The Sid Story

Training Leader's Guide

Table of Contents
The Sid Story

The Sid Story

Preparation Materials

Icon Key

Flip Chart

**Read or
Paraphrase**

Overhead

Worksheet

Video

Ask and Discuss

Introduction

This program is a dynamic presentation of a true story that will increase your sensitivity to the impact you have on the productivity of your people. You'll also gain a new appreciation of the use of recognition as a motivator and a positive influence on performance.

The Sid Story actually happened! Sid is a real person, a first-line supervisor working in an urban manufacturing plant. His employees are the tops in the company's baseball league, but the "pits" where work performance is concerned. When you first meet Sid, he is a boisterous supervisor who values his technical skills over his managerial style. He uses criticism and punishment as his primary management tools.

A management consultant is sent to teach him some "people" skills. Together, they make a small but significant step towards improvement. Then something begins to happen to Sid as he sees how employees respond to feedback. From then on, he teaches the consultant a lot about people and improves his shift's productivity.

The Sid Story **applies to all management situations in all types of business.**

Because of the setting of this video and Sid's way of handling himself, other managers may initially feel the concepts revealed would not apply to them or their work environment. They do!
- People face similar situations in every business: tough bosses, poor listening, employees yearning for feedback, insufficient recognition.
- All managers face similar challenges: responsibility for achieving results and accountability for how targets are reached.

The Sid Story shows you several positive management techniques and concepts to help you create opportunities to provide the essential ingredient in every employee's life— recognition! Supervisors and managers who seek out, recognize, and reward the positive are bound to have satisfied and motivated employees.

Upon completing this training session, your participants will know how to:
- Establish a positive work climate in which employees know what is expected and how they are doing.
- See the advantages of being *out in the operations* that they supervise, looking for things being done right.
- Motivate their employees and create a positive working environment.
- Provide **Planned Spontaneous Recognition**.

Training Session Checklist

This checklist should be used before your training session to secure all logistical items.

Meeting Preparation

❏ Determine your training objectives.

❏ Measure the current status of your participants using the Pretraining Survey.

❏ Choose different ways to train to ensure transfer of information.

Location

❏ Create a relaxed environment.

❏ Make sure all seats have a good view of the visuals.

❏ Make sure there is enough light to take notes when participants view the video.

❏ Provide an adequate writing surface for participants.

❏ Check for good acoustics.

❏ Verify that your room is accessible and equipped for participants with disabilities.

Video Equipment

❏ Make sure the VCR is properly connected to the monitor.

❏ Test the VCR, and check monitor for proper picture, color, and volume.

❏ Make sure the tape is rewound and ready to play before beginning your session.

❏ Check all other equipment for proper operation.

Materials

❏ *Training Leader's Guide*

❏ Videotape **The Sid Story**

❏ How-To Book—***Motivation in the Workplace: Inspiring Your Employees***

❏ Overheads

❏ Paper and Pencil

❏ Additional Equipment

Tips for Transferred Learning

Keep in mind the following tips when conducting any adult training. You may wish to review these tips and incorporate them into your session planning.

1.   Adults learn when they feel they need to learn.

Discuss ways your training will help participants improve job performance by learning how to motivate employees.

2.   Adults learn through practical application.

Use the exercises found in this Training Leader's Guide or create your own to give participants an opportunity to practice skills they can take back to their jobs. Also, provide reinforcement tools for your participants to take back to their jobs for continued and reinforced learning.

3.   Adults learn by solving realistic problems.

Discuss and analyze actual on-the-job situations. Allow the trainees to solve these real-life problems by using what they have learned.

4.   Adults learn in an informal environment.

Design your training room to be as informal as possible. Avoid classroom-style seating. If appropriate, encourage training participants to wear casual clothing. Encourage discussion and interaction to make participants feel more comfortable.

5.   Adults learn by different training methods.

Vary your training methods. Combine discussions, role plays, case studies, self-evaluations, and action planning in your training session. Using a variety of methods reinforces your message and promotes audience involvement.

6.   Trainers learn through follow-up methods.

Follow-up methods are crucial when determining the success of transferred training. Feedback from your participants' managers; follow-up surveys or training sessions; three-, six-, and nine-month skill-testing sessions, etc., can help you evaluate the information being used on the job site.

Possible Session Agendas

Two session agendas have been provided to help guide you through your *The Sid Story* session. You will modify these agendas to meet the needs of your participants. A blank agenda sheet is also provided on page 10 if you wish to create your own agenda.

1 $^1/_2$-Hour Session

Activity	Time	Page
Introducing the Session to Participants	15 minutes	14
How Employees See You as a Supervisor	20 minutes	16
Show and Review Video	45 minutes	17
Session Debrief	10 minutes	21

3-Hour Session

Activity	Time	Page
Introducing the Session to Participants	15 minutes	14
Management Perceptions	20 minutes	15
How Employees See You as a Supervisor	20 minutes	16
Break	**10 minutes**	
Show and Review Video	45 minutes	17
Providing Performance Management and Training	20 minutes	18
Break	**10 minutes**	
Measuring Performance	15 minutes	19
Planned Spontaneous Recognition	15 minutes	20
Session Debrief	10 minutes	21

**These suggested times are approximate and may vary depending on the
needs of your organization and the number of participants in attendance.**

Trainer's Personalized Session Agenda

You may want to plan a session that is different than the agendas provided on page 9. Below is a blank agenda to assist you in outlining your session.

Activity	Time	Page
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Trainer's Instructions for the Pretraining and Posttraining Assessment

1. Before the training session, send a Pretraining Assessment (included with the Participant Materials) to each of the participants. Ask them to complete this assessment and return it to you at least five days before the training session.
2. Use the Pretraining Assessment to evaluate the needs of your participants. This assessment will help you to design the training session to emphasize areas or topics of importance.
3. A Posttraining Assessment is also provided for use at the end of the training session to determine if your training goals have been met, or if further education and training are necessary.

Pretraining Assessment Questions

1. What do you think motivates your employees and why?

2. How do you determine what motivates your employees?

3. What is the most difficult part of motivating your employees?

4. Are all employees motivated by the same thing? Why or why not?

5. What motivates you as a manager?

The Sid Story

Training Materials

Introducing the Session to Participants

Time Required:
- 15 minutes

Materials Needed:
- Overheads 1-2

Trainer's Instructions

Objective:
- To emphasize the importance of the topic and introduce participants to each other in order to set the stage for the training session.

1. Start the session by introducing yourself. Have participants introduce themselves and share what department they are in and how many employees they manage or supervise.

2. Read or paraphrase the following; write participant responses on a flipchart after posing the questions, and show overhead 1 when appropriate:
    This is a program on motivation and the impact that we as managers and supervisors have on employees' productivity. Managers and supervisors can have either a negative or a positive impact on employees' productivity. What kinds of things happen when managers have a negative impact on employees' productivity? What kinds of things produce a positive result? A positive impact results when:
    - **Supervisors/managers believe in their employees' ability to do a good job.**
    - **Employees know what is expected of them.**
    - **Employees receive the training they need.**
    - **Employees and their supervisors/managers mutually agree on performance measures.**
    - **Employees receive frequent positive feedback on their performances.**

1

2

3. Show overhead 2. You may wish to revise these objectives based on your session design. Read or paraphrase the following to the group:
    By the completion of this training program, you will learn to:
    - **Establish a positive work climate in which your employees know what is expected and how they are doing.**
    - **See the advantages of being *out in the operations* that you supervise, looking for things being done right.**
    - **Motivate your employees and create a positive working environment.**
    - **Provide *Planned Spontaneous Recognition*.**

Management Perceptions

Time Required:
- 20 minutes

Materials Needed:
- Characteristics of a Manager Worksheet

Trainer's Instructions

Objective:
- To help managers and supervisors identify the characteristics of an effective manager.

1. Distribute the worksheet Characteristics of a Manager to participants and read or paraphrase the following:
How we think about managing people affects how we treat our employees. Our perceptions impact our actions. On this worksheet I want you to think about an ineffective manager that you have experienced and write down what characteristics made that manager ineffective in the left-hand column of your worksheet. Then, below the line, write down how you think that manager perceived his or her employees.

2. After participants have had a few minutes to complete their responses, read or paraphrase the following:
Now for the right column, think about an effective manager. What characteristics does this manager have and how does he or she perceive employees?

3. Give participants a few more minutes to complete their responses and then discuss their answers as a large group. Capture their responses on a flipchart. Ask and discuss the following questions:
   - **What are the similarities or differences between the perceptions of effective and ineffective managers?**
   - **How do managers' perceptions of their employees impact how they treat their employees?**
   - **Do you think managers can change how they perceive employees? Why or why not?**
   - **What are your perceptions about employees?**

How Your Employees See You as a Supervisor

Time Required:
- 20 minutes

Materials Needed:
- How Your Employees See You as a Supervisor Assessment
- Overhead 3

Objective:
- To help managers and supervisors understand how their employees perceive them.

Trainer's Instructions

1. Distribute the How Employees See You as a Supervisor Assessment to participants and read or paraphrase the following.
This assessment will give you the opportunity to understand how your employees may perceive you as a supervisor. Answer the following questions about your management style. Be honest and objective, as if you were one of your employees.

2. Give participants 5 minutes to fill out their worksheet, then have them total their score. Show overhead 3 so that participants will understand how the scoring works.
Scoring: A = 0   B = 1   C = 3   D = 4

   32-40 = Consistent positive impact
   26-31 = Most management practices are strong
   18-25 = Inconsistent management practices
   0-18 = Most likely a negative employment environment

3. Ask and discuss the following questions with participants.
   - **Are you the kind of manager you thought you were?**
   - **Does your perception about employees impact how you did on this assessment?**
   - **Would you feel comfortable giving this assessment to all of the employees that you manage? Why or why not?**

4. Have blank copies of the assessment available for managers to take with them. Suggest that they have each of their employees fill out the assessment to give them feedback on how they are doing as a manager.

Show Video and Review Questions

Time Required:
- 40 minutes

Materials Needed:
- Video—*The Sid Story*, Video Review Questions

Trainer's Instructions

Objective:
- To show video and discuss as a group.

1. View the video *The Sid Story*. Encourage participants to take notes as they view the video.

2. After viewing the video, distribute the Video Review Questions. Give participants a few minutes to fill out the sheet. Then, discuss participants' answers as a group:

   - What have you learned about the power of performance feedback and individual and group recognition?

   - How can you apply the concepts, especially **Planned Spontaneous Recognition**, to your work environment?

   - Thinking about the self-evaluation you completed, what would you change about your approach to motivating and rewarding your employees?

   - What did Sid learn about his management style?

   - How can **your** personal management style be better tailored to your work setting?

   - In addition to data feedback, how did Sid give his crew performance feedback?

Providing Performance Management and Training

Trainer's Instructions

Time Required:
- 20 minutes

Materials Needed:
- Providing Performance Management and Training Worksheet

Objective:
- To help participants understand the importance of performance management and training.

1. Distribute the Providing Performance Management and Training Worksheet to participants and read or paraphrase the following.
   Before your employees can reach expected targets and goals, they need to know what is expected and then receive appropriate training. This worksheet will help you determine what you are currently doing to help your employees and what you could do to improve your interaction with employees. Answer the questions on your worksheet.

   1. How do you communicate job expectations to your employees?

   2. What type of training do you provide to help them meet your expectations?

   3. How often do you personally provide positive feedback?

---

1. What could you do to better communicate job expectations to your employees?

2. Do you provide adequate training for employees or is there additional training that would help employees meet your expectations? If so, what training would help?

3. Do you believe you are providing positive feedback on a consistent basis? If yes, what can you do to consistently maintain your positive feedback to employees? If no, what do you need to change to provide employees with consistent and positive feedback?

Measuring Performance Action Plan

Time Required:
- 15 minutes

Materials Needed:
- Measuring Performance Worksheet, Considerations in Measuring Performance Handout

Objective:
- To help participants understand the importance of measuring performance.

Trainer's Instructions

1. Distribute the Measuring Performance Worksheet and the Considerations in Measuring Performance Handout. Read or paraphrase the following to participants: **Setting goals and standards, with the help of your employees, is a constructive activity in creating a good working climate. These goals will give your employees a target to reach and a standard by which you can measure—and reward—their performance. Here is an action plan that you can use to measure an employee's performance. Also, here is a checklist so that you can make sure your measurements are providing the clear, positive impact you are seeking.**

2. Give participants plenty of time to complete the action plan. Walk around the room and make sure you are available to answer any questions participants may have about making their performance measurable. When participants finish, ask a few of them to share how they have created a positive measurement for performance.

   Use the following questions as a checklist to be sure your measurements will provide that clear, positive impact you are seeking:

   1. Is the performance measurable in meaningful terms? Consider *Quantity* and *Quality* measurements, *Deadlines*, and *Cost* in time, money and/or other resources.

   2. Is the measure a specific and accurate reflection of what is expected?

   3. Is it feasible to track the performance measures specified?

   4. Is the data available often enough to keep the employee constantly aware of performance vs. expectations?

   5. Will the employee understand the measures?

   6. Has the employee participated in selecting and setting the measures?

   7. Are the measures stated in positive terms?

Planned Spontaneous Recognition Brainstorm

Time Required:
- 15 minutes

Materials Needed:
- Overhead 4
- Flipchart paper
- Markers

Trainer's Instructions

Objective:
- To brainstorm ways of incorporating planned spontaneous recognition into the participant's work environment.

1. Have participants get into groups of 4 or 5. Give each group a piece of flipchart paper and a marker. Show overhead 4 when appropriate and read or paraphrase the following:

   In the video, Sid uses his wife's famous pumpkin bread as a form of planned spontaneous recognition. What is planned spontaneous recognition?
   1. **Give employees "the score"—let them know what is expected of them and provide the training.**
   2. **Look for the good things people do.**
   3. **Do something unexpected to recognize employees' performance.**
   4. **Reward employees in creative and different ways.**

   Now we are going to focus on how to incorporate planned spontaneous recognition into your work environment. We are going to have you get into to groups and brainstorm ways of using this concept . You will have five minutes to brainstorm.

2. After participants have created a list of ways to use planned spontaneous recognition in their work environment, ask each group to have a spokesperson share their list with the large group.

Note to the Trainer: Save these pieces of flipchart paper and create a master list of participants' ideas. Then, a week after the training, send a memo reminding participants of the key training points and include the master list of the planned spontaneous recognition ideas. This is a great way to remind participants to use the materials they learned in the training session back in the workplace.

Session Debrief

Time Required:
- 10 minutes

Materials Needed:
- Overhead 2
- Posttraining Assessment
- Session Evaluation

Trainer's Instructions

Objective:
- To provide feedback, information, and transferred knowledge to participants.

2

1. Show overhead 2 when appropriate and read or paraphrase the following to participants:
   Today you had the opportunity to learn how to do the following:
   - **Establish a positive work climate in which your employees know what is expected and how they are doing.**
   - **See the advantages of being *out in the operations* that you supervise, looking for things being done right.**
   - **Motivate your employees and create a positive working environment.**
   - **Provide *Planned Spontaneous Recognition*.**

   Use the skills we have identified today to motivate the employees in your departments. These skills will help you improve the work environment that will, in turn, improve the productivity of your employees. Also, remember that how you perceive your employees impacts how you treat them. Now it is time for you to give me feedback regarding what you have learned and the effectiveness of the session.

2. Distribute the Posttraining Assessment and the Session Evaluation. Ask participants to fill them out. When they are done, they are free to go. Answers to the Posttraining Assessment are provided on the next page.

Posttraining Assessment Trainer's Copy

Instructions: The questions below highlight the key points you've learned in this training session. Consider the questions and write your answers in the space provided. If you answer false to any of the questions, state why the statement is a false statement.

1. **True or <u>False</u>.** There is little you can do to motivate an employee if he or she has a bad attitude.
   False. Managers can make a positive impact when they believe in their employees' ability to do a good job.

2. **<u>True</u> or False.** Managers should look for the good things their people do and then reward their performance.

3. **True or <u>False</u>.** A supervisor doesn't need to "be out among the employees" observing them if he or she has records of their performance.
   False. It's important for supervisors to go out and tell employees what they are doing right.

4. **<u>True</u> or False**. Instead of judging and criticizing employees, give them the "score" to let them know where they stand.

5. **<u>True</u> or False**. Give more positive observations to employees than criticisms.

6. **True or <u>False</u>**. Managers who send out quarterly evaluations to their employees are providing enough feedback.
   False. Frequent, positive feedback given personally to employees is a stronger motivator.

7. **<u>True</u> or False**. A positive impact results when managers believe in their employees' abilities to do a good job, and tell them so.

8. Describe **Planned Spontaneous Recognition**.
   1. Give employees "the score"—let them know what is expected of them and provide the training.
   2. Look for the good things people do.
   3. Do something unexpected to recognize employees' performance.
   4. Reward employees in creative and different ways.

The Sid Story

Participant Materials

Pretraining Assessment

Instructions: Consider the questions and write your answers in the space provided.

1. What do you think motivates your employees and why?

2. How do you determine what motivates your employees?

3. What is the most difficult part of motivating your employees?

4. Are all employees motivated by the same thing? Why or why not?

5. What motivates you as a manager?

Characteristics of a Manager

Instructions: Identify the negative management characteristics and perceptions in the left column and positive management characteristics and perceptions in the right column.

Negative Characteristics

Positive Characteristics

Negative Perceptions

Positive Perceptions

How Employees See You as a Manager

Instructions: Answer the following questions about your management style. **Answer as if you were one of your employees.** Be honest and objective.

A = Strongly disagree   B = Disagree   C = Agree   D = Strongly agree

Direction

My boss has clearly defined the expectations for my performance. A B C D

I have been properly trained to perform my job effectively. A B C D

My boss allows me input into our department's goals, objectives, and targets. A B C D

Feedback

I receive input/feedback about my performance on an ongoing basis. A B C D

When my supervisor talks to me, the emphasis is usually on what I do right. A B C D

My performance reviews have helped me improve my performance. A B C D

Recognition/Correction

When I do a good job, my supervisor comments on my achievements. A B C D

When my boss corrects me, he/she is usually constructive rather than critical. A B C D

My boss keeps me informed about the company's current events. A B C D

My boss listens attentively to my comments, ideas, and suggestions. A B C D

My score is_____

Video Review Questions

Instructions: After viewing the video, answer the following questions. Write your answers in the space provided and be prepared to discuss as a large group.

1. What have you learned about the power of performance feedback and individual and group recognition?

2. How can you apply the concepts, especially **Planned Spontaneous Recognition**, to your work environment?

3. Thinking about the self-evaluation you completed, what would you change about your approach to motivating and rewarding your employees?

4. What did Sid learn about his management style?

5. How can **your** personal management style be better tailored to your work setting?

6. In addition to data feedback, how did Sid give his crew performance feedback?

Providing Performance Management and Training

Instructions: Review the questions below and write your answers in the space provided.

1.   How do you communicate job expectations to your employees?

2.   What type of training do you provide to help them meet your expectations?

3.   How often do you personally provide positive feedback?

---

1.   What could you do to better communicate job expectations to your employees?

2.   Do you provide adequate training for employees or is there additional training that would help employees meet your expectations? If so, what training would help?

3.   Do you believe you are providing positive feedback on a consistent basis? If yes, what can you do to consistently maintain your positive feedback to employees? If no, what do you need to change to provide employees with consistent and positive feedback?

Measuring Performance Action Plan

Instructions: Identify an employee to use for this exercise. List that employee's job functions. Then identify ways of making that employee's performance measurable. Use the Considerations for Measuring Performance Handout. Make a date to go over these measurements with the employee.

Employee:

Job Functions:

Review the employee's job functions and then write out how you can make those job functions measurable. Review the Considerations for Measuring Performance Handout. Write out specific, measurable, understandable, trackable, positive performance goals for your employee.

Performance Goals and Measures:

1.

2.

3.

4.

5.

Date to meet with employee:_____

Considerations in Measuring Performance

Review these considerations when determining how to measure an employee's performance.

1. Is the performance measurable in meaningful terms? Consider *Quantity* and *Quality* measurements, *Deadlines*, and *Cost* in time, money, and/or other resources.

2. Is the measure a specific and accurate reflection of what is expected?

3. Is it feasible to track the performance measures specified?

4. Is the data available often enough to keep the employee constantly aware of performance vs. expectations?

5. Will the employee understand the measures?

6. Has the employee participated in selecting and setting the measures?

7. Are the measures stated in positive terms?

Posttraining Survey

Instructions: The questions below highlight the key points you've learned in this training program. Consider the questions and write your answers in the space provided. If you answer false to any of the questions, state why the statement is a false statement.

1. **True or False.** There is little you can do to motivate an employee if he or she has a bad attitude.

2. **True or False.** Managers should look for the good things their people do and then reward their performance.

3. **True or False.** A supervisor doesn't need to "be out among the employees" observing them if he or she has records of their performance.

4. **True or False.** Instead of judging and criticizing employees, give them the "score" to let them know where they stand.

5. **True or False.** Give more positive observations to employees than criticisms.

6. **True or False.** Managers who send out quarterly evaluations to their employees are providing enough feedback.

7. **True or False.** A positive impact results when managers believe in their employees' abilities to do a good job, and tell them so.

8. Describe **Planned Spontaneous Recognition.**

Session Evaluation

Please circle the number that best describes your evaluation of the training session.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
This training program concentrates on how to effectively motivate employees.	5	4	3	2	1
This training program helped me understand the importance of motivating my employees.	5	4	3	2	1
As a result of this program, I am more confident in **MY** ability to motivate my employees.	5	4	3	2	1
The objectives of the program were clearly presented.	5	4	3	2	1
Opportunities to ask questions and discuss issues were sufficient.	5	4	3	2	1
The session was well organized.	5	4	3	2	1

The best part of the program was: _____

_____

_____

This program could be improved by:_____

_____

_____

Additional comments: _____

_____

I would recommend this session to others (circle one).   Yes   No

The Sid Story

Overheads

Positive Issues

- **Supervisors/managers believe in their employees' ability to do a good job**

- **Employees know what is expected of them**

- **Employees receive the training they need**

- **Employees and their supervisors/managers mutually agree on performance measures**

- **Employees receive frequent positive feedback on their performances**

LEARNING OBJECTIVES

Upon completion of the video training program *The Sid Story,* you will be able to:

- Establish a positive work climate in which your employees know what is expected and how they are doing.

- See the advantages of being *out in the operations* that you supervise, looking for things being done right.

- Motivate your employees and create a positive working environment.

- Provide *Planned Spontaneous Recognition.*

SCORING OF ASSESSMENT

Scoring: A = 0   B = 1   C = 3   D = 4

32-40 = Consistent positive impact

26-31 = Most management practices are strong

18-25 = Inconsistent management practices

0-19 = Most likely a negative employment environment

PLANNED SPONTANEOUS RECOGNITION

1. Give employees "the score"—let them know what is expected of them and provide the training.

2. Look for the good things people do.

3. Do something unexpected to recognize employees' performance.

4. Reward employees in creative and different ways.

Notes