

Leader's Guide

This Leader's Guide is a short, easy-to-read booklet that will help prepare you for your upcoming class. It is divided into the following sections:

- Introduction
- Getting Started
- Facilitating the Class
- Follow-up
- Class Aids

Introduction

This booklet is designed to orient you to the training program and give you facilitation ideas. However, it is not an in-depth discussion of the video or participant materials. While this booklet will get you started, your study of the video and participant materials will best prepare you to teach.

How to Use the Training Program

The participant workbook is written as a self-study module. Managers who want to learn how to reduce turnover, keep their good employees, and strengthen their team have several study options.

To utilize the participant workbook to its fullest potential, you will need to customize it for a class setting. This guide will help you do so.

Customizing the Participant Materials

While the video is the cornerstone of this training program, you will focus on the participant workbook. All the activities and assessments support the learning; your role is to create an interactive environment to promote the learning in a class setting.

That may seem like a daunting task, but it's actually straightforward, fun, and easy to do. We're not suggesting that you need to rewrite the activities in the workbook; rather, you need to *facilitate* the activities in the workbook. And this guide will help you get started.

Getting Started

The *Keeping the Good Ones* workbook and video program comprise knowledge-based training. The training may be used several different ways.

SELF-PACED STUDY

Managers may use the video and participants workbook as a self-paced study program. It is suggested that a minimum of three to four hours be set aside for self-study and that the course be completed in one session. It is important that the learner is free of distractions during this time, because external interferences will diminish the quality and retention of the training. It is also suggested that a feedback mechanism be provided to evaluate the learning that has taken place.

CLASS SETTING — KNOWLEDGE-BASED

If possible, a class setting is usually more effective than self-study. Interaction with an instructor and peers allows for the exchange of experiences and ideas that can only enrich the learning experience. It is suggested that between four to five hours be set aside for a knowledge-based classroom session.

CLASS SETTING — EXPERIENCE-BASED

In a class setting you have the opportunity to create a skill-based program. This affords the most effective use of the training materials. If you'd like your class to build and model the skills illustrated in the video and discussed in the workbook, add an additional one to two hours to your workshop time.

To help you organize your thoughts, we've included a **Pre-class Checklist**. Use it every time you schedule the *Keeping the Good Ones* workshop.

Pre-class Checklist

- c Order workbooks (one per participant).
- c Send each participant a letter outlining the learning objectives and confirming the time and location of the workshop (write your own or use the form we've provided, located in the Class Aids section of this guide).

- c Decide whether your workshop will be knowledge-based or skill-based.
- c Watch the video.
- c Read the participants workbook.
- c Read this booklet.
- c Customize the program by making notes in the margins of your participant workbook pages and copying the Class Aids you're going to use.
- c Create flip charts to reinforce the learning points of each section.
- c Get giveaways (candy, inexpensive trinkets, buttons, stickers, etc.) to reinforce the learning and add another dimension of fun.
- c Establish a follow-up process to reinforce the learning.

Setting Up the Room

If possible, set up the tables in small groups. Try to avoid the classroom or U-style setup because neither is conducive to small-group formations and discussions.

Facilitating the Class

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

- c Start on time and end on time.
If you want your participants to respect you, you need to first show that you respect them and their time. Start on time to reward those who arrive promptly.
- c Take breaks at odd intervals.
Tell your class to return in seven minutes, or start your 10-minute break at 11:33. Participants are more apt to return promptly because of the specifics of your request. It's more fun too!
- c Keep the workshop interactive.

Ask a lot of questions and facilitate small-group discussions.

- c Raise the energy level and increase participation in the class by having fun.
Everyone knows that learning is more effective when it is fun. As the leader, it's your responsibility to keep things going. When the energy level starts to dip, ask questions and reward the answers. Or, give participants a break and have them return to a fast-paced Q & A contest. Be creative!
- c Tell the class that you will follow up to help ensure that learning took place; then do so!

Icebreakers

Spend 15 minutes at the start of your workshop facilitating an icebreaker. Choose from the two we've included in the Class Aids section of this guide, or use your own. The purpose of the icebreaker is to:

- Set the stage for a fun workshop.
- Give participants an opportunity to ease into the learning environment.
- Give participants an opportunity to acquaint themselves with one another.
- Give you a team-focused activity to start discussion about the workshop topic.
- Give late-comers a chance to arrive without missing any specific content.

Also, plan on using your icebreaker to divide participants into groups of four.

Learning Objectives

Refer participants to page viii in their workbooks. Give them a moment to review the learning objectives.

The Video

We recommend that you show the video in its entirety after you review the learning objectives. It sets up the class and offers you a strong framework from which to discuss the reasons employees leave.

Activities

Many of these activities in the workbook are geared toward individuals. However, after participants finish the activity, small-group discussion or classroom discussion can help reinforce concepts.

We also recommend pairing participants within their small groups. Utilize the peer-to-peer commitments and discussions.

To maintain an interactive environment during the activity debriefings, consider the following:

- Have groups flip-chart their collective answers.
- Go from group to group, discussing the answers to one question (take one answer from each group).
- Go through an activity together aloud.
- Instead of everyone doing all the questions, assign a different question to each group.

Note: Participants may want to maintain confidentiality with regard to their team members, their managers and their teams' issues. Allow them to speak in general terms about issues and action plans. It's more important that they create an action plan and commit to follow up with a peer than to share the action plan with the class.

Skill-based Activities

To expand this workshop and offer participants the opportunity to practice and model skills, focus on these areas:

1. Reasons Employees Leave — page 3
2. Connecting with Your Employees — page 36
3. Appreciating Your Employees — page 48
4. Helping Your Employees Grow — page 60

Think of ways participants can practice the skills in the class and model the correct behaviors. For example, to practice ways to help employees grow (number 4 above), practice developmental meetings in pairs. The group can pick a strength and a professional developmental need from several you've developed or use an idea of their own. One person in the pair should be the employee and one person should be the manager. The employee should offer feedback to the manager, and then they should switch roles. The employee should critique based on:

- Did the manager use specific examples when discussing both the employee's strength and the employee's developmental need?

- How did the employee feel as the manager spoke? Built up and affirmed? Like the manager truly cared? Or defensive and attacked? Like the manager was just going through the motions?
- Did the manager get commitment from the employee and make improvement the employee's responsibility?
- Was the manager supportive?

You can use this small-group-practice approach for connecting with employees (number 2 above) and showing appreciation too (number 3 above). Also, consider skits and other creative ways for participants to practice what they've learned.

Summaries

Each chapter has a summary activity. With a little imagination you can turn them into high-energy group summaries. Some ideas are:

- Have groups work on the summary activity together, flip-chart their answers and present them to the class.
- Play a Charades- or Pictionary-type game for main topics, for example, and then each group brainstorms the learning points associated with that topic.
- Have groups work on the summary activity together under a set time limit. The group with the most answers presents their information to the class. The group with the most correct answers wins.
- Give groups two minutes to write down on a flip chart all the learning points that they can remember. Then as each group presents its information, the other groups should cross off duplicate answers. The group with the most unique answers wins. This summary activity works best when you give participants a short amount of time to brainstorm and you don't explain or debrief until they're finished writing.
- Have participants yell out things they've learned.
- Play Post-It summary. Have each group prepare four questions and answers, and assign a point value to each one (10, 20, 30, 40). Place them on a flip chart in columns (if you have three teams, you'll have three columns, etc.) and assign a point value to each Post-It. Teams will choose from any column other than their own.
- Groups can create a slogan or jingle based on the learning points and present them to the class.

There are many ways to reinforce the learning. Be creative and have fun.

Follow-up

Once your participants walk out of your training room, it may seem as if your job is done. But how do you know whether they will remember what they learned? If it's a skill-based workshop, how do you know they will transfer those skills to the workplace?

That's why follow-up is so critical. When you sent your participants a confirmation letter that outlined the learning objectives, you prepared them to learn. Then, when they walked into your training room, you created an environment in which they could learn, facilitated discussions and, maybe, gave them an opportunity to practice new skills. Now it's time to determine what they are doing with their new knowledge or skills.

How you follow up will depend on your time, resources, demands and company culture. The ideas here range from simple check-ins to a more formal process:

- At the end of your workshop, distribute ***I Want to Remember...*** notes (located in the Class Aids section of this booklet) or funny postcards. Tell participants to write three or four things they want to take away from the workshop and address the notes / postcards to themselves. Collect the notes / postcards and tell participants you will return their mail to them in two weeks. This requires little time on your part. The only thing you have to remember is to mail (or deliver) the notes / postcards.
- At the end of the workshop, distribute the ***Action Plan Follow-up*** (located in the Class Aids section of this workbook). Tell participants that you will follow up with them to ensure that they are keeping their promises to call their partner. This requires a little time on your part. Although you don't have to call both partners each time (consider alternating), you do have to make calls for each action plan. You may also have opportunities for coaching one-on-one.
- Call participants at random within 30 days of the training. Ask them specific questions to ensure their understanding of the content or to ensure they have transferred the skills they learned. This can be time-consuming but is a great way to build relationships with your participants and coach one-on-one.
- Schedule a follow-up coffee break or lunch 30 or 60 days after the training. Use a brown-bag coffee break or lunch hour to informally discuss what's worked, what's been challenging and any issues or achievements related to the training.
- Offer certificates to participants who complete certain milestones. For example, have participants send you an assessment of how well they are connecting with their employees after initiating an action plan, or call you after they offer informal

developmental ideas to their employees. Then, send the participant a **Certificate of Achievement**. Decide the criteria for the certificate and share it with the class at the end of the workshop.

- Have a Wall of Fame board with successes and milestones. Use the successes instead of the managers' names, to maintain confidentiality.
- E-mail success stories to all participants. Again, focus on improvements, milestones and achievements as well as successes. Remember to maintain confidentiality with regard to team members, though.

Again, be creative and have fun. The follow-up is not an effort to make more work for you but, rather, to reinforce the learning.

PREVIEW

Class Aids

Confirmation Letter

Congratulations! You have been chosen to attend our leadership workshop, *Keeping the Good Ones*.

This leadership workshop deals with what you can do to keep good employees. Good employees definitely affect the bottom line, so even though you are busy managing the day-to-day details of your job, you know keeping the good ones is worth your efforts.

But where do you start? What's within your control and what's not? All employees start a new job wanting to do a good job, wanting to be a good employee. So how do you keep the good ones?

During this workshop, we will cover:

- The three main reasons employees leave
- How to connect with your employees
- How to show your employees you appreciate them
- How to help your employees feel that they are growing

And we'll present these issues in a practical, real-world way. We won't give you any magic fixes or management techniques. We will give you information and ideas to help you continue to build your leadership skills.

When you have successfully completed this program, you will be able to:

- Explain the three main reasons why employees leave.
- Explain what motivates employees and assess what's important to each of your team members.
- Describe how to connect with your team members.
- Define the four different types of feedback: praise, constructive feedback, silence and critical feedback.
- Explain how **Daily Shift Starters** and **Take 10 Check-ins** can help you connect with your employees.
- Explain how **Feedback Moments** can help you catch your employees doing things right.

- Explain how **Developmental Meetings** can help unleash your team members' potential.
- Explain how you will connect with your team members and help them feel that they are growing and appreciated, using the **Team Action Plan**.

The workshop details are as follows:

DATE:

TIME:

LOCATION:

PREVIEW

Icebreakers

Toss Your Worries Away

MATERIALS:

One blank piece of 8 1/2" x 11" paper per participant
A box or basket near the door

OBJECTIVE:

To clear participants' minds as they enter your classroom.

DIRECTIONS:

1. Tell participants that adults have thousands of thoughts a day. Most are fleeting. Some linger and turn into conversations. Other thoughts are problems and potential solutions. They can really occupy our time, especially if they are personal concerns.
2. Tell participants that, given the above, you're confident their minds were filled with many thoughts as they entered the classroom.
3. Give them a couple of minutes to write down everything that's on their minds. Assure them that nobody will see their paper.
4. Explain that for the purpose of the next few hours, you want their focus to be on how to keep good employees, how to be a better leader and how to strengthen their teams. Tell participants that you want them to toss away their worries. They can pick them up at the door when they leave.
5. Tell participants to wad their papers into balls and throw them into the basket at the door. If they miss, tell them to get up and take another try.
6. After about a minute, tell everyone to take their seat. Pick up any stray balls and put them into the basket.

DEBRIEF:

Ask participants why you took the time to go through this activity:

- The exercise of writing all their thoughts down and tossing them away — even temporarily — does clear the mind.
- The fun of throwing paper balls relaxes everyone.
- It illustrates that many people have work thoughts and personal thoughts on their mind at the same time.

Discuss the idea that as managers who want to learn about how to keep the good ones, they need to have open minds.

Pick the Best One

MATERIALS:

One small ball — Ping-Pong, rubber, tennis, etc. — for each group

OBJECTIVE:

To illustrate a manager's influence on whether a good employee stays.

DIRECTIONS:

1. Tell participants to form groups of three, and have each group choose one high-performing ball.
2. Tell everyone that their balls should get ready for the bounce of their life. Tell groups to name their ball, and then select someone to come to the front of the room to bounce it.
3. Explain that on the count of three, they should bounce their balls and you will judge which ball bounces the highest. Tell the other participants that they should stand and cheer for their ball.
4. Count to three and announce the winner. Tell everyone to return to their seats.

DEBRIEF:

Ask participants why you took the time to go through this activity:

- To illustrate the influence people have on behavior (the participants cheered for the ball and the people bouncing really wanted the balls — as well as themselves — to perform well).
- To illustrate that there's more to do than just pick the ball.

DISCUSS:

1. Do managers sometimes hire people, only to leave them alone?
2. A room full of grown adults cheered for an inanimate object, but oftentimes we're too busy to support our employees. Why?

Explain that as far as we know, these balls all have the same potential. They sought out this job and want to perform well. They want to be high bouncers. Likewise, people start jobs and have hopes of being successful. What happens? Why do they leave? Tell participants that's the focus of this workshop.

I Want to Remember...

I'd like to remember the following three things from the *Keeping the Good Ones* workshop I attended. I want to remember these things and incorporate them into my work practices.

1.

2.

3.

SIGNATURE:

DATE:

Action Plan Follow-up

I plan to discuss **My Team Action Plan** with my partner on:

_____ (date) at _____ (time).

- I will call my partner.
- My partner will call me.

I plan to discuss my partner's **Team Action Plan** with him/her at the same time as above or on:

_____ (date) at _____ (time).

- I will call my partner.
- My partner will call me.

NAME:

DATE:

PARTNER'S NAME:

PARTNER'S PHONE NUMBER:

PREVIEW