you orient new employees.*
- ☐ *HR can help you create a nonthreatening, harassment-free work environment.*
- ☐ *HR can help you counsel employees whose performance is below standard.*
- ☐ *HR can help you reward high performance.*

## **MYTH #7—The Myth of TIME**

### **ASK:**

**What happens when managers don't spend time up front guiding, directing, supporting and coaching?**

**Note:** Draw out the following points but do not record them on a flip chart. Because these consequences are an important part of their learning, participants will need to come up with them again during the next activity.

- ☐ *Fires get started that never would have started.*
- ☐ *Fires get out of control that could have been put out easily.*
- ☐ *Resources get squandered.*
- ☐ *People go in the wrong direction for hours, days, months before anyone notices.*
- ☐ *Low performers hide out and collect a paycheck.*
- ☐ *Mediocre performers think they're high performers.*
- ☐ *High performers get frustrated and look to leave.*
- ☐ *Managers do tasks they should have delegated.*

**POST** flip chart No. 17, "You don't..."

**SAY:**

*Those are the eight consequences of undermanaging. That's why you don't have time NOT to manage. To buy into that myth is to say you don't have time to do your job.*

**Activity: Beat the Clock**

**Note:** This activity is designed to be quick and energizing. After asking the questions listed below, give participants a few minutes and then announce they have 30 seconds to wrap up and post their flip chart on the wall. If you have a whistle, horn, buzzer or alarm, use it to add energy. If you don't, tell them when their time is up or make a buzzing sound to indicate time is up. Award bonus points to groups who beat the clock.

**DISTRIBUTE** blank flip charts, markers and tape to each group. **EXPLAIN** that:

- ☐ They will have only a couple minutes to answer three questions.
- ☐ When they hear the 30-second warning, they should wrap up and race to the front of the room to post their flip chart before the buzzer goes off.
- ☐ Points are awarded to each group who beats the clock.
- ☐ The first question deals with the myth you just finished talking about.

**ANNOUNCE** it's time to begin. Start timing.

**GIVE** the 30-second warning.

**ANNOUNCE** the end time.

**EXPLAIN** that:

- ☐ One group will read aloud the answers to the first question.
- ☐ Other groups should place a check mark by answers that they also listed.
- ☐ When the first group has read aloud each of its answers, you will go to the next group to add to the list until all answers are read.
- ☐ You will award points to teams who have correct answers that nobody else listed, and you will tally totals at the end of the activity.

**Questions and Answers**

**Questions #1: What are eight consequences of undermanaging?**

1. *Fires get started that never would have started.*
2. *Fires get out of control that could have been put out easily.*
3. *Resources get squandered.*
4. *People go in the wrong direction for days, weeks or months before anyone notices.*
5. *Low performers hide out and collect a paycheck.*
6. *Mediocre performers start believing they are high performers.*
7. *High performers get frustrated and think about leaving.*
8. *Managers do tasks that would have been better delegated to someone else.*

**Question #2: What are the four reasons you must get low performers off the team?**

1. *They get paid.*
2. *High performers hate to work with low performers.*
3. *Low performers cause problems that high performers have to fix.*
4. *Low performers send a message that low performance is an acceptable option.*

**Question #3: What are the two things that low-performers like in a boss?**

1. *Someone who will leave them alone.*
2. *Someone who will treat them like everyone else.*

---

*Low performers are  
the great beneficiaries of undermanagement.*

---

## **Fighting the Undermanagement Epidemic**

### **ASK:**

**Who remembers the four ways to fight the undermanagement epidemic?**

**RECORD** answers on a flip chart:

1. *Establish one-on-one time to talk about the work*
2. *Talk like a coach.*
3. *Make accountability a process, not a slogan.*
4. *Deal with low performers.*

**DISTRIBUTE** a blank flip-chart page to each group. **ASSIGN** one of the steps for fighting the undermanagement epidemic to each group. **TELL** each group to describe why the step it has been assigned is important for fighting the undermanagement epidemic.

### **Debrief**

**ASK** each group to address one of the steps. Make sure the following learning points come out:

- ☐ **Establish one-on-one time to talk about the work:** *It's too easy to hide in a team meeting. People aren't as accountable in a group setting.*
- ☐ **Talk like a coach:** *Coaches use descriptive language and break tasks down. For example, "Inventory levels are too low. We expect the upcoming promotion to blow away the competition, but we have to be ready. We can't run out of product. Let's compare our current levels with last year, identify gaps and use the information to predict fill."*

**Note:** **ASK** for an example specific to your industry and work environment.

- ☐ **Make accountability a process, not a slogan:** *When you define your expectations, attach consequences to performance and pay attention to what your employees are doing, they will feel accountable. They'll know exactly what you expect.*

- ❑ **Deal with low performers:** *It shows strength and accountability, especially to the high performers. Dealing with low performers shows that you expect a certain level of performance and won't tolerate anything else. It also shows that you notice good work.*

### **Activity: Four Steps to Becoming the Manager Your Employees Need**

**TELL** managers that this next activity is designed to help them think through potential obstacles that may make it difficult to implement the action steps.

**ASK** managers to read each action step beginning on page 19 of their Participant's Guide and the description provided. **EXPLAIN** that they should consider what obstacles they might face when they try to implement this in their organization. **NEXT**, debrief the group; **ASK** them to share their answers.

#### **Establish One-on-One TIME to talk about the work**

*Meet one-on-one with each of your employees: one person at a time, one day at a time. Talk about the work. Make a plan. Make a checklist.*

**ASK:**

**What obstacles might you face as you try to accomplish this in your workplace?**

**How can you overcome those obstacles?**

#### **Talk Like a COACH**

*Use descriptive language. Break things down. Spell things out. Set up a time to check in and follow up. If you have remote employees, schedule calls and talk like a coach on the phone. Use e-mail to prepare for the phone call. Describe bullet points for discussion. Ask remote employees to summarize the phone call in e-mail. Follow up. Create checklists.*

**ASK:**

**What obstacles might you face as you try to accomplish this in your workplace?**

**How can you overcome those obstacles?**

## **Make ACCOUNTABILITY a process, not a slogan**

*Define your expectations so your employees know exactly what they need to do. Establish real consequences attached to performance and explain those too. Commit to noticing their performance and explain how you will monitor their performance. Get your people in the habit of knowing that they are going to have to give an account of their performance.*

### **ASK:**

**What obstacles might you face as you try to accomplish this in your workplace?**

**How can you overcome those obstacles?**

## **Deal with LOW PERFORMERS**

*Meet with low performers who lack skill or will twice a day. Explain what you need them to do for the next four hours. Give them a checklist. Coach them into their job. Then, follow up.*

### **ASK:**

**Who are your low performers?**

**Do your low performers have an ability, skill or will problem?**

- ☐ Lacking ability? Change the task or change the person.
- ☐ Lacking skill? Get the person more training or get a different person.
- ☐ Lacking will? Determine whether the problem is an inside or outside problem. If the problem stems from something personal—an inside problem—refer the employee to HR for employee services. If it is an outside problem, deal with the problem, circumstance or other person. Work with them to help them succeed. If they don't let you help them, get a different person.

**If you broke the day's tasks for your low performer into four-hour increments, what would the checklist look like?**

**What obstacles might you face as you try to accomplish this in your workplace?**

**How can you overcome those obstacles?**

## Conclusion

---

It's never too late to become the manager your employees need. With preparation and commitment, you can fight the undermanagement epidemic and become a stronger manager. As you start, be honest. Tell your employees you haven't been as strong as you need to be to help everyone be successful. Tell them you have good news. You're going to try to help them. Good news. You realized you haven't given as much guidance and direction as you need to, so you'll be more involved. Be the Good News Boss. The action plan included in this section will guide you. Good luck.

### Be the Boss Action Plan

**REFER** managers to their Management Style Assessment on page 8.

**EXPLAIN** that:

- ☐ They should review their assessment.
- ☐ The "a" responses indicate a tendency to undermanage.
- ☐ They should review the questions associated with their "a" responses.
- ☐ They should think about the myths listed and check the ones they have to overcome in order to be the boss their employees need them to be.
  - Empowerment
  - Fairness
  - Jerk Boss
  - Difficult Confrontation
  - Natural Leader
  - HR Police
  - Time

**TELL** managers that once they've identified the myths they need to overcome, they should refer to the previous activity and think about how to implement the five action steps for becoming a stronger manager. **TELL** them to complete the Action Plan that follows.

<b>Action Step</b>	<b>How I will implement this:</b>	<b>When:</b>
Establish One-on-One Time to Talk About the Work		
Talk Like a Coach		
Make Accountability a Process, Not a Slogan		
Deal with Low Performers		

# For more information...

---

...about Performance Resources' award-winning videos and other training products, or for pricing information on this product, please call **1-800-263-3399** or visit us at **[www.owenstewart.com](http://www.owenstewart.com)**.



OWEN-STEWART PERFORMANCE RESOURCES INC.

163 North Port Road, Port Perry, ON L9L 1B2

Toll Free: 1-800-263-3399 • Fax: (905) 985-6100

E-mail: [sales@owenstewart.com](mailto:sales@owenstewart.com) • Website: [www.owenstewart.com](http://www.owenstewart.com)

---