

# Exercises

## What Does It Take To Be An Effective Manager?

The attributes listed below are commonly observed in effective managers. Rank order each of the attributes by assigning the number "1" to that attribute which you think is the most important for a manager/supervisor to have. Assign a "2" to the next most important attribute, and so forth until you have them all numbered, 1 through 20. After completing your individual ranking of these attributes, as a group, review each individual's rankings discuss them, and then agree on a group ranking for the attributes listed. DO NOT AVERAGE THE INDIVIDUAL RANKINGS TO OBTAIN A GROUP RANKING.

- |       |                      |       |                     |
|-------|----------------------|-------|---------------------|
| _____ | Oral/Written Comm.   | _____ | Independence        |
| _____ | Motivation           | _____ | Planning/Organizing |
| _____ | Persistence/Tenacity | _____ | Credibility         |
| _____ | Stress Tolerance     | _____ | Use of Delegation   |
| _____ | Leadership           | _____ | Management Of Time  |
| _____ | Persuasiveness       | _____ | Conceptual Skills   |
| _____ | Listening Skills     | _____ | Enthusiasm          |
| _____ | Flexibility          | _____ | Impact              |
| _____ | Technical Skills     | _____ | Energy And Health   |
| _____ | Initiative           |       |                     |



# Language Is Everything - "Overcoming Resistance" by Jerald M. Jellison

## Using Your Altimeter

- 40,000 Feet and Climbing - Anger Level  
People use labels such as lazy, unprofessional, incompetent, paranoid, argumentative, rigid, two-faced, old-fashioned, or defensive. These labels are little more than indictment of the other person's character or ability. They convey much more anger than meaning, so they result in more hostility than change.
- 30,000 Feet - Psychological Level  
Problems are defined in terms of thoughts and feelings. Person doesn't care, understand, or listen. They lack initiative, commitment, and enthusiasm. He should be more logical, assertive, creative, and thoughtful. He should be less negative, emotional, and narrow-minded. Gives the resistor another escape route. They will agree with you, and adopt a "new attitude". A new state of mind does not produce a change in behavior.
- 20,000 Feet - Imply Action  
Need to improve sales, provide better service, be more communicative, bring in more customers, and reduce errors. Not specific enough.
- 10,000 Feet - Actions In Focus  
Take more initiative = suggest new applications and new markets for existing product lines.  
Improve sales = Spend more time on the phone with customers and less time in the employees' lounge.  
The problem is being discussed in more concrete behavioral terms. In many situations this level may be sufficiently detailed to accomplish your goal/aim/mission.
- Ground Level - This Is Reality (Professional Resistors)  
Describe exactly what actions you want the other person to perform. State the problem and solution in terms of quantifiable actions and outcomes. Only use this level with the resistor. Warning - you need to develop the skill/ability to precisely state the exact actions you want performed.

# Common Problems At Each Level

## Procrastination:

- 40,000 - He a procrastinator
- 30,000 - Lack of foresight and problem anticipating
- 20,000 - Do more planning
- 10,000 - Work out production schedules in advance
- 00,000 -By the 25th of this month, I want you to give me the list of the completion dates for each of next month's projects. List the possible problems that might arise on each project and how they will be handled.

## No Follow-through

- 40,000 \_\_\_\_\_
- 30,000 \_\_\_\_\_
- 20,000 \_\_\_\_\_
- 10,000 \_\_\_\_\_
- 00,000 \_\_\_\_\_

## Insensitivity

- 40,000 \_\_\_\_\_
- 30,000 \_\_\_\_\_
- 20,000 \_\_\_\_\_
- 10,000 \_\_\_\_\_
- 00,000 \_\_\_\_\_

## Unprofessional Behavior

- 40,000 \_\_\_\_\_
- 30,000 \_\_\_\_\_
- 20,000 \_\_\_\_\_
- 10,000 \_\_\_\_\_
- 00,000 \_\_\_\_\_

## Resistance To Change

- 40,000 \_\_\_\_\_
- 30,000 \_\_\_\_\_
- 20,000 \_\_\_\_\_
- 10,000 \_\_\_\_\_
- 00,000 \_\_\_\_\_

## EMMA, THE PROBLEM EMPLOYEE

Six months ago, you were promoted into the Director of Facilities over 50 custodial and maintenance employees. Soon after you started you began receiving complaints from other employees about Emma Bonds, a custodial employee. She has worked for many different departments in her 23-year tenure with the District, having been transferred continually from place to place. She has worked in this building for 5 years.

According to Emma's immediate supervisor, Emma's work quality is poor and her output is low. The three employees she works with complain that their productivity is hampered because they often have to do their own work. They say she takes too long and makes a lot of errors. Because they avoid giving her work, Emma often doesn't have enough to do.

Emma's supervisor also says that Emma frequently visits other employees in your building for gossip and chitchat, and she's seen often on other areas of the building. She has no work-related reason for being in those other areas.

Emma's attendance is also a problem. She comes to work more than 15 minutes late at least twice per week. She also often returns late from lunch and break periods. She is frequently not at her desk, and no one knows where she is.

Emma considers herself to be very friendly and loves talking to others. And, indeed, she does know many, many people throughout the District and the Community. Yet, she has often been observed behaving in a very explosive and defensive manner when she's asked about late work assignments or given constructive criticism.

You decide to talk to two other supervisors in your District who have previously supervised Emma. They cited the same problems, but neither had kept any documentation. Both conducted informal counseling sessions with Emma about leaving the work area and tardiness; both times she reacted defensively. Emma says she was being singled out and would file a grievance and any type of EEO complaint that fit--sex or age. She told them both, as she frequently does, that she has "friends in high places" and wasn't worried about being let go.

Emma's previous supervisors stated that other District Buildings had the same problems with Emma. That's why she transferred so frequently. In fact, this problem is not new. Everyone is aware and has been for a long time that Emma was a "problem employee." Yet her personnel file shows little signs of disciplinary action. The file did contain two notes documenting oral reprimands; one for tardiness about 10 years ago, and the other for negligence in handling confidential information 5 years ago. The current supervisor informally counseled Emma once on leaving her workstation to no avail. The supervisor has since tended to leave Emma alone.

Two employees who work in Emma's immediate building have personally complained to you that her visits and continual inquiries into their personal lives are extremely annoying. They say they will transfer out of your building if they can't get better help.

What are you going to do about Emma? Prepare for the Arbitration you will undoubtedly face.