

BOOTCAMP DAY ONE

GETTING TO KNOW YOU: Participants will bring in an item that symbolizes them. These will be kept hidden until each person presents. This meaningful icebreaker will enable quick bonding and sharing among participants.

WHY YOU LEAD LIKE YOU DO: Supervisors must understand the influences that have formed their current leadership philosophy and style. They need to understand the underlying mindset and assumptions propelling their teams' interactions. Only then can they make informed decisions about whether they want to continue those behaviors or expand or change their tactics. Most supervisors rely on what they have seen other supervisors do and on what has worked in the past. Using the construct of a "leadership coat of arms," participants get to the root of their most fundamental beliefs about the employer-employee relationship, including the actual role of a supervisor.

Participants learn how certain supervisory philosophies make one more likely to make certain common mistakes that even well-intentioned leaders make. Supervisors thus leave this opening session able to self-coach and teach others to avoid the most common errors supervisors make.

HOW TO AVOID 80% OF WORKPLACE PROBLEMS: Participants learn that at least 80% of workplace inefficiencies and miscommunication come from two "curses" of the human condition, which must be constantly acknowledged and battled. The Curse of Me (thinking that everyone is like you) causes supervisors to teach, recognize, motivate, and persuade employees in the style that works best for the supervisor, oblivious to the preferences and abilities of the individual team members. The results of this error wreak havoc on employee engagement, the success of delegation, succession planning, workforce training, and leadership development. The Curse of Knowledge (assuming others understand what to you seems obvious) closes the mouths of supervisors when they should speak, causing much of workplace communication to be short-handed phrases with multiple possible definitions and leaving the "why" out of instructions, thereby inhibiting proper problem-solving on the part of the employee. Supervisors dissect where they have seen these "curses" and learn simple strategies to overcome common limitations.

COACHING FOR SUCCESS REQUIRES KNOWING YOUR TEAM: Using the foundation that an effective leader is a good coach, participants master the fundamental skills inherent in good coaching. A Family Feud-style game identifies the top seven things employees want most from their jobs. This prompts a discussion of how successful leaders are now motivators and coaches (talent developers) rather than command-and-obey micromanagers. Through interactive activities, participants practice strategies to incorporate each of the seven motivators into every workday, thereby greatly increasing engagement and improving company culture. Based on the book *Instant Insight: 15 Questions to Great Relationships*, participants learn specific questions to ask their teams to coach them effectively. Questions include recognition preference, prime working time, pet peeves, and how they want to be perceived. The top seven motivators serve as both a to-do list and a report card for supervisors (and those above them) to hold themselves accountable for creating a motivating and engaging workplace.

BOOTCAMP DAY TWO

ESTABLISHING TRUST AND CLARITY FOR EFFECTIVE COMMUNICATION: Employees hear everything a supervisor says to them through the ears of their eyes – in other words, the way they perceive their supervisor will color how they react to even the most articulate communication. Participants learn that there are “picture days,” specific events when they should know their employees are taking mental photos of them. Participants discover why certain employees’ perceptions of them differ, and thus react differently to the supervisor. Using a variety of optical illusions, participants learn how to create more trusting environments and clearer discussions.

Supervisors learn how to engage employees in a two-way discussion to clarify understanding and gain buy-in. Participants practice using a five-phase discussion plan that can be used in any context. They learn how to begin a conversation in a way that will make employees want to listen. The importance of emotional intelligence and active listening is stressed. Participants learn what behaviors establish trust, what behaviors destroy trust, and how to re-establish trust, including a five-part way to apologize when appropriate. The jewel in the crown of this segment is

Color Me Communication, in which participants take a brief self-assessment that categorizes them as one of four primary communication styles. Participants then divide into their communication styles and create a presentation of their design to explain to others how to interact with those of their communication style. It is always a hit and full of laughs while explaining important aspects of communication differences.

MIND THE MEETINGS: The number one pet peeve in the American workplace is meetings, which are perceived as unnecessary and badly run. Therefore, managers learn simple strategies to create efficient and engaging meetings overnight.

SETTING EXPECTATIONS FOR BEHAVIORS AND RESULTS: It is imperative that leaders be able to communicate clear expectations. In the workplace, expectations are set regarding *behaviors and results*. These are two different things, so they need different methods of clarity. Supervisors use the BARS method (behaviorally anchored rating scale) to provide specific examples of good and deficient performance behaviors rather than relying on vague terms. Participants practice creating specific “anchors” for common evaluation factors, such as teamwork, initiative, and punctuality. Participants brainstorm tools and resources to help an employee hit the ground running, avoid wasted time, and feel successful. Next, participants play games that identify flaws in goals to master the SMART goals (specific, measurable, attainable, realistic, time-based) method. Participants practice using a simple template to ensure all their goals are SMART, clear, and enforceable.

BOOTCAMP DAY TWO (continued)

EFFECTIVE FEEDBACK: Feedback is essential in any working environment, yet most feedback given in today's organizations is ineffective. Participants learn the CAR (context, action, result) method for providing specific, timely, and legally defensible positive and constructive feedback and evaluations. They also learn how to engage team members in the discussion to enhance their critical thinking skills. In addition, they learn to model good receipt of feedback. Participants then have the opportunity to practice in four exercises:

- a. Participants correct positive feedback examples that are poorly done.
- b. Participants correct constructive feedback examples that are poorly done.
- c. Participants identify two things about specific employees that are worthy of praise and practice verbal feedback.
- d. Participants then identify a real-life performance issue and practice providing and receiving constructive feedback.

PERFORMANCE EVALUATIONS: There are three components of effective performance management: setting expectations, feedback, and the appraisal document and corresponding evaluation discussion. Even if a manager does well with the first two parts of the process, they can fall down on the appraisal component. Participants learn how to ensure that evaluations are honest, complete representations of employees' performance. They also learn to discipline and terminate without fear of legal repercussions.