EMPOWERMENT

LEADER'S GUIDE

BY

MARY KAY BEEBY

A CRISP APPROACH VIDEO/BOOK PROGRAM

CRISP PUBLICATIONS, INC.
Los Altos, California

LEADER'S GUIDE

EMPOWERMENT

Mary Kay Beeby

Based on the book
by Dennis Jaffe, Ph.D. and Cynthia Scott, Ph.D., M.P.H.

A CRISP APPROACH VIDEO/BOOK PROGRAM

The video tape, participant's workbook, and this Leader's Guide comprise the complete Video/Book Program. For best results, each participant should have a book. We urge you to keep a supply of books on hand for each program you conduct. The video tape and Leader's Guide, however, are not sold separately.

FROM THE AUTHORS OF
EMPOWERMENT

It takes more than a few meetings or a crash program to develop employee involvement and empowerment. It involves both managers and employees rethinking old ways and learning new ones. Whatever name is given to it, the way to achieve greater human involvement in making an organization work sometimes demands a vast shift in the way that you, as a manager, operate. In our experience with both large and small organizations, we find that the manager is a key element in creating this new workplace, sometimes even the initiator and champion of change.
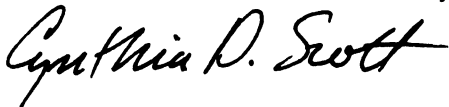
For the 1990s, the major sources of competitive advantage will lie not in new technology but in the dedication, the quality of the commitment and the competency of your work force. The results of employee energy and creativity — human capital — is the company's most important resource. Empowerment is the new fuel for the growing workplace.

Whatever you call them, empowered work relationships share power, responsibility, communication, expectations and rewards in ways that are very different from relationships in the traditional hierarchical organizations. The current environment of competition and scarce resources in business requires managers to behave differently in order to be effective and help their organizations thrive.
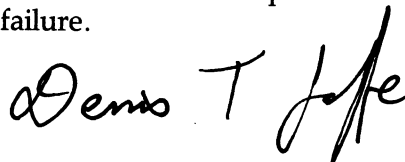
This program will help you think about the three elements that make up the empowered workplace:

* Mindsets
* Relationships
* Structures

Each of the dimensions of the organization must shift to create an empowered workplace, or the effort will likely be doomed to failure.
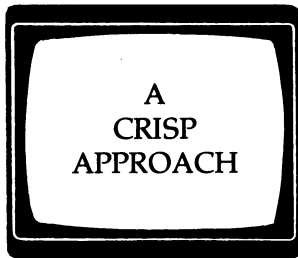
Cynthia D. Scott

Dennis T. Jaffe

A CRISP APPROACH...

Lets Video Be Video...

Crisp videos dramatize the real-world applications of the books on which they are based. Videos are agenda-setters and ice-breakers. And, because all their content is backed up in the accompanying book, participants can relax and let video do what it does best...introduce, inspire, and motivate discussion.
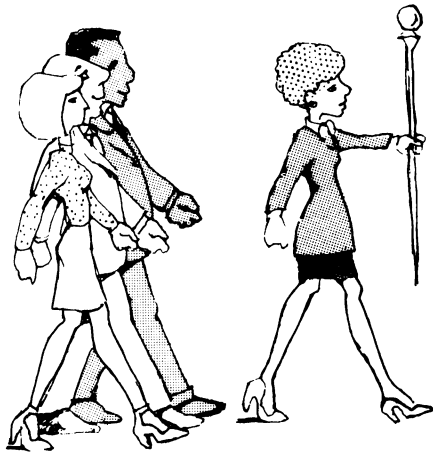
Lets Leaders Be Leaders...

The Crisp Leader's Guide encourages flexibility. It helps facilitators develop programs to meet their specific needs. The key is allowing leaders to lead. Spend one hour or two days. Assign books for pre-program reading, pass them out the day of the session, or present them at the conclusion of the discussion. *A Crisp Approach* gives you the power to design a program based on your needs, budget, and/or schedule.
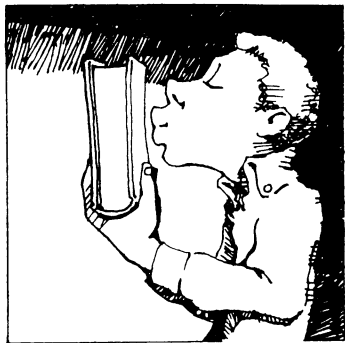
Lets Participants Participate...

Thanks to the individualized, self-study format of program workbooks, participants are encouraged to interact and apply concepts that have been viewed and discussed. A Crisp book becomes a personal reference that can be used again and again on the job. It is easy to recall key points presented during the program.

...TO QUALITY TRAINING

THE CRISP VIDEO/BOOK PROGRAM APPROACH TO TRAINING IS FAST-PACED, FLEXIBLE, AND FRIENDLY

A Crisp Approach takes advantage of what videos and books do best by integrating them in a carefully designed program.

WHAT MAKES *A CRISP APPROACH* UNIQUE?

1. FIRST YOU WATCH AND LISTEN— to sections of an upbeat video featuring real people at work. The video sets the agenda and the mood.

2. NEXT YOU DISCUSS KEY CONCEPTS— using a comprehensive, yet friendly Leader's Guide that allows a facilitator to conduct positive, energetic group discussions.

3. FINALLY, YOU READ AND APPLY CONCEPTS THAT HAVE BEEN VIEWED AND DISCUSSED— in your individual self-study workbook. The book covers the program material in a positive, organized, and readable way.

For more ideas and specific programming suggestions, see pages 10–11.

iii

SUGGESTIONS FOR USE

The Crisp Video/Book Program has been designed to be used in several ways:

1. **Formal Workshops and Seminars.** The FIFTY-MINUTE SERIES book is ideal assigned reading before a formal training session. With the basics in hand, more time can be spent on concept extensions and specific applications. The book is also effective when used as part of a workshop or seminar. Training gets off to a crisp start as the video grabs the audience's attention and stimulates interest. Discussion of cases and exercises from the book is more lively and informed following a viewing of the video.

2. **Remote Location Training.** Because the program is self-contained (with video, Leader's Guide, and self-study books), training can be regulated regardless of the number of remote locations (i.e., branch offices). Those responsible for training can regulate the quality of a program in a cost-effective way and still provide a standardized program throughout an organization. The program can be sent to those not able to attend "home office" training sessions.

3. **Individual Study.** Because all materials in these programs are self-instructional, all that is needed is a quiet place, a VCR and monitor, some time, and a pencil. The 20-minute videotape, activities, and exercises in the book provide a step-by-step program for effective self-improvement.

4. **Other Possibilities.** There are other possibilities that depend on the needs or objectives of the user. You are invited to find new uses that will provide benefits for your specific program and to share them with us.

CONTENTS

SECTION I

BASIC INFORMATION FOR LEADERS

PROGRAM LOGISTICS

Who Should Conduct the Program?

This Video/Book Program is designed so anyone can deliver a quality program effectively.

Responsibility for training generally rests with one of the following:

Within an Organization:

Training and Development
Human Resources/Personnel
Employee Relations

or

An Outside Consultant

working with an organization's personnel

or

A Manager or Teacher

who finds the material of value and interest

or

An Individual

desiring self-improvement

Qualifications of the Program Leader

Anyone with an interest in presenting material in an organized and effective way can be successful.

Certain general requirements are desirable, however. It is helpful if the leader is knowledgeable about the concerns of participants, understands how adults learn best, and is comfortable working with groups of various sizes. Good presentation skills* and a positive attitude help.

---

*The Crisp Publications book, *Training Managers to Train,* and the Crisp Video/Book Program, *Effective Presentation Skills,* are excellent works that support program leaders.

MATERIALS AND SUPPLIES

For the Leader
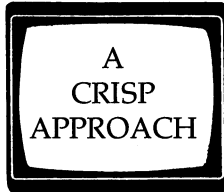
- ☐ VCR (½″ VHS format) and monitor

- ☐ Remote control switch (optional but useful)

- ☐ Blackboard or whiteboard (optional) with chalk (or markers) and eraser

- ☐ Flip chart or overhead projector

- ☐ Microphone (optional)

- ☐ List of participants

For Each Participant

- ☐ Name tent card (in lieu of name tag) for each participant. Cards should be made of heavy paper stock with names printed in large letters (omit titles). Department affiliation is sometimes helpful.

- ☐ One copy of the FIFTY-MINUTE SERIES book for each participant

- ☐ Pen or pencil

- ☐ Note pad

- ☐ Ice water/refreshments (optional)
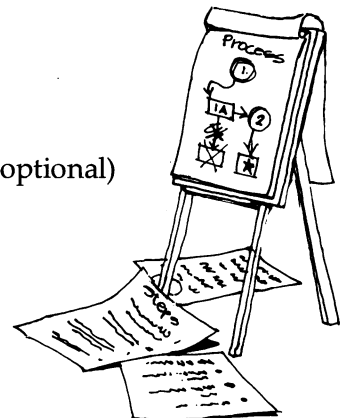
FACILITIES

ROOM REQUIREMENTS
A room large enough to accommodate the maximum number of participants expected, at tables with comfortable, movable chairs. Having lights that dim—dark enough for a good picture, light enough for you to watch audience reaction and for people to jot down notes if they want to—is also desirable. Make sure the monitor screen is free of glare from sunny windows.

LOCATION
On-site or off-site? This depends on the policy and budget of your organization. Off-site sessions are often received with more excitement and enthusiasm and participants are better able to stay focused on the topic. Off-site facilities might be a hotel, conference center, or community hall.

SEATING ARRANGEMENT
Tables in a U-shape (horseshoe) provide the best training results because they enable all participants to have eye contact with one another during the session and an unobstructed view of the television monitor.

If this is not possible, then a round, square, or oblong table is suggested as an alternative.

Other possibilities include a T or herringbone arrangement.

Theater-style seating and traditional classroom set-ups are less desirable arrangements since they discourage interaction and involvement.

SPECIAL NOTE
If the only room available is too large, arrange your grouping in one section. Arrange the furniture so that exits are located in the back of the room to minimize disruption by latecomers.

REFRESHMENTS
Participants appreciate refreshments appropriate to the time of day, such as coffee, tea, juice, or soft drinks.

MONITOR
With the standard-size monitor (19"–25"), no one should be more than 15 feet away, hence group size of 10–20 is desirable. With large groups, a big screen, projection system, or multiple monitors may be necessary.

SETTING UP

ARRIVE EARLY   Arrive at least 30 minutes before the scheduled starting time.

CHECK ROOM AND EQUIPMENT   Room temperature—comfortable? 68°–72°? (Temperature will increase with bodies in the room.)

VCR, monitor, and remote control—working properly?

Flip chart—enough paper? Markers?

Seating arrangement—appropriate?

Monitor and board or flip chart—visible from all seats?

Lighting—dimmer switch?

Microphone—working? (for large groups)
   Loud enough but not too loud?

Refreshments

ARRANGE NAME TAGS   If preprinted, arrange name tent cards alphabetically so participants can pick them up on their way into the room. If blank, put one at each place along with a marker.

DISTRIBUTE SUPPLIES   Set each participant's place with the following supplies or have them easily accessible so they can be handed out with minimum disruption. Have you arranged in advance for assistance if needed?

- Adequate number of copies of the FIFTY-MINUTE SERIES book. (You may prefer to distribute books prior to the session.)
- Pencils or pens
- Note pad

CONDUCTING SUCCESSFUL DISCUSSION SESSIONS

The success of any discussion depends upon participation. An atmosphere of free exchange can be created only when group members see that a mutual sharing of opinions and ideas is welcome without criticism or judgment by the instructor or participants. The skillful use of questions will encourage discussion.

Group participation may be a new experience for some. Never put anyone on the spot. Interaction should be voluntary and supported by positive reinforcement. If the right atmosphere is created, the members will feel comfortable and naturally take part.

Establish a nonthreatening environment. Encourage open and relaxed communication. Keep discussions on a positive, constructive note. Keep in mind that there are no wrong responses. If the response you get is not the one you are seeking, ask the group for additional answers.

Ask for volunteers to respond. Do not demand participation by calling on a person by name unless it is to answer a question that has an obvious answer or you know the person can handle it. Use the person's name before asking the question so he or she will focus on the question.

You should be constantly on the alert for cues from the group that suggest problems. If participants begin to fidget, look bored, or show by their expressions that they disagree or do not understand, you should ask questions to find out what is going on.

Questions are of four basic types:

1. *General,* which elicit a broad range of potential responses.
2. *Specific,* which permit a limited range of responses.
3. *Overhead,* which are asked of the group, allowing volunteers to respond.
4. *Direct,* which are asked of a selected individual.

General and overhead questions are less threatening and therefore are better to start a discussion. Direct and specific questions are best used after participants become comfortable with group discussion.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS

The following examples provide some useful guidelines for generating discussion.

1. *Ask for Feelings and Opinions*

Use a method of asking questions that will help people express their ideas, draw people out, and encourage discussion. For example:
- What is your reaction to. . .?
- How do you feel about. . .?
- What is your thinking on. . .?
- Would you say that. . .?

2. *Paraphrase*

One way to help people reach mutual understanding is to paraphrase, that is, to ask one person to repeat what they understood someone else said. Then, to verify with the originator that they understood correctly.
- Let me see if I understand your position. Are you saying that. . .?
- What I am hearing is. . .Is that right?
- Do you mean that. . .?

3. *Encourage Participation*

Sometimes people hold back. They can be encouraged to participate by such questions as:
- Carla, how do you feel about this?
- Matt, how would you answer Brent's questions?
- Before we go on, I'd like to hear from Kathy on this.

4. *Ask for a Summary*

- A lot of good ideas have been presented in the last few minutes. What is one thing you have learned or discovered during the last fifteen minutes?
- It is clear that Phil does not agree. Phil, will you summarize your major objections?

5. *Ask for Clarification*

- I didn't understand that last comment. What would you do if. . .?
- I saw Maria shaking her head. Maria, what is your point of view on this subject?

6. *Ask for Examples*

- Diana, will you give some examples of what you mean?
- Juan, can you expand on that? I'm not sure I understand.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS (Continued)

7. *Test for Consensus*
- It seems that we agree on this issue. Let me ask for a show of hands on this. Does everyone accept the idea that...?
- Bill, is that your feeling too...?
- Before we go on, let me check to make sure that we all agree that...

8. *Initiate Action*
- How do you think we should...?
- Kevin, how would you suggest that we proceed on this?

9. *Explore an Idea in More Detail*
- What are some other ways to approach this problem?
- Are there other things we might consider?
- Who has something to add?

10. *Do a Quick Survey*
- Let's see a show of hands. How many agree with this approach?
- How do you feel about this?

11. *Suggest a Break*
- We have been discussing the program for a while now. I propose we take a 10-minute break.

12. *Suggest a Procedure*
- I noticed that Brian has contributed the most. I suggest that we go around the table to see how others feel.
- Would it help if we put the items in order of importance?

13. *Suggest They Try Something*
- Let's go around the table so that everyone gets a chance to comment on this.

14. *Stop the Action and Ask the Group to Talk about Something*
- Let's stop the discussion for a moment. I think it might help if each of us told the group what he or she thinks about this point right now.
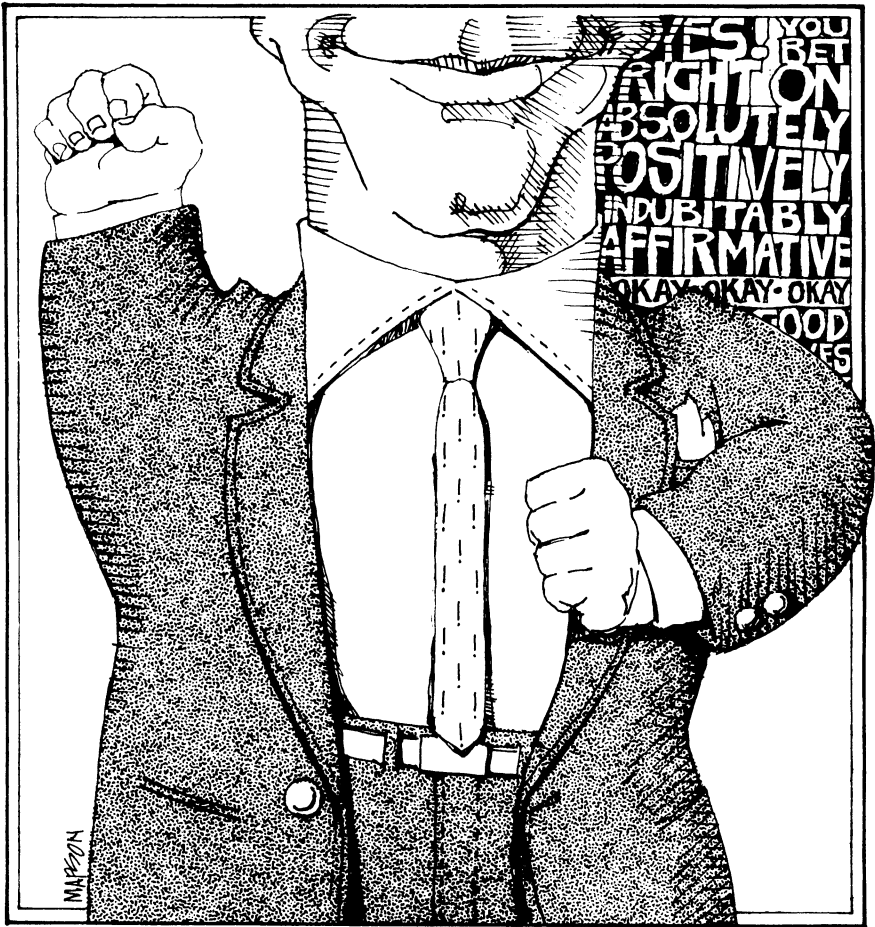
15. *Share Your Feelings*
- I feel this way...
- I'm frustrated. How do the rest of you feel?
- This point doesn't apply to me. How do you feel?

Material on pages 5–7 was adapted from *Effective Meeting Skills* by Marion E. Haynes.

Empowerment

8

NOTES

SECTION II

GETTING STARTED

PLAN A: SAMPLE ONE-DAY PROGRAM OUTLINE
Add breaks where appropriate.

PART I: **INTRODUCTION**

10 Minutes	Discussion: Session Objectives
15 Minutes	Discussion: Why *Empowerment?*
10 Minutes	View the Video: First Section
10 Minutes	Discussion: Finding the Right Balance

PART II: **CHANGING ORGANIZATIONS**

5 Minutes	View the Video: Second Section
15 Minutes	Discussion: The Pyramid
15 Minutes	Discussion: The Circle
30 Minutes	Exercise: Moving Toward the Circle
15 Minutes	Exercise: Rate Your Team and Organization (optional)

PART III: **CHANGING MINDSETS**

5 Minutes	View the Video: Third Section
35 Minutes	Discussion and Exercise: Core Mind Shifts
10 Minutes	Exercise: What Needs to Change?

PART IV: **MOTIVATING THROUGH SELF-ESTEEM**

10 Minutes	Exercise and Discussion: Motivators
5 Minutes	Exercise: VIP Activities
20 Minutes	Exercise: Criticism
20 Minutes	Exercise: Control (optional)

PART V: **CHANGING RELATIONSHIPS**

5 Minutes	View the Video: Fourth Section
40 Minutes	Discussion and Exercises: Collaboration

PART VI: **CHANGING STRUCTURES**

5 Minutes	View the Video: Final Section
20 Minutes	Discussion and Exercise: Organizational Structures
20 Minutes	Discussion and Exercise: Decision Making

PART VII: **SUMMING IT ALL UP**

15 Minutes	Review objectives, plan action, evaluate session

---

*Times may vary depending on discussion.

PLAN B: SAMPLE HALF-DAY PROGRAM OUTLINE

The following are selected exercises and discussions from Plan A.
Add breaks where appropriate.

20 Minutes	Discussions: Select appropriate topics from Plan A, Part I
20 Minutes	View the Video: All Sections
35 Minutes	Discussion and Exercise: Core Mind Shifts
10 Minutes	Exercise: What Needs to Change?
40 Minutes	Discussion and Exercises: Collaboration
20 Minutes	Discussion and Exercise: Organizational Structures
15 Minutes	Review objectives, plan action, evaluate session

PLAN C: SAMPLE ONE-HOUR PROGRAM OUTLINE

The following are selected exercises and discussions from Plan A.

Before the class	Assign *Empowerment* book
5 Minutes	Discussion: Why *Empowerment?*
20 Minutes	View the Video: All Sections
5 Minutes	Discussion: The Pyramid
5 Minutes	Discussion: The Circle
15 Minutes	Exercise: Moving Toward the Circle
10 Minutes	Discuss next steps participants want to take toward Empowerment.

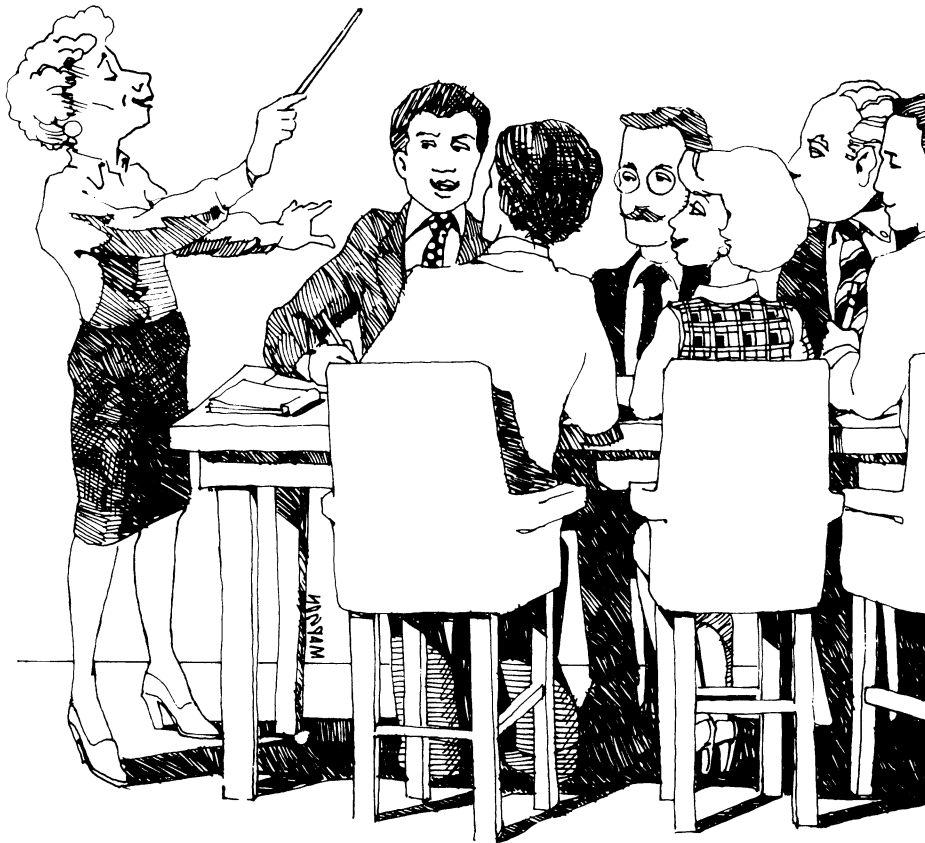## PLAN D: DESIGN YOUR OWN PROGRAM

2 Hours – 2 Days	Use *Empowerment,* this Leader's Guide, the video and your own experience to design a course that meets your audience's unique needs.

---

*Times may vary depending on discussion.

NOTES

SECTION III

DISCUSSIONS

PART I: INTRODUCTION

SESSION OBJECTIVES

PREPARATION   Read *Empowerment* by Dennis Jaffe and Cynthia Scott, and view the video. (Page numbers in this guide refer to *Empowerment*.)

Print the quote from page 3 on a flip chart (optional).

ASK   During introductions, ask participants to discuss what they hope to learn from this session. List these so you may refer to them during the evaluation.

EXPLAIN   Review the session objectives below:

- Understand what empowerment is and why it is important.
- Recognize characteristics of an empowered workplace.
- Learn to assess your organization's empowerment level.
- Understand key motivators for today's workforce.
- Learn the three key elements that must change to move an organization toward empowerment.
- Develop strategies to influence the change.
- Learn five models for decision making and discuss when to use each one.

As you present this list, refer back to participants' expectations as much as possible.

WHY EMPOWERMENT?

ASK   Referring to the quote that you have printed on a flip chart, ask each participant why they think empowerment is important to their organization.

EXPLAIN   The organization is under attack from outside and from within. Externally, heightened global competition, incredibly fast changes, new demands for quality and service, and limited resources all demand quick responses from the organization.

Internally, employees are feeling betrayed, let down, and burned out, as the organization makes new demands on them. At the same time, they are demanding more meaning, more candor, and more fulfillment from their work. Organizations must change in order to be successful.

ASK   What are the characteristics of an empowered workplace?

EXPLAIN   The empowered workplace is characterized by:

- Enhancing the content of the work
- Expanding the skills and tasks that make up a job
- Encouraging creativity and innovation
- Better control over decisions about work
- Completing a whole task rather than just portions of it
- Customer satisfaction
- Marketplace orientation.

WHY EMPOWERMENT? (Continued)

VIEW THE VIDEO View the first section of the video. Stop the tape when you see "NEWS YOU CAN USE."

(If you view the entire video at this time, refer back to each section as you discuss the topic.)

VIDEO SUMMARY In this introductory section, we meet author Dennis Jaffe and see an actual data center at Chevron, where the change toward an empowered workplace has been underway for several years. We learn that empowerment is a fundamentally different way of working together. To empower is to enable, offering people the means and opportunity to improve the entire organization.

ASK Think of the most empowered workplace you have known. What were some of the things that made it that way? How did you feel about working there?

FINDING THE RIGHT BALANCE

EXPLAIN Empowerment means finding the right balance between freedom and control. You want to keep tight control over quality and resources. But you want to encourage individual creativity, give people responsibility for results, and invite them to develop a high level of commitment to their work.

ASK Think of your organization. What processes need to be tightly controlled? What processes need to be left to personal initiative?

DESIRED OUTCOME Participants begin to understand what empowerment is and why it is important. They can now recognize the characteristics of an empowered workplace.

PART II: CHANGING ORGANIZATIONS

VIEW THE VIDEO View the next section of the video: *Changing Organizations.*
Stop the tape when you see "News You Can Use."

VIDEO
SUMMARY Larry Bucey, Manager, Computer Processing and Support
Services, talks about Chevron's move toward empowerment.
The two goals that are driving the process are to improve
both quality and customer satisfaction.

In a hierarchical organization (the pyramid), people are not
looking at the customers. They are looking up at their
bosses. In the new organization (the circle), people are
looking at their customers, both internal and external, to
make sure they are satisfying those customers. Empowerment
drives two of the most important initiatives in the workplace
today—continuous quality improvement and total customer
satisfaction.

EXPLAIN The traditional organization is hierarchical. Functions are
highly specialized. There are clear boundaries between
groups and tight control by supervisors who make sure the
job is done consistently and on schedule.

THE PYRAMID

ASK   What are some other characteristics of the pyramid
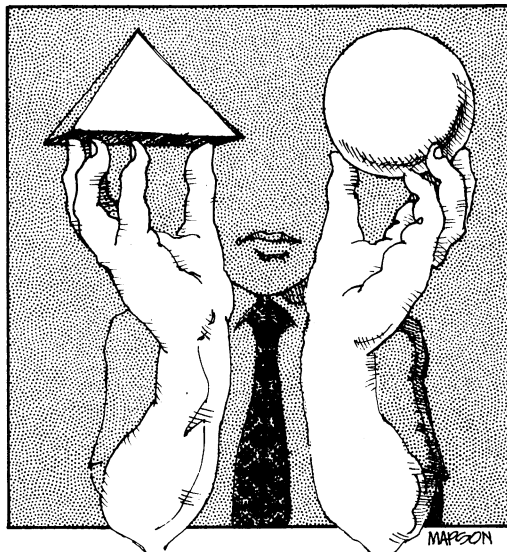   organization?

EXPLAIN   The characteristics of the pyramid organization are:

- Decisions are made at the top.
- Each person is clearly responsible only for his or her own job.
- Change is slow and rare and comes only from the top.
- Feedback and communication is from the top down.
- Movement and communication between divisions is minimal.
- If you do your job, you can expect job security and promotions as the organization expands.
- People focus attention upward, and the person above you is responsible for your results.
- Managers say how things are done and what is expected.
- Employees are not expected to be highly motivated, so it is necessary to keep tight control over their behavior.

ASK   What are some of the limitations of the pyramid that you
                           have observed?

THE CIRCLE

EXPLAIN   Driven by quality and a need to be customer-focused, many organizations are taking the form of a circle centered on the customers.

**ASK**   What are some of the characteristics of the circle organization?

EXPLAIN   Some of the characteristics of the circle organization are:

- The customer is in the center.
- People work together cooperatively to do what is needed.
- Responsibility, skills, authority, and control are shared.
- Control and coordination come through continual communication and many decisions.
- Change is sometimes very quick, as new challenges come up.
- The key skill for employees and managers alike is the ability to work with others.
- There are relatively few levels of organization.
- Power comes from the ability to influence and inspire others, not from your position.
- Individuals are expected to manage themselves and are accountable to the whole: the focus is on the customer.
- Managers are the energizers, the connectors, and the empowerers of their teams.

MOVING TOWARD THE CIRCLE

EXERCISE
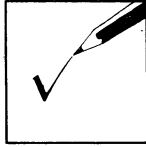
Ask participants to discuss the following questions in small groups. After 15 – 20 minutes, have each group report their conclusions.

1. What kind of activity does the circle model accomplish more effectively?

2. What aspects of your organization work like this?

3. What are the limitations and drawbacks of this model?

4. What are the key obstacles that your organization faces as it tries to change toward this model?

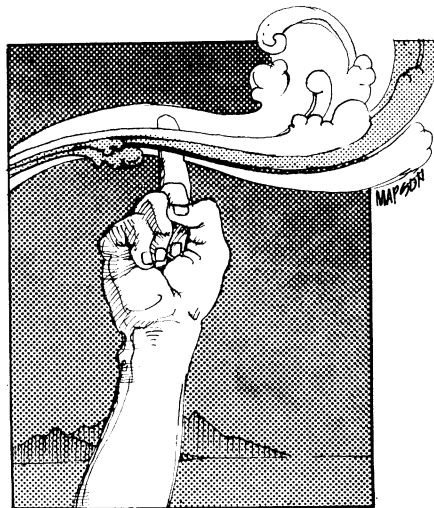## RATE YOUR TEAM AND ORGANIZATION

EXERCISE (optional)
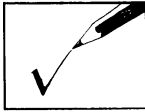
Ask participants to rate their team and organization on pages 16 – 18. Ask them to report out on the summary.

DESIRED OUTCOME

Participants begin to compare their organizations to the pyramid versus circle models. They also begin to explore the advantages and obstacles of moving toward the circle.

PART III: CHANGING MINDSETS

VIEW THE VIDEO Introduce the next section of the video by saying, ''Let's look at a group of people who are starting to realize the economic necessity of changing the way they do business.''

View the next section of the video: *Changing Mindsets.*

VIDEO SUMMARY Now we go to a print shop that discovers it is losing customers because its employees feel they have little opportunity or responsibility to go beyond their assigned tasks. Here people look toward their bosses for process management and decision making instead of focusing outward, where their customers, and the all-important customer feedback, come from.

As the print shop employees try to become more competitive, their mindsets begin to change towards more involvement, more commitment and, ultimately, more self-management.

CORE MIND SHIFTS

EXPLAIN Empowerment involves three major shifts in mindsets for everyone in an organization.

1. **Attend to the process.**

   In addition to *reaching* its goal, a work group must look at how it *gets* there. It must be able to reach the goal again and to do things better next time.

2. **Take responsibility for that process.**

   In the empowered work team, everyone has the responsibility that was traditionally given the leader. If anyone sees a problem or has an idea, they are responsible for bringing it to the group.

3. **Strive to improve the process.**

   The traditional organization is reactive. In the empowered organization, people are willing to take action, to seek out and solve problems, to take risks, to speak out, and to work together.

CORE MIND SHIFTS (Continued)

EXERCISE

If the participants are all from the same work group, this may be facilitated as a brainstorming session.

Ask participants to list the processes that are essential to getting their jobs done. Have them pick one they feel is especially important.

ASK

Who is the customer in the process that you have selected?
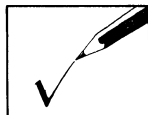
Rate your customer's level of satisfaction.

Who now has responsibility for fixing the process when it breaks down?

If you were responsible, what are some creative approaches for improvement you would take? (Encourage creativity!)

Ask them to share their ideas with the rest of the class.

WHAT NEEDS TO CHANGE?

EXERCISE

Ask participants to turn to page 37. If they were going to make the change that they have just been discussing succeed, which of the things on that page would be most important? Have them discuss their top choices.

EXPLAIN

We have looked at how mindsets must change, but empowerment is more than a state of mind. It cannot exist unless individual attitudes, team behaviors, and organizational values all support it. We will learn more about changing relationships and organizational structures in the next discussion.

DESIRED OUTCOME

Participants realize that moving toward empowerment takes more than setting up Quality Circles, sending employees to off-site retreats or handing out awards. They learn that mindsets must change. They start to develop strategies to change those mindsets in their organizations.

PART IV: MOTIVATING THROUGH SELF-ESTEEM

PREPARATION   Write the following VIP motivators on a flip chart:

Validation

- Respect for employees as people
- Flexibility to meet personal needs
- Encouragement of learning, growth, and new skills

Information

- Knowing why things are being done
- Getting inside information about the company

Participation

- Employees having control over how they do their work
- Involvement in the decisions that affect them

MOTIVATORS

EXERCISE   Ask participants to read pages 41 – 42 and take the motivator test on page 43.

ASK   How many of you think that your employees' number one motivator is job security? money? promotion?
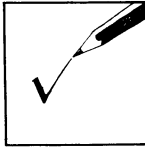
EXPLAIN   A recent survey of 2,000 workers found that those three motivators end up close to the bottom of the list.

The primary motivators of the empowered workplace are the VIP motivators. (Refer to flip chart and explain.)
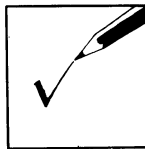
VIP ACTIVITIES

EXERCISE

Looking at your work group, identify several activities that will help you add VIP to your workplace.

Brainstorm as a group or ask members to list activities on page 44.
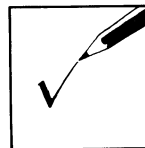
CRITICISM

EXERCISE

Ask participants to think back to a time when they worked for a manager who was very critical of his or her employees.

Brainstorm a list of specific behaviors this manager used to criticize his or her employees.

Next, ask participants to list the consequences of these behaviors. (For example, how did employees feel or react? How did it affect their work? See page 45 for typical consequences.)

CONTROL

EXERCISE
(optional)

Ask participants to think back to a time when they worked for a controlling manager.

Brainstorm a list of specific behaviors this manager used to control his or her employees.

Next, ask participants to list the results of these behaviors. (For example, how did employees feel or react? How did it affect their work?)

**DESIRED
OUTCOME**

Although the traditional motivators of money, job security, and promotion opportunities may be scarce, the VIP motivators are available to most managers today.

The key to creating an empowered workplace is to tap into these new motivators, to create a workplace where people want to work.

PART V: CHANGING RELATIONSHIPS

VIEW THE VIDEO　Introduce this section by saying, "Let's check in with our group at the print shop to see how their relationships are changing to serve their customers better."

View the next section of the video: *Changing Relationships.* Stop the video when you see the next "NEWS YOU CAN USE."

VIDEO SUMMARY　Dennis Jaffe tells us that the first thing an empowered group does is look not to its leader, but to its customers to see how to improve.

We see our print shop crew interviewing their customers and then comparing results. The leadership style is collaborative, not directive. Trust, mutual respect, and participation are encouraged.

An empowered team commits to changing relationships among its members. The members are oriented toward joint problem solving, building growth and learning into individual and team experiences, and they share assessments of performance.

Larry Bucey, our Chevron manager, reminds us that change is slow for both the manager and his or her team members. We cannot expect the change to happen overnight.

COLLABORATION

EXPLAIN　Collaboration is when a group of people share the planning, implementing, and fruits of activity. It is a full partnership. This does not necessarily mean that nobody is the leader. It means that leadership is different.

The leader in the new workplace is responsible for setting up a high-performance environment—for managing the context, rather than producing the results.

COLLABORATION (Continued)

EXERCISE

Ask participants to answer the questions on page 56. Ask them to share what they think are the key elements that make up a collaborative environment.

EXERCISE

Next, ask them to check their management style on pages 59–60. When they have completed the survey, ask them to answer the questions on page 58 about the benefits and drawbacks of each.

ASK

What do you think about increasing employees' involvement in decision making?

What evidence or experience lead you to believe this?

DESIRED OUTCOME

Participants understand that changing relationships is a key step toward empowerment. They begin to assess their own management style and see opportunities for improvement.

PART VI: CHANGING STRUCTURES

PREPARATION .   Print the following on a flip chart:

The Empowered Organizational Structure has:

- Reward systems
- Shared values
- Human-capital focus
- Work autonomy and job flexibility
- Commitment to high quality and customer service
- Commitment to communication
- Creation of a community
- Effective stress management and career development

VIEW THE VIDEO   View the final section of the video: *Changing Structures.*

VIDEO SUMMARY   In this final segment, we see our print shop team beginning to change their work structures. They have received feedback from their customers, are developing a vision of their empowered workplace, and are just beginning to talk about how to measure their progress.

The video ends with a reminder that true empowerment is evolution, not revolution. However, as you begin to change mindsets, relationships, and structures, you and your customers will reap the benefits.

ORGANIZATIONAL STRUCTURES

EXPLAIN

Let's look at some key ways that our organizational structures must change to support empowerment: (refer to the flip chart)

- **Reward systems**

  Rewards are consistent with organizational values.

- **Shared values**

  Commonly accepted values are well articulated and widely understood.

- **Human-capital focus**

  Individual high performance (physical, emotional, and spiritual) is developed and maintained.

- **Work autonomy and job flexibility**

  The organization is responsive to individual life-cycle demands, provides lateral and vertical expansion of skills and contributions and is committed to mastery of multiple skills.

- **Commitment to high quality and customer service**

  The organization pays attention to the marketplace, is flexible in its response, and keeps up a dialog about needs.

- **Commitment to communication**

  Team members share information about vision, strategy, and direction, and managers elicit and respond to employee input.

- **Creation of a community**

  People feel good about working together.

- **Effective stress management and career development**

  People are allowed to practice self-care to avoid burnout and are supported to find resources to grow at work.

EXERCISE

Ask participants to answer the question at the bottom of page 74. Discuss their ideas on how to influence upward thinking and protect empowerment on a team. (See page 75 for ideas.)

DECISION-MAKING

ASK   Ask the participants to study the drawing on page 77. Ask them if they have had experience making decisions at all five levels.

EXERCISE   Ask participants to think about decisions that are currently being made in their teams and fill out page 79.

EXPLAIN   The more you consult with your team, the more time it will take. However, there is a trade-off: the more people are involved in making a decision the more committed they will be to implementing it.

                         Also, when a team works together to make a decision it takes more possibilities into account, which makes for better decisions. Although they take longer, participatory decisions are usually more creative.

DESIRED OUTCOME   Participants learn which key elements must change in order to move an organization toward empowerment. They also study five models for decision-making.
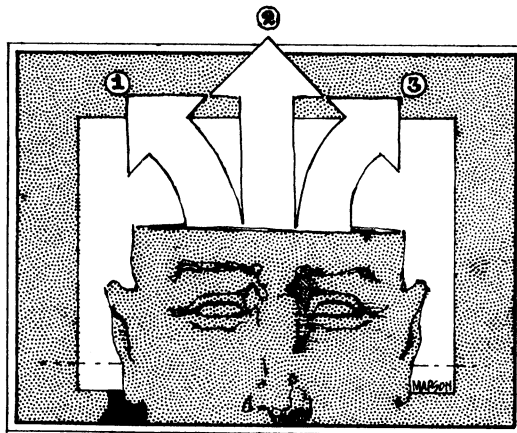
SECTION IV

WINDING UP THE WORKSHOP

SUMMING IT ALL UP

ASK   Look back at participants' expectations of this session.
Which have been met? Which need further exploration?

EXPLAIN   The objectives of this session were to:

- Understand what empowerment is and why it is important.
- Recognize characteristics of an empowered workplace.
- Learn to assess your organization's empowerment level.
- Understand key motivators for today's workforce.
- Learn the three key elements that must change to move an organization toward empowerment.
- Develop strategies to influence the change.
- Learn five models for decision making and discuss when to use each one.

ASK   Have we accomplished them?

EXERCISE
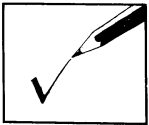
Ask the participants to take a few minutes and write down three specific activities that they will do in the next month to move their organization toward empowerment.

EVALUATE   Either use a written form or allow participants to discuss:

1. What did you gain from this session?

2. What are your recommendations for improvement?

REMEMBER   Please send your recommendations for improving this Video/Book Program to Crisp Publications.