Chapter Seven
Steps to Improve Performance: Encourage

Instructor Information

DURATION 120 minutes

EQUIPMENT Chalkboard, marker board or flip chart; markers or chalk; laptop computer and SVGA projector, or overhead projector; VHS videotape player and monitor

TOOLBOX Required: Trigger Videos—That’s Encouragement
The Bad Performance Appraisal
Activities—Instructor Role Play Demonstration—Praising
Participant Role Play Practice—Praising
Instructor Role Play Demonstration—Correcting
Participant Role Play Practice—Correcting

OBJECTIVES 1) Relate the importance of evaluating performance
2) Explain their role as coach/mentor
3) Instruct on the roles and use of several forms of encouragement

TASKS 1) Review Chapter 6 and transition into Chapter 7
2) Show trigger videos
3) Discuss the principles and methods of effectively evaluating employees
4) Discuss the considerations in coaching
5) Discuss the principles of mentoring
6) Present the various rewards that can be used to encourage—feedback, evaluations, praise, recognition, status symbols, promotions, job assignments
7) Conduct the role play activities
RECOMMENDED APPROACH

Overview

This chapter begins a new section. It switches the focus from improving specific tasks to increasing the general level of motivation. It still builds upon what came before, but moves back to an overall approach. Chapter 6 began with a list of conditions and actions for improving performance. We covered the first three there and now here in Chapter 7 we will address the fourth—encouragement.

The focus of the action is the reason for the shift in approach. In Chapter 6 we dealt with selecting and directing workers, and facilitating the accomplishment of their tasks. Here we will be attempting to encourage individuals. How well you encourage each individual will affect the performance of many tasks. This is a vital point, especially for those who do not like the “touchy-feely” nature of this chapter. This is not an element of the job one can ignore without it having an impact. The action of “not encouraging” may be equal to “discouraging.”

This chapter contains a variety of concepts and activities designed to introduce the participants to several methods of encouraging workers. This encouragement is accomplished by their supervisors’ evaluating them, coaching and mentoring them, rewarding them, correcting them (when necessary), and involving them in decision-making. Many of these can be practiced through the use of role-play activities. Some participants will like this and others will not. Hopefully at this point in the course everyone feels comfortable enough to participate in role plays. But, just in case, most of the role plays will occur within their small groups to reduce the level of “stage fright” anyone may experience.

Key Issues

1) Evaluations—Evaluating workers continuously should be the goal, rather than just conducting annual performance appraisals.

2) Coaching—determines why worker performance is not satisfactory, and how the supervisor should respond to it. Coaching can and should lead to improved performance. The focus is on the organization.

3) Mentoring—switches the focus from the organization to the individual worker and his or her goals. The supervisor/mentor takes a personal interest in the development and advancement of the worker.

4) Rewarding—involves the supervisor or organization giving to workers something they value, which they merit because of their performance. These are external rewards. They include feedback, evaluations, praise, recognition, status symbols, promotions, and job assignments. One Minute Praising is an effective tool for supervisors in the use of rewards.

5) Correcting—if carried out in a system of progressive discipline—aims to give workers the opportunity to change unacceptable behavior and/or performance. One Minute Correcting is an effective tool for supervisors who want to help workers make the needed changes.

6) involving employees—is an effective way to encourage better performance. From a wide range of options, organizations must determine the type(s) of employee involvement they will establish and promote. However, not every employee wants to participate in such decisions.
Preparation

1) Read through the chapter and make any notes or changes you feel are needed to customize the presentation for your audience.

2) Prepare a recap/transition from Chapter 6 to Chapter 7. (This should include some mention of the change of section. We are now entering the last section, addressing general aspects of motivation and management.)

3) Review the That’s Encouragement! and The Bad Performance Appraisal videotapes and discussion questions.

4) Practice the praising and correcting role plays.

5) If possible prepare a list of external rewards available to the participants for use as encouragement. This may not be practical if the participants are coming from many different organizations. If that is the case, ask them for examples during this discussion.
INTRODUCTION

This chapter begins a new section—the last section. It switches the focus from improving a specific task to increasing the general level of motivation. It still builds upon what came before, but moves back to an overall approach.

While Chapters 5 and 6 focused on improving individual tasks, the next two chapters will focus on the individual.

7.1 Review
Display Transparency 7.1 to quickly review Chapter 6, and then move on to Transparency 7.2 to introduce encouragement.

If you remember, Chapter 6 began with this list of conditions and actions for improving performance. We have covered the first three actions—selecting, directing, and facilitating. ...
Now here in Chapter 7 we will address the fourth—effort and encouragement.

### Transparency 7.2

<table>
<thead>
<tr>
<th>Necessary Condition</th>
<th>Supervisor's Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>Encourage: provide desired rewards</td>
</tr>
<tr>
<td>Communications</td>
<td>Communicate: transmit information and be a good listener</td>
</tr>
</tbody>
</table>
7.3 Objectives

- Understand the importance and learn the characteristics of effective evaluation
- Understand your role as a coach/mentor
- Learn how to employ the different forms of encouragement as rewards for encouraging and acknowledging good performance

These are our objectives. By the end of this chapter, we will ...
Objectives

- Understand the other side of encouragement—Correction
- Learn how to use employee involvement to increase motivation

7.4 Objectives

Review the second page of objectives.
In the last chapter, you saw that by properly selecting and directing workers, and facilitating their work, performance can be improved. Whether performance is less than acceptable or barely at minimum, it can be brought up to the level that the organization expects.

In this chapter you’ll learn about principles and techniques that can raise performance yet higher—to an exceptional level. ...

This can be done by ENCOURAGING workers effectively. Encouragement is accomplished by evaluating workers, coaching and mentoring them, rewarding them, and involving them in decision making. Encouraging workers is another word for motivating them.
Play the trigger video titled, *That’s Encouragement!* Running time is about 7 minutes. It consists of short motion picture clips depicting different ways to encourage people. While the video is somewhat of a tongue-in-cheek overview, it should spark the participants’ thinking about what really works and what doesn’t when it comes to motivating workers.

This video should get you into the encouraging spirit.

No, it’s not Nick, not yet.

After the tape ends, start a discussion by posing questions like the following to the group:

“What’s good about any of these approaches?”
“What do you think is bad?”
“Did any of the clips remind you of yourself trying to motivate someone?”
“Have you ever been on the receiving end of a pep talk like any you saw in the video?”

Transition into the next transparency by identifying the common thread among the examples. Each “motivator” had an objective to his encouragement—to motivate the listener(s) to improve their effort, to correct some weakness or behavior. But how do you identify the objective?...

Evaluation.

What was the one thing each of these folks had in common? ... an objective.

They were trying to motivate the listener to improve their effort, to correct some weakness or behavior.

But how do you identify the objective? ... evaluation.
Evaluate

How is it done?
How do you do it?

Before supervisors can effectively encourage their workers, they must evaluate worker performance.

Most organizations require supervisors to evaluate their people’s performance usually once a year. Supervisors are asked to make these evaluations by answering a series of questions about the workers, their level of performance, and their job behavior.
Play the trigger video titled *The Bad Performance Appraisal*, showing Nick interviewing a former crew member. It runs for about 5 minutes.

Then talk about the depicted interview with the group. Why didn’t it go well? What mistakes did the supervisor make? How could he have conducted a better interview?

Ask the participants to continue thinking about the bad appraisal as you move on to Annual Performance Evaluations.
Annual Performance Evaluations

Three serious problems:
- Length of evaluation period is 1 year (+)
- More influenced by recent events
- May not be timely—no opportunity to correct problems

Conclusion:
Not the best way to improve workers’ motivation and performance

Most performance evaluation systems have three serious problems. First, because of the yearlong evaluation period, it’s difficult for supervisors to remember specific incidents to use in the evaluation. As a result they may cite unrepresentative incidents.

Second, the supervisor’s and the workers’ perceptions are more influenced by recent events than by events that are months old. So recent events hold sway and may distort the evaluation—either positively or negatively.

Third, the evaluation may not be timely. A worker may be having a performance or behavior problem at the time the evaluation is to be conducted, and not have enough time to resolve it before sitting down with the supervisor.
In short, annual evaluations are not the most effective way to improve worker motivation and performance. Instead, the feedback from supervisors about their employees must be continuous.

Invite the participants to relate their experiences with and feelings about annual performance evaluations or other forms of job performance assessment. For a variety of reasons supervisors are often not comfortable with having to evaluate their workers.

While some in the group may have negative attitudes toward annual evaluations, others may feel positive about them and disagree with what you’ve said. Allow all to express themselves.
7.10 Timely Evaluations

Should tell workers:

- How well they did
- How they can improve
- What will happen as a result of their performance

Timely evaluations should tell workers:

- How well they did.
- How they can improve.
- What will happen as a result of their performance.

Workers can receive the answers to these questions if their supervisors coach them as we’ll discuss in a few minutes.

Show Transparency 7.10 and continue by making the points below. Pull examples from Nick’s appraisal.
Continuous Performance Evaluations

**Effort**...Workers doing the right things the right way

**Accomplishment**...Workers completing what they are supposed to complete

It’s important for supervisors to understand that the first step in encouraging better performance must be an ongoing assessment of each worker’s current performance. Two specific things need to be evaluated:

- **Effort**
- **Accomplishment**

*Effort* is workers doing the right things the right way. *Accomplishment* is workers completing whatever they have to complete. If workers are doing the right things the right way, they should be encouraged to continue. If they have met the performance goals, they should also be encouraged. If they are doing the wrong things, or the right things the wrong way, they need to be corrected and encouraged to do the right things the right way. Overall, the process should work as follows:

<table>
<thead>
<tr>
<th>Desired Behavior or Performance</th>
<th>Encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undesired Behavior/Performance</td>
<td>Coaching</td>
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Regular one-on-one meetings with workers are an excellent way to continuously evaluate their performance.

The one-on-one approach is covered in the Readings section, if you wish to explore it further. If you do choose to cover this material, watch your time. More than a quick review of the one-on-one approach would require its own course.

Another means is this next approach...
Managing by Walking Around

Supervisors who tour work sites:

- Learn much more about the work and understand better how well it’s being done
- Learn more about individual workers—how they are doing, what is important to them, how they get along with each other
- Learn more about work procedures and methods, and receive input from workers on how the work can be done better

“Managing by Walking Around” is a term coined by Tom Peters who coauthored the bestselling management book *In Search of Excellence*. The idea behind Managing by Walking Around is that you cannot be an effective supervisor if you are sitting behind a desk in an office all the time. If that’s the situation, the only information you’ll receive is what’s given to you by people coming into your office. The information reported will likely be “filtered” and may be distorted. By relying on this information, supervisors can’t gain an accurate understanding of what’s happening.

On the other hand, by getting out of the office or the truck and walking around and talking to the people doing the work, good supervisors learn much more about the work and understand better how well it’s being done. Supervisors learn more about the individual workers and how they are doing, what is important to them, how they get along with each other, and so on. Supervisors
Managing by Walking Around

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As you print the following statement on the board or flip chart, tell the group that you think it fits pretty well with the concept of “managing by walking around.”

“To acquire knowledge one must study; but to acquire wisdom, one must observe.”—Marilyn Vos Savant

After printing the statement, underline the word observe.

Discuss the statement with the group. “Wisdom” is a rather profound word, but maybe it’s not too deep a term when you consider the meaningful insight that can be gained from closely observing the workers and their work: what they say and the way they say it…their body language…how they interact…who’s a self-starter and who lags behind….and so on.
COACHING AND MENTORING

Initially turn off the projector and leave the screen blank for a few seconds while you begin this topic.

Coaching

We’ve already talked a little about coaching techniques in connection with continuous performance evaluations. Let’s get into the subject a bit deeper.

“Coaching” is when supervisors give workers feedback, information, and guidance to improve performance. Effective coaching is accomplished, in part, by supervisors asking specific questions that lead them to take specific actions. The next several transparencies identify these questions and actions as “considerations in coaching.”

Now show Transparency 7.13 and talk about Questions 1 and 2 and the corresponding action steps—as well as how to go about using them in a coaching relationship with your workers.
Question 1: Does the Employee Know the Performance Expected of Him or Her?

Often, workers are not told what is expected of them in terms of quantity, quality, and time—or they are simply told to do the best they can. However, a worker and his or her supervisor may have different expectations as to what “best” really is. Supervisors should make sure that workers know what and how much are to be done, the proper procedures, and the required time frame.

Question 2: Does Employee Know that Actual Performance Can Be Improved?

Employees have to be able to compare expected performance to actual performance. Too often, workers are not told what their actual performance is. Expected and actual performance should be comparable so the worker can clearly see if actual performance is less than expected.
Considerations in Coaching

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<td>4. Does employee know how to improve?</td>
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Transparency 7.14

7.14 Considerations (3, 4)

Show Transparency 7.14 and read aloud Question 3 and the corresponding action step directly from the screen.

Ask the class, if applying these could help any of the crew

*Would these questions have helped Nick?*

*Which crew member could have benefited? ... Ty? ... Alex? ...*

Be sure to have some possible answers prepared.
Question 3: Are There Obstacles Beyond the Employee’s Control?

As shown in the flowchart from Chapter 5, it’s important to determine if there are obstacles that keep employees from performing as expected. If so, workers have an acceptable reason for subpar performance. A lack of resources or other organizational problems can seriously limit performance.

Sometimes special situations cause lower performance. For example, a sick child may cause a parent to miss work or be late. The worker is forced to deal with the child’s illness because he or she cannot control it. When obstacles to performance occur, supervisors must either remove them or change performance expectations.
Performance Analysis Flowchart

Choose Activity

Gather Actual Performance Data

Does Actual Performance Exceed Expected? yes
no

Were There Uncontrollable Events? yes
no

Were There Organizational Constraints? yes
no

Do Workers Have Ability, Knowledge & Skill? yes
no

Are Workers Adequately Motivated? yes
no

Is The Performance Expectation Realistic? yes
no

Change Methods or Technology

Are You Satisfied? yes
no

Revise Strategy

Is The Activity Complete? yes
no

Performance

Improve Job Management

Improve Selection, Training & Assignment

Apply Motivational Techniques

Revise Expectations
Considerations in Coaching

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Transparency 7.16

7.16 Considerations (3, 4)

Move on to Question 4, continuing with the discussion on considerations in coaching.

**Question 4: Does the Employee Know How to Improve?**

If employees know that their performance is subpar, and if obstacles to good performance have been removed, supervisors must then decide if the workers know how to improve. Do the workers have the ability, knowledge, and skill to improve?

If the answer is “no,” the solution may be as simple as demonstrating how to perform the task the right way. Sometimes, however, the workers may have to complete a more formal training program.
Question 5: Do Negative Consequences Follow Good Performance?

If workers know how to improve performance, but don’t improve, it’s necessary to determine why. All performance, good or bad, has consequences. It’s best when good consequences result from good performance, or bad consequences from bad performance.

For example, if a worker completes a job ahead of schedule—which must be considered good performance—and the supervisor recognizes that performance and praises the worker for it, good consequences have followed good performance. Similarly, if a worker has been leaving work early for several days—an example of poor performance—and is reproved by the supervisor, bad consequences have followed bad performance.

When positive consequences follow good performance, the worker wants to keep performing in that way. Negative consequences
7.17 Steps to Improve Performance: Encourage

Considerations in Coaching

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</tr>
<tr>
<td>6. Do positive consequences follow poor performance?</td>
<td>YES</td>
<td>Change the consequences</td>
</tr>
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</table>

following bad performance make the worker want to avoid performing in that way.

Sometimes, however, things go awry. An example of negative consequences following good performance is when the credit for one worker’s good performance is mistakenly given to another worker. It happens. (However, good supervision techniques—such as “managing by walking around”—should make such foul-ups rare.)

Refer back to the crew. This is exactly what Ty feels is happening to him. His performance is excellent. But because it is, Nick is holding him back so he doesn’t loose him.

Question 6: Do Positive Consequences Follow Poor Performance?

Yes, it happens. But it shouldn’t! If the consequences are not consistent with performance, the worker will be confused as to what is expected. Supervisors must eliminate situations that give good results for poor performance. (Again, do your managing by walking around—and be the best possible observer and listener.)

Refer back to the crew. How could this apply to Steve? ... If you look at it from the perspective of the rest of the crew, Nick made him acting crew leader even though he has had “bad days.” Although, if you asked Steve, he’d say it was more of a negative consequence—he hates to supervise.
Finally, show Transparency 7.18 and talk about Question 7 and its corresponding action steps.

**Question 7: Can the Employee Improve If He or She Wants To?**

If workers want to improve performance and are able to do so, supervisors should seek to change the workers’ performance or behavior through coaching. If workers can improve but don’t want to do so, it may be necessary to terminate them or reassign them to another job.

Refer back to the crew.
Ask about Alex and Marie in reference to Question 7.

Sum up these points, asking if there are questions remaining in the participants’ minds or if they have any comments to make.
Coaching is the process of guiding or developing workers to meet the requirements of the organization. If a worker needs to develop certain skills to perform his or her assigned work better, the supervisor—acting as a coach—identifies the developmental activities that will be necessary for the worker to undertake. These may range from completion of formal training programs to participation in an on-the-job training program to working with a more-experienced worker—for the purpose of developing a better understanding of how to perform particular tasks within an activity.

Mentoring shifts the focus from the organization to the individual. Meeting the organization’s goals is still a concern, but the emphasis switches to individual workers and their goals. As mentors, supervisors have a personal interest in the development and advancement of workers, helping each one identify his or her interests and goals. A worker may have a goal of becoming a supervisor, for example. The supervisor—by recommending training
Mentoring

- Shifts focus from organization to workers
- Requires a personal interest in the advancement and development of workers
- Requires a much greater investment of time than does coaching
- Because of supervisor involvement, payoffs can be greater

programs and job assignments, and by having discussions with the worker—provides him or her with opportunities to develop skills and gain experience necessary to become a supervisor.

Mentoring requires a much greater investment of time than does coaching. However, the payoffs are greater because supervisors are able to influence more directly their workers’ development.

Using regular one-on-one meetings with their workers is probably the supervisors’ best opportunity to mentor them.
A reward is something workers value and may receive as a result of their performance. There are both internal and external rewards.

Internal rewards are the workers’ natural feelings of pride, satisfaction, and perhaps relief for work accomplished. Each worker feels these in his or her own way and in varying degrees. The feelings may be self-generated and/or prompted by the comments of supervisors and coworkers—but in all cases they depend on the workers’ own sense of achievement. Internal rewards may be heightened by external rewards.

External rewards are provided to workers by supervisors or the organization to encourage desired performance. They include the ones listed on this transparency: feedback, evaluations, praise, recognition, status symbols, promotions, and job assignments.

As we discuss these different types of external rewards, keep in mind that they are interrelated and interconnected.
Instructor’s Manual
Tools for Peak Performance

Feedback

- People want to know how they are doing
- Positive feedback makes workers feel good about their job and the organization
- Negative feedback doesn’t make workers feel good, but lets them know where they stand and urges them to do better
- Even lukewarm feedback helps workers realize that their performance could be better

One of the attractions of sports is that the score is kept and displayed, and everybody knows how well the competitors are doing at all times. Unfortunately, many workers say they are never told how they are doing. Feedback from their supervisors is one way of “telling them the score.” It can be considered a reward, because employees want to know how they are doing…and they have a right to know.

Feedback is sort of an “umbrella term” that covers the other forms of rewarding as well. But while there’s a general aspect to feedback, a more specific description is the informal, low key, almost casual conversing with individual workers that lets them know how they are doing in their jobs.

Of course, positive feedback for doing a good job makes a worker feel good about the job and the organization…and him- or herself. Negative feedback, in contrast, doesn’t make workers feel
People want to know how they are doing.

Positive feedback makes workers feel good about their job and the organization.

Negative feedback doesn’t make workers feel good, but lets them know where they stand and urges them to do better.

Even lukewarm feedback helps workers realize that their performance could be better.

good, but it at least lets them know where they stand, urging them to do better and hopefully get positive feedback soon. Even lukewarm feedback is somewhat motivating because workers realize that their current performance, although acceptable, could be better. As supervisors, you should provide feedback to your people whether their performance is excellent, just okay, or subpar.

Don’t wait for scheduled performance evaluations to give feedback. Grab a moment here or there during the normal course of workdays. You don’t even need your office. Brevity is fine. No ceremony is called for. Workers will be impressed that you took an opportunity to talk with them. Your positive feedback will come across as more sincere. Your negative feedback will be easier to take because the informality of your approach won’t be as threatening. You’ll seem more like a coach.

Let me emphasize: Give workers positive feedback about their performance when it is done. And do it at the work site—in front of their coworkers, if appropriate.
Discuss additional points about performance evaluations, as presented in the text below:

You already know that we favor continuous evaluations over annual ones. But whatever their frequency, performance evaluations provide feedback; but they do it in a planned, scheduled, and structured setting. They are likely governed by guidelines from your agency—perhaps with paperwork to complete, reports to be issued, and entries to be made in the workers’ personnel files.

Now just because performance evaluations are sit-down meetings, they don’t have to be stiff and stuffy sessions. Supervisors should strive to make them as comfortable as possible for employees. Even those evaluations that address negative aspects of workers’ performance can be encouraging. Negatively evaluated employees can see that their supervisors and the agency are committed to helping them improve.
You can make conducting performance evaluations easier by giving your people regular feedback. Workers who receive regular, informal feedback on their performance are less likely to feel uptight about participating in evaluation sessions. There will be fewer surprises or disappointments all around.

While most workers—even those involved in very positive evaluations—probably don’t think of them as rewards, a good evaluation can certainly result in rewards, such as promotions and pay raises.

Praise

*Praising* employees might be considered the upside of giving them feedback. When you say positive things to your people about their work performance, you’re obviously praising them. *This* kind of praising, however, is more than just a slap on the back and a hearty, “Good job!” There’s a lot more to it. Let’s take a look.
One Minute Praising

1. Tell workers up front that you are going to let them know how they are doing.
2. Praise them immediately.
3. Tell them what they did right—be specific.
4. Tell them how good you feel about what they did right, and how it helps the organization and the other people who work there.

One of the bestselling books on management in recent years was *The One Minute Manager*. Every supervisor should read it. The book’s authors claim, and good supervisors agree, that one key to being an effective supervisor or manager is to praise your employees. They designed what they call the “One Minute Praising.” It works like this:

1. Tell people up front that you are going to let them know how they are doing.
2. Praise people immediately.
3. Tell people what they did right—be specific.
4. Tell people how good you feel about what they did right, and how it helps the organization and their fellow workers.
5. Stop for a moment of silence to let them “feel” how good you feel.

6. Encourage them to do more of the same.

7. Shake hands to make it clear that you support their success in the organization.

*A word of advice: The One Minute Manager actually recommended shaking hands or “touching people in other ways” to show your appreciation and support. Current codes of conduct for the workplace, however, regard most physical contact between coworkers as unacceptable. Even handshaking should be done appropriately—brief and business-like. Remember that everyone’s different. Some might like a pat on the back or a big hug, but others might feel uncomfortable and cry “harassment!” So use good judgment.
Activity: [Instructor] Role Play Demonstration—Praising

To help the participants see how one minute praising really works—and before asking them to practice it themselves—demonstrate it in front of the group. Use the SCENARIO described below. Be sure to read it and think about it during your preparation for the course to consider carefully what you will say in praising “Jack.”

Now that we’ve discussed the steps for one minute praising, let’s see how to put them into practice. We’ll do a short role play of a fictitious scenario.

Either you and your co-instructor, or you and a “volunteer” participant, should act out an ending for the following scenario. If you use a participant, have him or her come forward and stand with you while you first read the SCENARIO to the group.

[SCENARIO] Jack is working with Terry repairing damaged signs when they come across a car parked on the shoulder of the road. Inside is a middle-aged man in obvious discomfort. Just as Jack walks up to the car to ask if the driver needs some help, the driver collapses. Jack yells for Terry to use the truck’s radio to request an ambulance, and then he pulls the driver from the car onto the ground. The driver has all the symptoms of a heart attack and has stopped breathing. Jack, using techniques he has learned in the army, begins CPR on the driver. He continues until the ambulance
arrives five minutes later. The emergency medical technicians then take over. They resuscitate the driver and then transport him to the nearest hospital. The EMT's later commented that if Jack hadn't performed CPR the driver would have died.

As Jack’s supervisor, you are extremely proud of what he did. When you heard the request for an ambulance over the radio, you drove to the location and arrived just as the ambulance was ready to leave for the hospital. After hearing what happened, you want to acknowledge Jack’s quick thinking and actions with a little praise.

Explain that you will play the part of the supervisor, and your co-instructor (or volunteer participant) will play “Jack.”

Proceed to praise “Jack” using the one-minute-praising format.

Follow up the role play by first asking “Jack” what he thought of your praising.

Then ask the group for their questions and comments. (“Give me your critique.”) For example:

- Did the “supervisor” properly follow the guidelines for a one minute praising?
- What did he do well...or not so well?
- How about “Jack’s” reaction to the praise?
Activity:

Role Play Practice

Praising

Next, I want you all to try some role playing yourselves—to get some practice in using the techniques of one minute praising. Don’t worry about stage fright, you’ll be doing this in small groups. So let’s divide into teams of three persons each.

After dividing the group into three-member teams, continue with the directions…

[*Here it’s advisable to depart from the small groups and give the participants some new interactions with others in the overall group.]

There will be three different scenarios with three different roles in each: supervisor, employee, and observer. To start, you will find three “role play sets” in Chapter 7 of your Workbook. They are designated “A,” “B,” or “C.”

Decide in your groups which of you will be A, B, and C, then each of you open your Workbook to your assigned role play set. Or, if you prefer, remove your role play set from the Workbook for this activity. You will use the same role play set for all three scenarios.
Make sure that in each group a different participant has role play set A, B, and C. For your reference, the scenarios are found at the end of this chapter. But you should also be familiar with the instructions on the role play sets. So review them carefully in advance, referring to a Participant’s Workbook.

The three different scenarios will be played out in three “rounds.” They are printed right there on your role play sets.

So you “A’s,” for example, will play the supervisor in Round 1, the employee in Round 2, and the observer in Round 3. And you “B’s” and “C’s” will play the other roles as indicated. Understood?

Now this is important: When you serve as observer, notice that you will take the lead. Just follow the specific instructions on your role play set. Okay?

In a minute we’ll begin Round 1. When all teams have finished—including any discussion—I’ll tell you to start Round 2. So take another minute now to look over your role play sets. Then, observers take charge and get started.
You should monitor the teams’ role playing. Be sure at the outset that they know how to proceed. All participants should first read to themselves the role play scenario. Observers should then remind the supervisors to briefly rehearse (mentally) how they will follow the one-minute-praising format during the role play. To help them, you can project Transparencies 7.16 and 7.17 again so that they can refer to the steps on the screen—or they can look at the steps in the Toolbox section at the back of their Workbook.

Once they are ready, the supervisors should begin the praising.

During the praising the observers should follow along in their checklist and mentally evaluate how the praising format is followed (holding their comments until later).

When the praising is completed the employees should give their feedback—chiefly, how did they feel during and after the praising?

To conclude, the observers should cover steps 4 and 5 in their instructions.

Teams that finish before the others should be encouraged to comment among themselves about the role play. As soon as possible, move on to Round 2.

In the same manner, go on to Round 3 after completing Round 2.

With all 3 rounds completed, take a few more minutes (if desirable) to discuss the role playing. What observations, conclusions, questions do the participants have?

This could be a good time for a short break, if you feel it is needed.
Recognition

- Workers should receive recognition for actions valued by the organization
- All types of performance should be recognized

Workers should be praised when they do things that the organization values; for instance, performing above the minimum. When they do a task especially well or beyond what is expected, workers should be *recognized* for that performance. On the other hand, a worker’s performance doesn’t have to be exceptionally good to merit recognition. A worker who just performs all duties the right way deserves recognition too. *All* types of performance should be recognized, for example:

- Completing a job ahead of schedule and eliminating a traffic bottleneck.
- Working for a specified period of time without an accident or injury.
- Helping a stranded motorists.
Recognition

- Workers should receive recognition for actions valued by the organization
- All types of performance should be recognized

You may want to list the participants’ suggestions of examples of performance that deserve recognition on the board or flip chart.

Each of these types of performance deserves recognition. What are some other examples from your experience?
Now, just what do we mean by “recognition,” in contrast to “praise”? Well, we described praising workers as complementing them sincerely, usually adding a handshake or other appropriate touching—and usually in private. It’s essentially one-on-one.

Recognizing workers’ performance, by comparison, often involves making the reward more public, and maybe more tangible. For example, putting into writing the words that were merely spoken during a One Minute Praising. Or, presenting a material reward, as we’ll see in a minute.

Recognition can take various forms—depending on the performance being recognized:

- Spoken compliment—a direct communication that may be done privately or in front of other workers. [Sound similar to One Minute Praising or regular feedback? We did point out that these rewards are interrelated and interconnected, right?]
## Forms of Recognition

- Spoken Compliment (Public or Private)
- Written Compliment (Private)
- Certificates or Plaques (Public)
- Newspaper or Newsletter (Public)

Written compliment—a private communication between the supervisor and the worker. A copy may be placed in the worker’s personnel file. Another kind of written compliment can be a letter from the supervisor to the worker’s home. For many workers this is a particularly effective form of recognition because the worker’s family is likely to echo the supervisor’s praise—providing the worker with recognition at home as well as at work.

Selective use of certificates and plaques, bulletin board display, organization newsletter, newspaper, luncheon or dinner—these forms of recognition are public and often are done in combination. For example, a recognition luncheon at which certain workers are to receive plaques or certificates may be announced in the local newspaper, the organization newsletter, and/or on the bulletin board. So, in effect, the recognized employees are “rewarded” by the announcement, the event, and the item presented to them.
For most workers, public recognition is very meaningful and appreciated. Supervisors should find opportunities to recognize workers publicly. When possible, employees should be recognized in the organization’s newsletter or in the local newspaper.

Some organizations have luncheons or dinners to recognize workers, but instead recognition can be as simple as the supervisor’s ordering pizza for a lunch at the maintenance shed. The intent is to create a special occasion at which deserving workers can be recognized.

In Chapter 6 we talked about the benefits of “roadeos.” Supervisors can use such events to give recognition to their most skillful and exemplary workers by assigning them to represent their agency units in demonstrations or competitions. Workers selected to “perform” in such events get a chance to “shine” in front of their coworkers, feeling appreciated and valued for their experience and skills.
Several other points to remember about recognition are:

- Recognition or rewards should be given as soon as possible after the deserving behavior.
- Recipients should be told specifically what they are being rewarded for.
- Rewards should be given at the place of work or at a ceremony, not at a location such as the water cooler.
- When a desired behavior becomes consistent, the supervisor’s praise should shift from a continuous schedule of reinforcement to a variable schedule. Basically this means giving reinforcement less frequently because the worker has made the desired behavior part of his or her normal way of doing things. So instead of constant reinforcement, the supervisor now gives reinforcement only as needed, here and there. The desired behavior isn’t becoming less and less important or appreciated; it has simply become habitual. Continuous praise at this stage would not only be unnecessary, but undesirable—even annoying.

Discuss the above points with the group. Do they agree or disagree? If they agree, ask them why they think recognition should be handled as described. If they disagree, ask them to explain. Do they have further comments to make, or experiences to share?

Here’s one more thought about recognizing workers for their performance:
Individuals react differently to attention and praise. Some workers are shy and awkward when receiving recognition—even when it’s given in small group settings or, perhaps, in the presence of only the supervisor. You can’t expect all employees to be gracious, comfortable recipients of attention. Some may feel ill at ease about being spotlighted; others may simply not show any emotion in such situations. It might be easy to get the impression that such individuals don’t want to be recognized. However, don’t avoid recognizing deserving workers just because some may be a little embarrassed at the prospect. Whatever the reaction (or non-reaction) of a few, you can bet that all employees who are recognized are pleased about it (at least “deep down inside”). It’s certainly better to risk making a few feel awkward than to let many deserving workers feel unappreciated. Keep in mind that supervisors are responsible for determining not only who should be recognized, but also how they should be recognized.

Points on Recognition

- Recognition given as soon as possible after behavior
- Workers told specifically what recognition is for
- Recognition given at work place or in a ceremony
- When desired behavior is consistent, praise should shift from continuous to variable

Again, ask the participants what they think, and what experiences they have had with determining and giving recognition—and with receiving it themselves. What do they think works? What have they seen that falls flat, or backfires?
Get into the topic of status symbols now, using Transparency 7.30 and the information below:

Status symbols are an important form of recognition that are given to only a few workers. While they may be symbolic, they are most definitely real—and highly visible. That’s the point—to be very noticeable so that they immediately identify those being recognized. To put it bluntly: The value of status symbols is that some people have them and others do not. They give bragging rights to the recipients—like a champion prizefighter’s belt, a world series ring, a NASCAR trophy, a gold medal, or a blue ribbon.

Some examples of status symbols are a reserved parking space for the employee of the month, hard hat stickers for outstanding safety performance, and a new truck given to the best crew. What others are you all familiar with?
If the group has many examples to share, or particularly unusual ones, you may want to list them on the board or flip chart.

Now, so far, we’ve talked about encouraging workers as individuals. Your agency, of course, depends on teamwork; and teamwork needs to be encouraged, evaluated, and rewarded just as much as individual performance does. Some of the forms of recognition and status symbols lend themselves quite well to rewarding crews or other groups of employees.
Promotions

- Advancement to positions requiring greater skills
- Should be based on employees’:
  + performance
  + ability to perform in new position
  + desire to be promoted to new position
- Temporary assignments may help employees prepare for new positions

Promotions

7.31 Promotions Discuss promotions, being sure to include the following points:

Promotion is the advancement of a worker to a position in the organization that requires greater skills than the worker’s current position and has more and/or greater responsibilities. Promotions may be temporary or permanent. Your agency no doubt considers promotions as rewards for good performance. Most employees do too, unless for some reason they’re reluctant to change their employment status. The prospect of additional or increased responsibilities deters some.

Supervisors should recommend or grant promotions only if employees:

- Perform very well in their current positions.
- Can perform satisfactorily in the new positions.
- Want to be promoted to the new positions.

If these conditions are not met, the employees will not perform well in their new positions.
Temporary assignments may help prepare employees to qualify for new positions on a permanent basis. For example, supervisors may temporarily assign workers to fill in for vacationing coworkers. This way, the workers have a chance to prove to others—and to themselves—that they can handle the promotion permanently.
Job Assignments

- Assign workers to their favorite job when they have performed well
- Job assignments are an inexpensive and very effective reward

As a reward for superior performance, workers may be assigned to job that they would like to do. For example, an employee who has performed well at mowing grass or disposing of dead animals may be assigned to a sign crew while another worker is on vacation. This can be a very effective reward…and it’s also inexpensive to the organization.

Invite the participants to think of and discuss job assignments, promotions, and status symbols they have granted or recommended—or are otherwise familiar with—in their organizations.
A question that many supervisors have is: “How often should a worker be rewarded for performing in the desired manner?” The answer to the question may disappoint those who would like a simple response: “It depends.” The frequency for rewarding workers should vary, depending on the workers themselves and what assignments they are doing.

Workers assigned to activities that they haven’t performed before should be rewarded often. Their efforts should be praised frequently. This would typically be done using the One Minute Praising we discussed earlier. By praising workers frequently you are trying to reinforce the idea that what they are doing is important to the organization; and by doing it well they are helping the organization meet its objectives and satisfy its customers—the public. Frequent rewards or praise encourages workers to continue performing in the desired manner. It’s particularly important
to praise workers who perform new tasks *while* they are performing those tasks, rather than waiting until the tasks are completed. This also gives supervisors the opportunity to coach workers on improving their performance.

As workers continue to perform in the desired manner, supervisors can reduce the *frequency* of rewards—but not stop them completely. And, as workers become more experienced, the rewards should shift from *effort* to *accomplishment*. In other words, reward them for getting things done, not just for working at it. Instead of praise, supervisors might change to another reward. It’s important to use a variety of rewards because changing rewards causes workers to think about them and why they’re being given.

As we keep pointing out: People are different. Some need to be rewarded often because they need to be noticed and feel appreciated. Others are perfectly happy being recognized only when they do something out of the ordinary. Good supervisors get to know the people working for them and what they require in the way of rewards. Such supervisors know when praise or recognition is desired or when workers are happy just doing a good job.
As you discuss worker behavior and performance, note the following: Although we’ve used the term “reprimand” in a general sense, it’s closely connected with labor unions and their procedures for disciplining members. If the maintenance workers in your area are unionized, avoid using “reprimand.”

The preferred relationship in establishing a strong motivational environment is that desired performance leads to receiving desired rewards. However, workers sometimes behave in undesirable ways. They may not perform their assigned activities successfully or complete them on schedule. They may behave in a negative fashion by not coming to work on time or at all, not following instructions, getting into arguments with fellow workers, stealing tools, and so on.

Most highway maintenance agencies have established procedures for dealing with violations of organization rules. These procedures are typically based on the concept of progressive discipline. The first violation of the rules results in an oral warning. A second violation may result in a written reproof being given to offenders and a copy being placed in their personnel files. A third violation may result in suspension from work without pay. And a fourth violation may result in discharge. The objective of progressive discipline is to give offending workers the opportunity to correct their behavior and/or performance.
Even though the organization establishes procedures to be followed in disciplining workers, it’s the supervisor who should be concerned with helping workers to change their behavior before it becomes necessary to use the organization’s disciplinary system. Effective supervisors influence—through the coaching process—the day-to-day performance of individual workers. Supervisors encourage desired performance by rewarding it.

When workers do not perform as desired, it is a negative result for the organization. Negative performance should result in negative consequences or some type of disciplinary action. Just as you want to create the perception that good performance leads to positive consequences, you also want to develop the perception that negative performance leads to negative consequences.

In one crucial respect, correcting should be done differently than praising: Praise employees in front of others, but correct them in private (when possible). Public embarrassment is rarely helpful in improving a worker’s poor performance.
Show Transparency 7.35 as you begin discussing “one minute correcting”—our take on the One Minute Reprimand from *The One Minute Manager*.

*The One Minute Manager* establishes the idea of the One Minute Reprimand to go along with the One Minute Praising. It fits in with the process of coaching and should be used when workers are not performing in the desired way. However, we choose to call it “one minute correcting.”

1. Tell people beforehand that you are going to let them know how they are doing.

   *The first half of the correcting:*

2. Correct people immediately.

3. Tell people what they did wrong—be specific.

4. Tell people how you feel about what they did wrong, and in no uncertain terms.

5. Stop for a few seconds of uncomfortable silence to let them “feel” how you feel.
The second half of the correcting:

6. Shake hands to let them know you are genuinely on their side.
7. Remind them how much you value them.
8. Reaffirm that you think well of them, but not of their performance in this situation.
9. Realize that when the correcting is over, it’s over.

Point out that—by following these steps—supervisors help workers understand what is unacceptable and realize that their supervisors value them but not their unacceptable performance or behavior. Discuss using one minute correcting as a tool, referring the group to their Toolbox.

Your participants might well suggest an additional step not included by The One Minute Manager: What about an opportunity for employees to respond to the correcting? They may want to explain their actions; sometimes there are extenuating circumstances. Even when their response is on the order of making excuses or passing the buck or out-and-out denial of the facts, they still deserve a hearing. The way The One Minute Manager explains it, the procedure is definitely one-sided and anything but two-way communication. If the group doesn’t bring it up, you should.
Activity: [Instructor] Role Play Demonstration—Correcting

To help the participants see how one minute correcting really works—and before asking them to practice it themselves—demonstrate it in front of the group. Use the SCENARIO described below. Be sure to read it and think about it during your preparation for the course to consider carefully what you will say in correcting “Phil.”

Now that we’ve discussed the steps for one minute correcting, let’s see how to put them into practice. We’ll do a short role play of a fictitious scenario.

Either you and your co-instructor, or you and a “volunteer” participant, should act out an ending for the following scenario. If you use a participant, have him or her come forward and stand with you while you first read the SCENARIO to the group.

[SCENARIO] Phil is the old-timer of the crew. He considers himself to be a “man’s man” and acts extremely macho most of the time. Since Brenda has joined the crew, Phil’s attitudes about women in the workplace have become a point of contention. Phil’s wife has never worked outside of the home because Phil believes a woman’s place is in the home taking care of the children. He has been involved in a series of practical jokes directed at Brenda. He has placed centerfolds from a men’s magazine inside his locker door so that they are displayed when the door is open.
As you walk into the locker room, you overhear Phil telling a dirty joke in a loud voice so that Brenda hears it on the other side of the room.

You are concerned that Phil’s conduct represents sexual harassment, which violates the organization’s policies. You determine to correct Phil using the one minute correcting format.

Explain that you will play the part of the supervisor, and your co-instructor (or volunteer participant) will play the part of “Phil.”

Proceed to correct “Phil” using the one-minute-correcting format.

Follow up the role play by first asking “Phil” what he thought of your correcting.

Then ask the group for their questions and comments. (“Give me your critique.”) For example:

Did the “supervisor” properly follow the guidelines for a one minute correcting?

What did he do well... or not so well?

How about “Phil’s” reaction to the correcting?
Activity: [Participant] Role Play Practice—Correcting

Now that you’ve demonstrated one-minute-correcting techniques, the participants should gain some practice for themselves.

Okay, let’s try some more role playing—to get some practice in using the techniques of one minute correcting. So let’s get into our three-person teams again.

After dividing the group into three-member teams, continue with the directions…

Just like we did for one minute praising, there will be three different scenarios with three different roles in each: supervisor, employee, and observer. To start, turn to the three “role play sets” for one minute correcting in Chapter 7 of your Workbook.

Decide in your groups which of you will be A, B, and C, then open your Workbook to your assigned role play set. Or, if you prefer, remove your role play set from the Workbook. Remember, you will use the same role play set for all three scenarios.

Make sure that in each group a different participant has role play set A, B, and C. Refer to the scenarios at the end of this chapter, but be familiar with the instructions on the role play sets too.
Again, we'll play out the three different scenarios in three rounds, as outlined in your role play sets.

Take another minute now to look over your role play sets. Then, observers take charge and begin Round 1. When all teams have finished—including any discussion—I'll tell you to start Round 2.

Remember to monitor the teams’ role playing. By now they should know how to proceed. All participants should first read to themselves the role play scenario. Observers should then remind the supervisors to briefly rehearse (mentally) how they will follow the one-minute-correcting format during the role play. To help them, you can again display Transparencies 7.28 and 7.29—or they can look at the steps in the Toolbox section at the back of their Workbook.

Once they are ready, the supervisors should begin the correcting. Meanwhile the observers should follow along in their checklist and mentally evaluate how the praising format is followed (holding their comments until later).

When the correcting is completed, the employees should give their feedback—chiefly, how did they feel during and after the correcting?

To conclude, the observers should cover steps 4 and 5 in their instructions.

Teams that finish before the others should be encouraged to comment among themselves about the role play. As soon as possible, move on to Round 2. In the same manner, go on to Round 3 after completing Round 2. With all 3 rounds completed, take a few minutes (if desirable) to discuss the role playing. What observations, conclusions, questions do the participants have?
IN VOLVING EMPLOYEES

External rewards have been used for many years to influence workers' motivation to perform various activities or tasks. In the last five to ten years, many organizations have found that the use of external rewards has only limited payoffs. They have found that significant increases in performance have been achieved by involving workers more directly in all aspects of their work, including planning, organizing, scheduling, and controlling it. The increases come about because the involvement of workers introduces more experience into the analysis and planning of the job, generates more commitment by the workers to the accomplishment of the plan, and gives the workers more control over their work and work environment.

So how do supervisors improve the performance of the work force? The answer in many organizations is “employee involvement.” But what kind of involvement works best?

Various ways of involving employees—and their relationship to worker performance—are summarized in this next transparency.
Show Transparency 7.40. Discuss the range of employee involvement, the corresponding levels of involvement, and the anticipated improvements in performance. The different involvement levels are described below:

1. Military/Authoritarian/Autocratic—Think of this as the “traditional system.” Plans are formulated and methods are determined by “experts.” Workers are told what to do and how to do it, and of course are expected to do it—without deviation. Employee involvement consists of obeying commands, period.

2. Informal Suggestion System—Employees offer suggestions to management as to how to improve performance in the organization. The employee decides whether to offer suggestions (without waiting to be asked) or to respond to management’s request for suggestions. Management decides whether to use the suggestions or not. There is no formal system for giving or rewarding suggestions (and no assurance that suggestions are appreciated or even considered by management).

3. Formal Suggestion System—Procedures are in place for giving, evaluating, and rewarding suggestions. The suggestions are usually not asked for. They may be about anything in the organization. Employees give the suggestions and management decides whether or not to use them.

4. Performance Improvement Team I—This is a system in which management identifies the issues and assigns teams of workers to analyze problems and recommend solutions. Management states what the problem is and who will be on each team. This is a much more controlled way of asking for employee input than suggestion systems. Management accepts, modifies, or rejects each team’s recommendations.
5. Quality Circles—This is a system in which volunteers are formed into teams by management to study performance and find ways to improve it. Generally, the areas of study are selected by the team. Ideas for improving performance are presented to management. There is more employee involvement in quality circles than in the Performance Improvement Team I systems.

6. Employee Survey Feedback—The organization solicits the employees' opinions and suggestions by means of a formal survey, with topics and questions determined by management. If all employees complete the survey, expressing themselves freely, the organization can garner input from the entire work force. Of course it's still up to management what they will do with the survey feedback, but they have basically everyone's candid responses—quite a valuable resource!

7. Performance Improvement Team II—Unlike Performance Improvement Team I, workers volunteer for the team(s) and identify the issues they want to investigate. Unlike Quality Circles, Team II teams don't need management approval to implement their recommendations.

8. Job Enrichment—This is a system that deals with the jobs of individual workers. The basis of this approach is to give individuals a whole piece of work to do and then hold them responsible for it. Jobs are designed to give the individuals performing them more independence—more freedom to do the jobs in the way that the worker believes is best. Each worker has the power to make decisions about the best way to do the job within the rules set by management.

9. Self-Managing Work Teams—This system is one of total employee involvement. It calls for management to give the least directions as to how to do the work. Management may only provide schedule and budget parameters. Teams may elect their own leaders and decide who is to do which tasks, the methods to be used, the resources needed, the schedule for
the work, and how to coordinate with other teams. The teams are responsible for their performance.

Spend the appropriate time discussing these employee involvement systems according to a) the situation(s) in the organization(s) they work for, b) the participants’ interest, and c) the course schedule. Find out what approaches the participants have experience with (and opinions about) in their own organization(s). If possible and desirable, have them relate in detail how their systems function.

Then encourage the group to freely debate the pros and cons of the different approaches, especially if/how they envision their people benefitting from a different system than the one(s) in use.

Optional Activity: Involving Your Crew Members

Maybe the preceding discussion of the range of employee involvement is a little too theoretical for the group. Or perhaps such types of employee involvement are too dependent on the overall organization and its management. Here’s a suggestion of one way to involve crew members more in improving performance. Any supervisor can try it regardless of what the rest of his or her organization is doing. It’s not complicated and it doesn’t require management approval.

Relate the following; then talk about it with the participants.

In the right setting—either in a gathering of the whole crew or by approaching each one individually—ask your crew members to respond anonymously to the question, “What keeps us from performing our work better?”
Give each one a sheet of paper and ask him or her to identify the most important problems the crew faces in trying to do its work better. Ask them to number these problems in the order of priority: Number 1—biggest problem; number 2—next biggest problem; and so on. Have them list as many problems as they want. No names please, just problems. Some may come up with only one or two, while others may ask for a second sheet of paper.

Your job, next, is to collect the sheets and sift through the responses. Tally the problems they have identified and make a priority list, with those mentioned the most at number 1, next most at number 2, right on down the line.

Then call a meeting to discuss the problems—and how to solve them. Try to keep it from becoming just a complaint session. Whatever you accomplish, be sure to thank the crew for their input, concern, and efforts.
Show Transparency 7.41 and go over the key points presented in this chapter, as summarized on the screen.

- Evaluate workers continuously.
- Feedback is important to both you and the crew
- Correct to *improve* bad/unacceptable performance or actions
7.42 Review

Show Transparency 7.42 and further review what the participants learned in this chapter.

- **Evaluating** workers continuously should be the goal, not just conducting annual performance appraisals.

- **Coaching** involves determining why worker performance is not satisfactory, and how the supervisor should respond to it. Coaching can and should lead to improved performance. The focus is on the organization.

- **Mentoring**, on the other hand, switches the focus from the organization to the individual worker and his or her goals. The supervisor/mentor takes a personal interest in the development and advancement of the worker.

- **Rewarding** involves the supervisor or organization giving to workers something they value, which they merit because of their performance. These are external rewards. They include feedback, evaluations, praise, recognition, status symbols, promotions, and job assignments. One Minute Praising is an effective tool for supervisors in the use of rewards.
Correcting—usually carried out in a system of progressive discipline—aims to give offending workers the opportunity to correct unacceptable behavior and/or performance. One Minute Correcting is an effective tool for supervisors who want to help workers make the needed changes.

Going beyond the use of rewards, involving employees in making decisions about all aspects of their work is an effective way to encourage better performance. Organizations must determine the type of employee involvement from a wide range of options.

Ask your participants if they feel they have genuinely learned these principles and now have a good idea of how to apply them in practical ways? Would they like to go over any aspects of the material presented or ask any questions? Make it clear you welcome such.
ONE-MINUTE-PRAISING SCENARIOS

For Participant Role Play Practice on pages 7-39 through 7-41

Round 1

Employee Tommy Joe has recently spent a lot of time off the job thinking about how things could be done better at work. As a result, he has suggested a new inventory system for hand tools. Among other benefits, this system would ensure that available hand tools are in top-notch working condition.

Tommy Joe’s supervisor believes the proposed system will save the organization a lot of money.

Tommy Joe sees his supervisor walking toward him. The supervisor motions to Tommy Joe that he/she wants to talk with him.

Round 2

Employee Orlando went home yesterday after work looking forward to his day off today. It’s his son’s birthday and their plans included taking in a baseball game for which Orlando had already bought the tickets.

At about eight o’clock last evening Orlando’s home phone rang. It was his supervisor, who told him there had been an accident that had badly damaged a very important sign on the local interstate highway. The supervisor said it was necessary for the sign to be repaired the next day. He also told Orlando that he (Orlando) was the best person in the crew with signs. Furthermore, the supervisor admitted that he hated to ask Orlando to give up his day off—but quickly added that Percy was off sick and Mark was out of town on vacation. So the supervisor didn’t have another choice. He asked Orlando to come in and take care of the problem.

So today Orlando came to work. It took him almost the whole day to fix the sign, but he finished the job and did it well.

Now he’s in the locker room changing clothes when he sees the supervisor walking toward him.

Round 3

Since early this morning employee Allison and the rest of the crew have been working very hard to replace a section of guardrail damaged in an overnight accident along a very congested highway. Allison came up with an idea that allowed the replacement to proceed very quickly—and which allowed the rest of the work to be completed before the afternoon rush hour. As a result the repairs didn’t block a lane of traffic, and traffic was able to flow smoothly.

The supervisor drives up in his/her truck just as the work is being finished. After discussing the job with the crew, the supervisor sees clearly that Allison’s idea was the major reason the work got done when it did and with little traffic disruption.

The supervisor walks over to Allison and…
ONE-MINUTE-CORRECTING SCENARIOS

For Participant Role Play Practice on pages 7-62 and 7-63

Round 1

Yesterday, at the end of work, Mike looked for the supervisor to ask if he could borrow a post hole auger from the garage to take home. He knew about the policy against borrowing department equipment for home use. Nevertheless, he hoped to use the auger to erect a fence in his back yard, expecting to keep it for only one evening. When he didn’t find the supervisor, Mike went ahead and loaded the auger into his pickup and took it home.

This morning Mike has brought the auger back. He’s unloading it from his pickup when the supervisor walks up and asks what he’s doing.

Round 2

Employees Harvey and Seth have been carrying out a running series of practical jokes. Harvey thought he had come up with the ultimate prank when he glued Seth’s boots to the floor of the locker room yesterday afternoon after work.

Problem is: This morning Seth can’t get them loose. After a couple of minutes of trying, his good-natured laughter turns sour. Harvey also tries to pry them free but also fails. Seth is now plenty angry and he begins to argue with Harvey.

Hearing a ruckus, the supervisor comes running. Once he calms Seth down, he tells Harvey to get those !@#$%^&*! boots loose without damaging them or else he’ll have to buy Seth a new pair! As he stomps off, the supervisor glares back at Harvey and tells him to come see him in his office when he’s done.

When Harvey steps sheepishly into the supervisor’s office, the supervisor…

Round 3

Earlier today, in the shop, employee Carl was using a grinding wheel to sharpen a cutting tool. Although required by department policy, Carl didn’t put on safety goggles. A particle got lodged in his eye, and no one could get it out. The paramedics were called, and they determined to take Carl to the hospital where the particle was removed without permanent injury.

Carl has just returned from the emergency room. He sees the supervisor walking toward him. The supervisor takes Carl aside and says…