Applying adult education principles in an interpersonal management skills training program for hospital operations managers

Mary Ann Bush

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APPLYING ADULT EDUCATION PRINCIPLES IN AN
INTERPERSONAL MANAGEMENT SKILLS TRAINING
PROGRAM FOR HOSPITAL OPERATIONS MANAGERS

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Interdisciplinary Studies

by

Mary Ann Bush

June, 1993
APPLYING ADULT EDUCATION PRINCIPLES IN AN
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Mary Ann Bush
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Approved by:

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Ronald Pendleton, Ph.D. Chair, Education 3/30/93 Date

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Donald Drost, Ph.D., Management 3/30/93 Date

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Joseph English, Ph.D., Education 3/30/93 Date
DEDICATION

This project is dedicated to the men in my life: to my son, Darren, who lovingly prodded me to complete my masters, to my husband, Larry, who put up with my distraction, to my father, Joe, who thinks I can do anything, and to my brother, Joe, who stimulated my interest in human resources.
ACKNOWLEDGMENTS

I want to express my thanks and appreciation to Professor Ronald K. Pendleton, Chairman of my master’s committee for his invaluable guidance and encouragement.

My gratitude goes to Professor Don Drost and Professor Joe English for their support and guidance.

Special thanks to Linda Litts for her assistance and expertise in putting this project on the computer.
ABSTRACT

The purpose of this project is to provide an interpersonal management skills training program for the hospital operations manager that will be utilized and retained, because it incorporates the theories of how adults learn. Most of the current management programs are geared to presenting theory, but do not allow for application of the theory in a safe environment for the learner.

The project presents a review of the literature on the skill training needs of the manager in interpersonal and adult education theory. After a review of literature, the author conducted research to determine the management preparation of the hospital operations manager. The research validated the assumption that hospital based management programs have not utilized the aspects of adult education theory that stimulate adults to incorporate the learning into practice. The project concludes with a curriculum consisting of four modules on interpersonal management skills training.
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SECTION ONE

STATEMENT OF

THE

OBJECTIVE
THE OBJECTIVE OF THE PROJECT

The objective of this project is to develop an interpersonal management skills training program for hospital operations managers. This program will utilize constructs found in the theoretical principles of adult education.

CONTEXT OF THE PROBLEM

Health care facilities have two categories of managers. The first category is the professional manager, who by education and background is a manager. The second category is the health care professional, who by education and background is prepared to practice a profession, yet finds himself/herself in a management position. Usually, this occurs because he/she is so good at his/her profession. According to Longest (1976), some health care professionals have management training, however, these are the exceptions and not the rule.

Traditionally, health care professionals have had to be concerned with the technical aspects of their work. Excellence as a nurse meant mastering the art and science of nursing, excellence as a pharmacist meant mastering the science of pharmacology, and so on with other health professionals. Those who became managers from within the organization, such as Unit Managers, Pharmacy Directors, Directors of Laboratory Services, were only managers secondarily to being practicing professionals.

Management training for health care professionals has been sporadic, and usually, consisted of attendance at an all day seminar or on-the-job training. Lyman Porter, et
al. (1988) relate that even in the late eighties, the viewpoint was that management training is simply providing someone, who possesses apparent ability and motivation with a chance to learn by performing, commonly called OJT (on-the-job training). James C. Robinson (1976) has suggested that millions of training dollars have been wasted each year because upper level management did not know how adults learn and modify their behavior. The Mant Report of 1979 noted that little attention was paid to transferring classroom learning to the workplace. (Sadler, 1988) A one day immersion in management theory rarely created a skilled manager.

Learning must be active for the adult. "Teaching adults is not a question of selling anything; rather it is a matter of setting up a program of activities, study and practice." (Rogers, 1986) It is necessary for the adult learner to be active in their own learning for two main reasons. First, they need to achieve something regularly in order to build up and maintain a sense of success. Second, in order for the adult to internalize the learning, activities, such as practice and feedback, need to be involved in the process of learning. (Rogers, 1986) According to Brookfield (1986), adults learn throughout their lives, and as a rule, they like their learning activities to be problem centered, meaningful to their life situations, and have some immediacy of application.

Management is both an art and a science. It is an art based on a scientific foundation. The science of management can be learned through formal education or in a seminar. Organizational theory is a good example of the science of management, and can be learned as a basic principle. The art can only be partly learned in this manner, because adults must be allowed to practice the skill learned in a safe environment;
without this practice most adults will not incorporate the theory into practice.

To summarize, health care professionals have found themselves in positions of management without the skills to manage. They have been sent to seminars expecting to acquire skills, but they only receive checklists.

The art of management can only be acquired when the manager, as an adult, is actively involved in the learning process. A management program must provide practice in the application of management theory.

PROBLEM STATEMENT

The problem is that hospital operations managers are health care professionals first and managers second. Moreover, management programs are based on imparting theory without providing the elements of adult education necessary to internalize the learning.

PURPOSE OF THE PROJECT

The purpose of the project is to provide an interpersonal management skills training program for hospital operations managers, utilizing the principles of adult education.

DEFINITIONS

INTERPERSONAL MANAGEMENT...Day to day interactions with the human
resources of a corporation in order to meet the goals of the organization.

**HOSPITAL OPERATIONS MANAGERS**..The person who is responsible for the twenty-four hour management of a department or unit within a hospital.

**HEALTH CARE PROFESSIONAL**..A person who by education and background is prepared to practice a profession in the health care field, i.e. registered nurse, laboratory technologist, radiology technician, etc.

**SKILLS TRAINING**...Applying management theory to specific on the job problems in a classroom setting and allowing for practice of the skill.

**ADULT EDUCATION**...Consists of all forms of education that treat the student participants as adults: capable, experienced, mature, and balanced people.

**ASSUMPTIONS**

This project assumes that:

Health care professionals are not prepared, traditionally, to be managers.

Health care professionals nationwide are, similarly, unprepared to be managers.

Managers want management education.

Professional aspects over ride managerial aspects.

Using adult education makes education more meaningful.
DELIMITATIONS

The delimitations of this project are:

The survey is only for use with acute care hospital educators.

The only hospitals surveyed are those in San Bernardino, Riverside, Los Angeles, and Orange Counties.

The hospital bed size must be over 75 beds.

LIMITATIONS

The study is limited by:

The scarcity of research in the management preparation of the hospital operations manager.

The amount of responses from questionnaires is dependent upon an outside source.

SUMMARY

The introductory segment of this project, Applying Adult Education Principles In An Interpersonal Management Skills Training Program For Hospital Operations Managers, has identified the problem to be addressed, has, briefly, argued that the art of management cannot be learned without practice, and has introduced the concept of how adults learn. Also, this segment has outlined some of the basic reservations to this project.
ORGANIZATION OF THE REMAINDER OF THE PROJECT

The remainder of the project will include: a comprehensive review of the literature on the health care professional as a manager, the interpersonal management skills needed, and the theoretical concepts of adult education, a section on methodology used in the process of conducting this research, a section on the data analysis, and finally, a section on curriculum. A comprehensive bibliography will follow.
SECTION TWO

COMPREHENSIVE REVIEW OF

LITERATURE
INTRODUCTION

The review of the literature on Applying The Principles of Adult Education In An Interpersonal Management Skills Training Program For Hospital Operations Managers will proceed in the following manner. First a view of the typical hospital organizational structure will be provided, followed by a perspective of the practice of management within the hospital organization. After completing the management practice perspective, summaries of the writings on the interpersonal skills needed by this level of manager will be provided. Following this, a component on the importance of understanding personality types for the manager will be provided. The section will conclude with a synopsis of the principles of adult education and a summary of this section.

THE HOSPITAL ORGANIZATION

Historically, the hospital has been a place for the care of the sick, the dependent, and usually, the poor. In today’s world, the hospital has a full range of functions. According to Roemer and Friedman, the hospital has five functions: "First, there are diagnostic and treatment services to inpatients. Within this broad function are many subdivisions of medical, surgical, obstetrical, pediatric, and other special forms of care. Involved in the care of patients are various modalities, including nursing, dietetics, pharmacy, laboratory, physical therapy, and radiology services. Second, there are services to outpatients, with an equally wide range of specialties and technical modalities. A third hospital function concerns professional and technical education for many classes
of health personnel. A fourth function is medical research.

The fifth function concerns prevention of diseases or health promotion in the surrounding population." (Longest, 1976)

The organizational structure within most hospitals is bureaucratic. However, the typical hospital differs substantially from the bureaucratic model of most other large scale organizations. The difference results from the relationship between the formal authority represented by the administrative hierarchy and the authority of patient care and treatment possessed by physicians. While the physicians may have little formal authority in the organization, his/her actual authority is exceedingly great. A typical organizational structure is pictured below.

FIGURE 2.1 HOSPITAL ORGANIZATIONAL STRUCTURE
Hardly anyone in the hospital organization has only one immediate supervisor. In fact, nurses must take orders from their own nurse manager, who is a member of the administrative hierarchy, from the medical chief of their respective service, and in regards to patient care, from every individual physician on the medical staff, the patient, and the patient’s family.

The hospital is perhaps the most complex social system in American society with substantial conflicts among the participants: patients, physicians, board of directors, administrations, and other allied health professionals. The board of directors has legal authority and responsibility for the hospital. The medical staff members possess the technical knowledge to make decisions regarding patient care and treatment. The administrative staff is responsible for the day-to-day functioning of the hospital. These three components share the same basic objectives. However, they must interpret the means for meeting these objectives in terms of their own values and personalities which are, unfortunately, not the same. (Longest, 1976)

THE COMPLEXITY OF MANAGEMENT PRACTICE WITHIN A HOSPITAL

Many areas within a hospital are managed by health professionals. The nurse, who as director of nursing services is responsible for the largest department in the hospital, must be an effective manager, the radiology technician, who becomes chief technician, needs management skills, the staff nurse, who must manage a team of employees to care for a group of patients, needs management skills, and the list could go on. These are the health care professionals prepared by background and education
to practice a profession, but are not prepared to be managers. Furthermore, this health care professional must manage other health care professionals. (Wren, 1974)

Many organizations do not go through a very thorough process in choosing those who are to be moved into managerial positions. Often, the judgment is based solely on how well the person is performing in their currently assigned tasks. The best performer does not always make the best manager, although many companies still make the choice on that basis. (Belker, 1978)

One major study of twenty-three organizations that compared professional organizations to those that are industrial, found that power and authority in professional organizations tend to shift from the managerial job to the nonmanagerial professional. (Hall, 1967) Increased technology and skill challenges a manager to adjust to a work place where people are more autonomous and managers have less direct control. In a work place where 75% of the staff are highly skilled, the manager needs to relinquish authority in order to allow the professional to do the job. (Carnevale, 1988) The problem facing the health care professional, who is a manager, is how to be an effective manager to other health care professionals in order to provide needed services of high quality at the least possible costs.

INTERPERSONAL SKILLS NEEDED BY HOSPITAL MANAGERS

What attributes are found to be possessed by the successful manager? Research conducted by Pedler, Burgoyne, and Boydell lists eleven qualities:
Command of basic facts,
Relevant professional knowledge,
Continuing sensitivity of events,
Analytical problem solving,
Interpersonal skills,
Emotional resilience,
Proactivity..inclination to respond purposefully to events,
Creativity,
Mental agility,
Balanced learning habits and skills,
Self-knowledge.

Many of these attributes are interconnected. A manager’s interpersonal skills impacts on all aspects of the job. A definition of management, often cited, is "getting things done through other people". One of the key features of the manager’s job is interpersonal skills. The successful manager develops a range of abilities which are essential components of interpersonal skills: communicating, delegating, negotiating, resolving conflict, persuading, selling, using and responding to authority and power. (Pedler, 1986 et al)

Skill and competency are inseparable. In fact, competency is the capacity to employ particular skills. AT&T developed, through research, probably the best supported list of necessary managerial competencies involving interpersonal skills. These are: controlling the work, problem solving, planning the work, informal oral
communications, providing performance feedback, coaching a subordinate, creating written communications and documentation, creating and maintaining a motivative atmosphere, time management, attending meetings, self development, providing career counseling for subordinates, and representing the company. (Bittel, 1989)

In order to develop effective managers, there must be a clear understanding of the nature of managerial work. One study yielded twelve clusters of activities that seem to comprise managerial work. These activities are:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SYMBOLIC</td>
<td>The manager represents an organization.</td>
</tr>
<tr>
<td>2. STAFF DEVELOPMENT &amp;</td>
<td>Deciding on and arranging for educational activities for one’s self, one’s staff or the organization.</td>
</tr>
<tr>
<td>EDUCATION</td>
<td></td>
</tr>
<tr>
<td>3. MONITOR</td>
<td>Gathering information on the progress of work.</td>
</tr>
<tr>
<td>4. ENTREPRENEUR</td>
<td>Creating opportunities to improve work activities.</td>
</tr>
<tr>
<td>5. DISSEMINATOR</td>
<td>Basic information sharing.</td>
</tr>
<tr>
<td>6. RESOURCE ALLOCATION</td>
<td>Using available resources (human, technical, etc) for work accomplishment.</td>
</tr>
<tr>
<td>7. PERSUASION</td>
<td>Using influence to gain control over forces which are directly controllable.</td>
</tr>
</tbody>
</table>

14
8. HIP SHOTS  Taking immediate action in response to a serious problem.
9. STRUCTURING & DESIGN  Changing organizational structure to improve the work.
10. ROUTINE ADMINISTRATION  Taking care of formal requirements.
11. NETWORKING  Joining or participating in activities to create potentially useful controls.
12. NUISANCE  Time consuming events not directly related to goals.

Most of these clusters are related to interactions with people. (Cascio, 1986)

PERSONALITY TYPES

Interacting with people includes dealing with their personalities. Mark Mc Cormick (1984) states that since most of the business day is spent dealing with people, you have to factor in their personalities. He goes on to relate that managers cannot change the nature of the people they deal with, it is much wiser to make accommodations for their personalities.

Personality refers to a relatively stable set of psychological characteristics that influences the way we interact with our environment. Personality affects the careers people choose to pursue, the choice of organization in which they decide to pursue them, and the behaviors they engage in on the job. (Johns, 1983)

Knowing personality types enhances self awareness and awareness of others. It
can help the manager be more knowledgeable about individual differences and, as a result, make it easier for the manager to communicate more effectively. (Hirsh, 1989)

ADULT EDUCATION PRINCIPLES

"He who learns but does not think, is lost.  
He who thinks but does not learn, is in great danger." Confucius 531-479 BC

Each day, whether we like it or not, we learn something. Our society has indoctrinated us to believe that once we complete formal education, secondary school or post secondary, we know all we need to know. Only, in recent times, has learning become a lifelong process in the minds of educators. Yet, how much more we know about how animals learn than how children learn, and we know more about how children learn than we do about how adults learn. In fact, according to Malcolm Knowles, all of the scientific theories of learning have been derived from the study of learning by animals and children, because the conditions under which animals learn are more controllable than those under which adults learn. (Knowles, 1984)

In the last twenty-five years a number of respected theorists have made an attempt to identify principles of adult learning. In 1960, Gibb presented the following principles of adult learning: Learning must be problem centered, learning must be experience centered, experience must be meaningful to the learners, the learners must be free to look at the experience, goals must be set and pursued by the learner, and the learner must have feedback and see progress towards the goals. (Brookfield, 1986)

This section will cover literature review on four aspects of adult learning:
development and learning, adult learning theories, the application of adult learning theories, and educators of adults.

ADULT DEVELOPMENT AND LEARNING

How many times in a lifetime have you heard the phrase "you can't teach an old dog new tricks"? It was once thought, by most and still is by some, that learning is for young people. This type of thought assumes that once you reach adulthood everything stops except for the gradual decline of the body. Research, now, shows us that the age limit on learning performance is not likely to occur until around seventy-five. (Cross, 1981) Adult development poses the question of how one changes during adulthood, and does change necessarily mean development.

There are four definitions of adult: a biological definition, a legal definition, a social definition, and a psychological definition. The biological definition states that we become adults when we reach the age at which we can reproduce. The legal definition defines adulthood as reaching the age at which the law says we can vote, get a drivers license, marry without consent, etc. In the social definition, we become adults when we start performing adult roles, such as a full-time worker, spouse, or parent. Finally, the psychological definition states that adulthood is arrival at a self-concept of being responsible for our own lives, of being self directed. (Knowles, 1984) Adult development and learning requires a multidisciplinary understanding.

Erikson's Eight Stages of Personality Development starts adulthood at Stage 6, young adulthood. The years of young adulthood are significant as a time for developing an intimate relationship with a member of the opposite sex. Marriage, children,
friendships occur during this time, or if these relationships become unpleasant, a life-style of isolation can result. (Davis, 1983) During Stage 7, middle age adulthood, adults are concerned with helping the next generation to develop healthy personalities and productive lives. Stagnation occurs, according to Erikson, if we fail to guide the growth of one's own children, or children of friends. Old age, Erikson's Stage 8, is labeled maturity-ego integrity versus despair. This is the age where a person reminisces about the past and reviews his or her life. If the person has achieved a positive outcome of the previous seven crisis stages, according to Erikson, these looks into the past will be satisfying, thus ego integrity. On the other hand, if some of the stages produced a negative outcome, then the person may be disappointed, and this leads to despair. (Davis, 1983) Erikson has helped adult educators learn about personality development during adulthood, and the personality, in turn, plays a role in how adults learn.

K. Patricia Cross provides us with more clues on how adults learn. Table 1 is Cross' description of Life-Cycle Phases. While in Table 2, Cross corresponds her psychic tasks to what adults need to learn at each phase. (Cross, 1981)

A network of scholars have advanced stages of cognitive development beyond Piaget's formal operations. They call it post formal thinking. Beyond formal lies relativistic thinking, and the next stage is dialectic (logical) thinking, whereby one is able to reconcile previously considered opposing thoughts into a greater whole. (Boucouvales & Krupp, 1989)

Adult development research is still in its infancy, and some of the theory is
### TABLE 2.1
**DESCRIPTION OF LIFE-CYCLE PHASES**

<table>
<thead>
<tr>
<th>Life and Age</th>
<th>Marker Events</th>
<th>Psychic Tasks</th>
<th>Characteristic Stance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving Home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-22</td>
<td>Leave home</td>
<td>Establish autonomy and independence from family</td>
<td>A balance between &quot;being in&quot; and &quot;moving out&quot; of the family</td>
</tr>
<tr>
<td></td>
<td>Establish new living arrangements</td>
<td>Define identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enter college</td>
<td>Define sex role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start first full-time job</td>
<td>Establish new peer alliances</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select mate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving into Adult World</td>
<td>Marry</td>
<td>Regard self as adult</td>
<td>&quot;Doing what one should&quot;</td>
</tr>
<tr>
<td>23-28</td>
<td>Establish home</td>
<td>Develop capacity for intimacy</td>
<td>Living and building for the future</td>
</tr>
<tr>
<td></td>
<td>Become parent</td>
<td>Fashion initial life structure</td>
<td>launched as an adult</td>
</tr>
<tr>
<td></td>
<td>Get hired/fired/quit job</td>
<td>Build the dream</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enter into community activities</td>
<td>Find a mentor</td>
<td></td>
</tr>
<tr>
<td>Search for Stability</td>
<td>Establish children in school</td>
<td>Reappraise relationships</td>
<td>&quot;What is this life all about now that I am doing what I am supposed to?&quot;</td>
</tr>
<tr>
<td>29-34</td>
<td>Progress in career or consider change</td>
<td>Reexamine life structure and present commitments</td>
<td>Concern for order and stability and with &quot;making it&quot;</td>
</tr>
<tr>
<td></td>
<td>Possible separation, divorce, re-marriage</td>
<td>Strive for success</td>
<td>Desire to set long-range goals and meet them</td>
</tr>
<tr>
<td></td>
<td>Possible return to school</td>
<td>Search for stability, security, control</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Search for personal values</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set long-range goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accept growing children</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 2.1

DESCRIPTION OF LIFE-CYCLE PHASES

<table>
<thead>
<tr>
<th>Life and Age</th>
<th>Marker Events</th>
<th>Psychic Tasks</th>
<th>Characteristic Stance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Review</td>
<td>Retirement</td>
<td>Search for integrity versus despair</td>
<td>Review of accomplishments</td>
</tr>
<tr>
<td>65 +</td>
<td>Physical decline</td>
<td>Acceptance of self</td>
<td>Eagerness to share everyday human joys and sorrows</td>
</tr>
<tr>
<td></td>
<td>Change in finances</td>
<td>Disengagement</td>
<td>Family is important</td>
</tr>
<tr>
<td></td>
<td>New living arrangements</td>
<td>Rehearsal for death of spouse</td>
<td>Death is a new presence</td>
</tr>
<tr>
<td></td>
<td>Death of friends/spouse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major shift in daily routine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td>Impulse Control, Character Development</td>
<td>Interpersonal Style</td>
<td>Conscious Preoccupations</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Presocial</td>
<td>Impulsive</td>
<td>Autistic</td>
<td>Self vs. nonself</td>
</tr>
<tr>
<td>Symbiotic</td>
<td>Impulsive, fear of retaliation</td>
<td>Symbiotic</td>
<td>Bodily feelings, especially sexual and aggressive</td>
</tr>
<tr>
<td>Impulsive</td>
<td></td>
<td>Receiving, dependent, exploitative</td>
<td></td>
</tr>
<tr>
<td>Self-protective</td>
<td>Fear of being caught, externalizing blame, opportunistic</td>
<td>Wary, manipulative, exploitative</td>
<td>Self-protection, trouble, wishes, things, advantage, control</td>
</tr>
<tr>
<td>Conformist</td>
<td>Conformity to external rules, shame, guilt for breaking rules</td>
<td>Belonging, superficial niceness</td>
<td>Appearance, social acceptability, banal feelings, behavior</td>
</tr>
<tr>
<td>Conscientious-conformist</td>
<td>Differentiation of norms, goals</td>
<td>Aware of self in relation to group, helping</td>
<td>Adjustment, problems, reasons, opportunities (vague)</td>
</tr>
<tr>
<td>Conscientious</td>
<td>Self-evaluated standards, self-criticism, guilt for consequences, long-term goals and ideals</td>
<td>Intensive, responsible, mutual, concern for communication</td>
<td>Differentiated feelings, motives for behavior, self-respect, achievements, traits, expression</td>
</tr>
</tbody>
</table>
## TABLE 2.2

**MILESTONES OF EGO DEVELOPMENT**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Impulse Control, Character Development</th>
<th>Interpersonal Style</th>
<th>Conscious Preoccupations</th>
<th>Cognitive Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualistic</td>
<td>Add: Respect for individuality</td>
<td>Add: Dependence as an emotional problem</td>
<td>Add: Development, social problems, differentiation of inner life from outer</td>
<td>Add: Distinction of process and outcome</td>
</tr>
<tr>
<td>Autonomous</td>
<td>Add: Coping with conflicting inner needs, toleration</td>
<td>Add: Respect for autonomy, interdependence</td>
<td>Vividly conveyed feelings, integration of physiological and psychological, psychological causation of behavior, role conception, self-fulfillment, self in social context</td>
<td>Increased conceptual complexity, complex patterns, toleration for ambiguity, broad scope, objectivity</td>
</tr>
<tr>
<td>Integrated</td>
<td>Add: Reconciling inner conflicts, renunciation of unattainable individuality</td>
<td>Add: Cherishing of individuality</td>
<td>Add: Identity</td>
<td></td>
</tr>
</tbody>
</table>

Cross, K. Patricia. (1981) *Adults as Learners*
intertwined in the adult education theories.

ADULT LEARNING THEORIES

Discussion of adult learning theory would not be complete without a summary of the adragogical model developed by Knowles. This model is based on several assumptions.

Assumption One, The Need To Know...adults need to know why they need to learn before undertaking to learn. Potent tools for raising the level of awareness of the need to know are real or simulated experiences in which learners discover for themselves the gaps between where they are now, and where they want to be.

Assumption Two, The Learner's Self-Concept...adults have a self-concept of being responsible for their own decisions, and they have a need to be seen and treated by others as being capable of self direction. However, when they walk into a classroom or activity labeled education, they revert to their conditioning in their previous school experiences. They sit back and say "teach me". The adult educator has to work at creating learning experiences to help adults make the transition from dependent to self-directed learners.

Assumption Three, The Role Of The Learners' Experience...adults come into educational activities with a great volume and a different quality of experiences. In any group of adults there will be a wide range of individual differences. Hence, there is greater emphasis in adult education on techniques that tap into the experiences of learners, such as group discussion, simulations, and problem solving activities.
**Assumption Four**, Readiness To Learn...adults are ready to learn those things they need to know and be able to do in order to cope effectively with their real life situations.

**Assumption Five**, Orientation To Learning...adults are life centered. They are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with life situations.

**Assumption Six**, Motivation...the most important motivators for adults are internal pressures such as the desire for increased job satisfaction, self esteem and quality of life. (Knowles, 1984)

Whether andragogy is a learning theory still is up in the air. There is a question of whether it is a learning theory, a philosophical position, a political reality or a set of hypotheses subject to verification.

Some additional theories can be placed in three categories: humanistic, developmental, and behaviorism. All of these theories take into consideration some common characteristics of adult students. These are: (1) the participants are adult by definition, (2) they are in a continuing process of growth, not at the start of the process, (3) they bring with them a package of experience and values, (4) they come to education with intentions, (5) they bring expectations about the learning process, (6) they have competing interests, and (7) they already have their own set patterns of learning. (Rogers, 1986)

*They are all adults by definition.* The concept of adulthood implies movement, change, and progress towards fulfillment of the individuals’ potential. The way we teach
and encourage this development in self-fulfillment and autonomy.

They are all engaged in a continuing process of growth. Growth and change are occurring in all aspects of the adult student's life: in the physical area, in the intellectual sphere, in the emotional area, in the adult's relationship, and in patterns of interests. It is a continual process; it is not continuous. It usually proceeds in spirits, triggered by new experiences or new perceptions.

They all bring a package of experiences and values. Based on their past experiences, adults possess a set of values, established prejudices, and attitudes in which they have a great deal of emotional investment. The implications of this package in teaching adults is that the messages received by the learners are determined by these experiences and values. Not all of the values, experiences and knowledge is correct or helpful in learning. What is correct needs to be reinforced, and what is not correct needs unlearning.

They usually come to education with set intentions. The intentions of the adult learner can be divided into three categories. Table 3 provides a synopsis of these categories.
TABLE 2.3 ORIENTATION/LEARNING PROCESS

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>INTENTIONS</th>
<th>LEARNING PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal oriented: end product</td>
<td>Achievement:</td>
<td>Learning most in certain specific areas.</td>
</tr>
<tr>
<td></td>
<td>problem solving</td>
<td></td>
</tr>
<tr>
<td>Learning oriented</td>
<td>Interest in subject</td>
<td>Learning all parts of the subject matter.</td>
</tr>
<tr>
<td>Activity oriented</td>
<td>Social or personal</td>
<td>Find in activities satisfaction to needs.</td>
</tr>
<tr>
<td></td>
<td>growth needs</td>
<td></td>
</tr>
</tbody>
</table>

Rogers, 1986)

They bring certain expectations about education itself. Due to their previous school experiences, adult participants come to a learning program with a range of expectations and attitudes about education in general.

They have competing interests. Most adult students are part time, and education for them is a secondary interest. Education is often overshadowed by the realities of life, such as their job, their family, their social life, and many other concerns.

They all possess set patterns of learning. Adults are in a continuing process of lifelong learning, and they already have ways of coping with this. Educators must be aware that each of the participants has developed their own strategies and patterns of learning. The pace of learning for each student also varies. They tend to learn fast, a
good deal faster than the young provided that the new material does not conflict with existing knowledge. Memorization tends to be difficult for adults.

The humanistic theories assume that there is a natural tendency for people to learn, and that learning will flourish if nourishing, encouraging environments are provided. Implementing humanistic theory means providing multiple options of people, resources, and materials; make them freely available to everyone; help learners to think through what they want to learn and how they want to learn it; and make few value judgments about the quality of the learning experiences.

Within the developmental theories there are some differences in the importance they attach to environmental factors. Some developmentalists see the various stages and phases of human development as an inevitable unfolding of predetermined patterns. The environment may influence the rate of growth, but it has little effect on form and sequence. Other developmentalists, called Interactionists, place more emphasis on the role of the environment in shaping growth. The developmental theories subscribe to four basic presuppositions: (1) each stage of development is an integrated whole, (2) a particular stage is integrated into the next stage and finally replaced by it, (3) each individual acts out his/her own synthesis, he/she does not merely adapt a synthesis provided by family or society, and (4) the individual must pass through all previous stages before he/she can move onto the next stage. (Cross, 1981)

The behaviorists theory of learning is frequently the foundation for one of the largest segment of adult education, job skills and training. Self-paced learning programs are applications of this theory, and contain the following characteristics:
* Objectives clearly stated in specific and measurable behavioral terms.

* The learning tasks designed in relation to desired end behaviors.

* Content broken into small steps which are easy to master.

* Materials provide a means for immediate feedback so that the learner will know if his/her response was correct and be aware of the pace of his/her progress.

* The subject matter and activities adhere to a set sequence and process conducive to mastery.

* The successful completion of each step and the chain of steps provides its own reward or incentive.

* The responsibility for ensuring that learning takes place must rest with the materials themselves as learning instruments and not with any instructor.

(Cross, 1981)

A number of United Kingdom authors have generated a number of books and papers concerned with adult learning. Prominent among these is Alan Rogers. Rogers discusses the natural learning process, and states that we should "direct our attention to how adults go about the process of learning during the course of their everyday lives. At certain times throughout their lives, all adults bend their energies and attention to achieving some learning tasks directed towards a set goal." (Rogers, 1986) This learning takes place in three main areas of life: self-fulfillment, social roles, and our roles as parents and workers. Rogers contends that there are four main characteristics about self-directed or purposeful learning. The first is that they are usually episodic in character,
not continuous. These episodes are short bursts of intense nature that come to a close as soon as the purpose has been achieved. Adults need to be motivated by an achievable purpose, and when that is over they come to a rest or slow their pace until the next episode. The second characteristic concerns the goal. The goal that is set is usually some concrete task, some immediate problem that seems to be important. These, self-directed or otherwise, are aimed at the solution of a particular problem. This has four implications about adult learning:

* Adults do not on the whole approach any situation academically. Adults are not concerned so much with a subject as to resolve a concrete situation.
* The learning is rarely pursued in a systematic way. It is limited to the task at hand.
* The learners do not on the whole draw on compartmentalized knowledge such as was learned in school, history separated from geography or math from physics. Adults bring all they know from all sorts of areas to bear upon the particular instance.
* Such episodes are aimed at immediate rather than future application. (Rogers, 1986)

A range of strategies is used more commonly by adults in relation to the needs of the learning episode is the third characteristic. The general strategies employed by adults in their learning are:

* the process of analogical thinking and trial and error are used most often. Adults call upon the resources of existing knowledge and experience and the accumulated experiences of others in an attempt to see the similarities that may indicate a solution.
* Adults often tend to rely on the creation of meaningful wholes in order to master new material. By creating patterns focused on key issues, this enables adults to incorporate
the new learned material into existing patterns of knowledge and behavior.

* Adults rely less on memory and rote learning to retain what has been learned.

* Adults share with younger people the ability and need to learn by imitation.

The fourth characteristic explains that since most of the learning episodes are goal directed, there is little interest in overall principles. Once the immediate problem has been resolved or the goal attained, the adult normally brings the process of investigation to an end. The knowledge is stored away until needed again.

Each one of these learning theories helps to tie the adult processes of learning together. They are different and yet similar. They are similar in that each theory uses a goal directed approach for measuring learning. The learning theories differ in their approach to the process of presenting the material to be learned.

**SUMMARY**

The review of literature began with a description of the hospital organization and a perspective on the complexity of management practice within the hospital. The interpersonal skills needed by managers was then detailed from the literature and followed by a brief excursion into the literature on personality types. This section was concluded with a synopsis on the literature on the theories of adult education.
SECTION THREE

METHODOLOGY
METHODOLOGY

INTRODUCTION

This section will detail how the proposed project was carried out. First, the research questions discussed in the introduction section is restated. Next, the research design is described and the population to be sampled is outlined. Following this, a description of the research setting is provided, and a calendar of events is presented. A sampling scheme has been designed, and how data is to be collected is described. This is followed by the manner in which the instrument has been validated and the plan for the protection of human subjects. The section concludes with how the data has been analyzed and a summary of the section.

RESEARCH QUESTIONS

This study focused on four research questions:

1. What are the most frequent topics covered in hospital based management programs?

2. Does the management training that is given utilize the principles of adult education theory?

3. Would the principles of adult education theory enhance the learning of management skills?

4. The hypothesis—there is no statistically significant relationship between the hospital management programs that claim to incorporated adult education theory and hospital management programs that do not claim to use adult education theory using simple Chi Square analysis at the 0.05 level.

RESEARCH DESIGN

The design of this proposed project was twofold. First, in order to determine the
management preparation of the hospital operations manager, a questionnaire was sent to Education Directors in acute care hospitals in Riverside, San Bernardino, Orange, and Los Angeles counties. (See questionnaire at the end of this section) Data was extrapolated from this questionnaire. Funds for this portion were paid by the project originator.

The second component of this project, was development of curriculum for an interpersonal management skills training program. The construct utilized the principles of adult education. The data for this portion was extrapolated from the questionnaire and secondary sources.

POPULATION

The hospital Education Director was typically identified as a department manager. The age range was found to be from 25 to 65 years. The manager identified having twenty-four (24) hour accountability and responsibility for the management of education with the hospital. They seldom put in just an eight (8) hour day, and the data identified that these managers, usually, are female. The Education Directors, in this study, were in an acute care setting as opposed to long term care (skilled nursing facilities). The hospitals surveyed were over eighty (80) beds in size.

RESEARCH SETTING

The setting for this project was the acute care hospitals of San Bernardino, Riverside, Orange, and Los Angeles Counties.
CALENDAR OF EVENTS

The events of this project will occurred on the following dates and in the following order:

December, 1991........Finalize the questionnaire.
January, 1992.........Send out the questionnaire.
March, 1992...........Analyze the data.
May, 1992.............Write conclusions.
September, 1992......Complete literature search.
December, 1992.......Compile literature data.
January, 1993........Develop curriculum.
February 23, 1993.....Rough draft to master’s committee.
March 15, 1993.......Final draft to master’s committee.
March 15, 1993.......Project to M.A. committee.
April 10, 1993.......Project to binding.
April 20, 1993.......Bound copy to library.

SAMPLING DESIGN AND PROCEDURES

A questionnaire with a self addressed stamped return envelope was sent to the education and training directors at the acute care hospitals of over eighty (80) bed size in San Bernardino, Riverside, Orange and Los Angeles counties. A cover letter outlined the purpose of the survey and the instructions. The Education Directors were asked to complete the questionnaire and return it in the stamped envelope within ten days. This provided a random sampling of forty (40) percent of the management training courses in the acute care hospitals.
DATA COLLECTION

The data was collected by the master's candidate as the information was received.

VALIDATION OF THE INSTRUMENT

A pilot study of the thirty (30) Education Directors in the Inland Area Health Education Council was conducted to determine if there are noticeable differences in response to the items in the questionnaire. This study was conducted in a face-to-face manner.

PROTECTION OF HUMAN SUBJECTS

In accordance with California State University policy, human subjects were debriefed by reading or being read the following passage:

"Your participation in this study, although of considerable importance, is entirely optional. There are no consequences to nonparticipation, but you should realize that educational decisions will be made based on the results of this study. This is a chance to be influential. All information gathered in this study is entirely confidential. Should you require it, a copy of the abstract of the results of the study will be provided."

The questionnaire will not ask for a name or address.
ANALYSIS OF DATA

Analysis of the data will proceed in the following manner:

Data received will be inputted into an IBM clone computer, utilizing Word Perfect 5.1, at 3437 North Mayfield Avenue, San Bernardino, California, 92405.

SUMMARY

The methodology section has proceeded in the following fashion:

First, research questions were outlined, then the research design was discussed. A description of the population, followed by the research setting, was provided. The calendar of events was developed and presented, and the sampling design revealed. Next, the data collection was planned, and the validation of the instrument was discussed. Finally, a paragraph was written to protect human subjects, and an analysis of the data was planned.
FIGURE 3.1
ADULT EDUCATION/MANAGEMENT PROGRAM SURVEY

NAME ___________________________ HOSPITAL ___________________________

HOSPITAL SIZE __________ NUMBER OF INSTRUCTORS? ____________

1. NUMBER OF INSTRUCTORS TEACHING MANAGEMENT? ________________

2. HOW MANY MANAGEMENT COURSES DO YOU PROVIDE PER YEAR? ____________

3. WHAT IS THE LENGTH OF THE COURSE? ________________ TOTAL HOURS.

4. WHAT TYPE OF COURSE? CHECK ALL THAT APPLY.

___ SEMINAR (ALL DAY SESSIONS)
___ WEEKLY CLASSES
___ OTHER—SPECIFY __________________________

5. DO YOU CONTRACT WITH OUTSIDE INSTRUCTORS FOR MANAGEMENT COURSES?
   __ YES  __ NO

6. WHAT TOPICS ARE MOST FREQUENTLY PRESENTED? CHECK ALL THAT APPLY.

___ PLANNING...includes budget, goals and objectives.
___ ORGANIZING...position descriptions, assignments, time management, etc.
___ DIRECTING...selection and orientation of new staff, scheduling.
___ CONTROLLING...policies, standards of performance, safety, budgets.
___ INTERACTIONS...coaching, counseling, discipline, training, communications.
___ LEADERSHIP...management styles.
___ TOTAL QUALITY MANAGEMENT.
___ OTHER __________________________

7. ARE YOUR COURSES BASED ON ADULT EDUCATION THEORY?
   __ YES  __ NO

IF YES, WHICH THEORY?

___ HUMANISTIC
___ DEVELOPMENTAL
___ OTHER, SPECIFY __________________________
8. HAVE ANY OF YOUR INSTRUCTORS HAD FORMAL EDUCATION IN ADULT EDUCATION THEORY?

____ YES    ____ NO

IF YES, WHAT?

IF NO, WHAT CRITERIA DO YOU REQUIRE THAT IDENTIFIES THEIR ABILITY TO TEACH ADULTS?

9. DO THE MANAGEMENT COURSE USE MOSTLY LECTURE FORMAT?

____ YES    ____ NO

10. DO THE MANAGEMENT COURSES INCLUDE:

USE OF A POSITIVE ROLE MODEL?  ____ YES    ____ NO
TIME FOR SKILL PRACTICE?  ____ YES    ____ NO
TIME FOR GIVING AND TEACHING FEEDBACK SKILLS?  ____ YES    ____ NO

11. IS THE PARTICIPANT ALLOWED SOME DECISION IN COURSE STRUCTURE?

____ YES    ____ NO    IF YES, WHAT?

12. DO YOU USE A PURCHASED PROGRAM?  ____ YES    ____ NO

IF YES, WHAT PROGRAM/S?

13. HOW DO YOU EVALUATE WHETHER THE PARTICIPANTS INCORPORATE WHAT THEY LEARN INTO THEIR WORK?

IF YOU WOULD LIKE A COPY OF THE RESULTS OF THIS SURVEY, INCLUDE YOUR ADDRESS HERE.
SECTION FOUR

THEORY
"Learning disabilities are tragic in children, but they are fatal in organizations," states Peter Senge. Lack of management training can be a major part of that learning disability. Health care being a service industry is people intensive. Management training is imperative. However, all the management training in the world cannot help if the managers do not know how to apply what they learn. In health care, the people responsible for the education of the staff are, in most cases, registered nurses. These nurses were promoted into education for any number of reasons from ability to interact with staff, ability to work with students, being an expert in their specialty area within nursing, to they were the only ones who would take the job. In the health care industry, specifically hospitals, fifty percent or more of the staff is in nursing services. So administrators rationalize that a nurse should manage the education department since the majority of the staff they will educate is nursing staff.

These education managers provide education and training for adults. Does being an adult and a nurse provide the skills to teach adults? Some nurse educators are lucky enough to be directed into teaching credential courses, and this leads to some exposure to adult education theory. However, exposure to adult education theory is not enough to provide the basis needed to incorporate these theories into practice.

These nurse educators are asked to develop management education programs. With only exposure to adult education theory, these management programs cannot incorporate the theories needed to allow for skill transference from these management education programs. The majority of the management education attended is of the seminar type, where theory is presented.
Presenting theory does not insure that these managers know how to put those theories or concepts into practice.

These leads to the hypothesis that there will be not statistically significant relationship between the hospital management programs that state they incorporate adult education theory and hospital management programs that do not use adult education theory using simple Chi Square analysis at the 0.05 level.

BACKGROUND/DEMOGRAPHICS

In order to test this hypothesis, a thirteen question survey was sent to fifty (50) hospital based education managers in the counties of San Bernardino, Riverside, Orange, and Los Angeles. The return rate was fifty (50) percent. The hospital size ranged from eighty (80) beds to six hundred and six (606) beds with the mean being two hundred and twenty-eight (228) beds. Hospital size is based on the number of licensed beds. This does not mean that all these beds are occupied. Hospital census ran from forty (40) percent to eighty (80) percent in 1991, rarely are hospitals filled to the capacity.

The number of instructors in the department varied according to the size of the hospital. The range was from one (1) to twenty-one (21) with a mean of four (4), a median of three and a half (3.5), and a mode of five (5). The number of instructors teaching management ranged from zero (0) to ten (10), with a mean of one and a third (1.3), a median of one (1), and a mode of one (1).

Chart 4.1 identifies the results of the demographic information obtained from the survey,
which includes a breakdown of the instructional formats used and the percentage of outside instructors utilized to teach the management courses.

**CHART 4.1 DEMOGRAPHICS/FORMAT**

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management courses offered/yr.</td>
<td>5.5</td>
<td>2.0</td>
<td>1.0</td>
<td>8.58</td>
</tr>
<tr>
<td>Length of course in hours.</td>
<td>16.96</td>
<td>12.0</td>
<td>24.0</td>
<td>16.68</td>
</tr>
</tbody>
</table>

**COURSE FORMAT**

<table>
<thead>
<tr>
<th>Format</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMINAR</td>
<td>76%</td>
</tr>
<tr>
<td>WEEKLY</td>
<td>36%</td>
</tr>
<tr>
<td>OTHER</td>
<td>36%</td>
</tr>
</tbody>
</table>

**USE OUTSIDE INSTRUCTORS**

73%

Chart 4.2 identifies the topics and the percentage of the hospital management programs that include these topics as part of the program.
CHART 4.2 MANAGEMENT TOPICS

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANNING</td>
<td>68%</td>
</tr>
<tr>
<td>ORGANIZING</td>
<td>64%</td>
</tr>
<tr>
<td>DIRECTING</td>
<td>56%</td>
</tr>
<tr>
<td>CONTROLLING</td>
<td>56%</td>
</tr>
<tr>
<td>INTERACTION</td>
<td>72%</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td>68%</td>
</tr>
<tr>
<td>TQM</td>
<td>48%</td>
</tr>
</tbody>
</table>

The survey identified subtopics under each of these headings. These subtopics were:

PLANNING…includes budget, goals, and objectives.

ORGANIZING…includes position descriptions, assignments, and time management.

DIRECTING…includes selection and orientation of new staff, and scheduling.

CONTROLLING…includes policies, standards of performance, safety, and budget.

INTERACTIONS…includes coaching, counseling, discipline, training and communications.

LEADERSHIP…includes management styles.

TQM (TOTAL QUALITY MANAGEMENT)…includes project teams and team building.

The conclusions from these findings indicates that hospitals emphasize the interaction, planning and leadership components of management, while the directing, controlling, and total
quality management receive less attention. Total Quality Management (TQM) is just now gaining attention at the hospital level, which could be the reason for it receiving a forty-eight (48) percent. The majority of hospital chief executive officers are moving toward TQM, not out of a firm belief in the theory, but because the national accrediting body for hospitals, Joint Commission on Accreditation of Healthcare Organizations (JCAHO), is requiring this movement over the next four years in order to be accredited by them as a hospital. (AMH, 1992) Accreditation is directly tied to the bottom line. If you are not accredited the government may deny you medicare funds, and many private pay and health maintenance insurance providers will not allow their clients to utilize the hospital unless it is accredited. This is a monumental task for JCAHO, and a concern that surfaces from this approach is whether cultural change within an organization can be effective if mandated.

ADULT EDUCATION THEORY

Question seven (7) on the survey asked whether the courses were based on adult education theory and if yes which theory. Three categories were listed: Humanistic, developmental, and other.

Fifty-eight (58) percent of those who responded yes to using adult education theory as a basis for management programs checked the developmental category, thirty-two (32) percent checked the humanistic category, and ten (10) percent checked other. The survey requested that respondents checking the other category specify what adult education theory was utilized as part of their management course. Responses cited the use of Benner’s Levels of Professional Development, behavior modeling, and a combination of humanistic and developmental theories.
as the basis for their courses. As these categories were not defined in the survey, a telephone interviews was completed on five of the respondents. During the interview, humanistic theories and developmental theories of adult education were defined for the interviews.

The humanistic theories assume that there is a natural tendency for people to learn, and that learning will flourish if nourishing, encouraging environments are provided. (Rogers, 1986) Humanistic theory means providing multiple options of resources and materials; make them freely available to everyone; help learners think through what they want to learn and how they want to learn it; and make few value judgments about the quality of the learning experience.

The developmental theories present the various stages and phases of human development as an inevitable unfolding of predetermined patterns. These theories subscribe to four basic presuppositions: (1) each stage of development is an integrated whole, (2) a particular stage is integrated into the next stage and finally replaced by it, (3) each individual acts out his own synthesis, he does not merely adopt a synthesis provided by family or society, and (4) the individual must pass through all previous stages before he can move onto the next stage. (Cross, 1981)

All five of those interviewed, four of whom had checked developmental and one checked humanistic, decided that they were not using either of these categories, but, in fact, were using the behaviorist theory. Their programs utilized the following characteristics:

1. Specific, measurable objectives in behavioral terms,

2. Learning tasks were designed in relation to these objectives,

3. The materials provided a means for immediate feedback.
However, the other four characteristics of the behaviorist theory were not utilized:

1. Content must be broken into small steps which are easy to master,
2. The subject matter and activities adhere to a set sequence and process conducive to mastery,
3. The successful completion of each step must provide its own rewards or incentives,
4. The responsibility for ensuring that learning takes place must rest with the materials themselves as learning instruments and not with any instructor. (Cross, 1981)

The survey findings in Chart 4.3 illustrate the analysis that lead to the conclusion that neither humanistic or developmental theories were utilized as the basis for the management programs.

**CHART 4.3 SURVEY ANALYSIS**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mostly lecture format is used in programs.</td>
<td>60%</td>
</tr>
<tr>
<td>2. Positive role model is part of the program.</td>
<td>76%</td>
</tr>
<tr>
<td>3. Skill practice is incorporated in the program.</td>
<td>56%</td>
</tr>
<tr>
<td>4. Participant receives immediate feedback.</td>
<td>80%</td>
</tr>
<tr>
<td>5. Participant is allowed some decision in the course structure.</td>
<td>20%</td>
</tr>
</tbody>
</table>
The twenty (20) percent marking yes for allowing participants some decision in the course structure, mainly, allowed participants to decide day of week or time of day for course to be presented.

The humanistic theory, drawn from the work of Malcolm Knowles, identifies that the activity of facilitating learning is essentially collaborative with strong emphasis on learners and teachers negotiating objectives, methods and evaluation criteria. Humanistic theory sees adult education as a democratic, cooperative venture; a partnership rather than an authoritarian transmission of information. (Brookfield, 1988) This did not occur in the twenty (20) percent responding yes to allowing participants some decision in the course structure.

HYPOTHESIS

Chart 4.4 presents the simple Chi Square analysis of the hypothesis presented at the beginning of this paper. Simple Chi Square (X) is a non parametric statistical test that is used when the research data are in the form of frequency counts.
CHART 4.4 CHI SQUARE ANALYSIS

The Phi Coefficient (QPhi) is an indicator of the degree of relationship between the two variables.

The hypothesis that there will be no statistically significant relationship between the hospital management programs that state they incorporate adult education theory and hospital management programs that do not claim to use adult education theory at the 0.5 level has been rejected based on the Chi Square result of 5.94. This result identifies that there is a statistically significant relationship, and the Phi Coefficient of 0.487 indicates that a moderate degree of relationship exists.

In statistics, relationship does not mean causation. In this sample the hospital management education programs utilized a few aspects of adult education theory whether or not the instructor had received formal education in adult education theory. Did the instructors
without formal adult education theory design management courses based on courses they had attended? This question was not asked on the survey, therefore, it remains unanswered.

Out of all of the respondents only one identified that competency-based management education was utilized. Even though fifty-six (56) percent checked that skill practice was incorporated as part of the program, only one hospital educator identified under the question, "how is evaluation done on whether participants incorporate what they learn into their work?", that it was based on attaining identified competencies. Chart 4.5 identifies the types and frequencies of the evaluation of learning retention from the surveys.

CHART 4.5 FREQUENCIES OF THE EVALUATION OF LEARNING RETENTION

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>MEAN</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is it possible to identify a set of skills that are associated with management success?</td>
<td>4.15</td>
<td>.780</td>
</tr>
<tr>
<td>2. Management educators can teach managerial competencies in their management classes.</td>
<td>3.90</td>
<td>.768</td>
</tr>
</tbody>
</table>

Since it has been confirmed that it is possible to identify a set of skills that are associated with managerial success and that these skills can be taught in a classroom, it is only logical that a necessary component of management courses would be competency attainment on the part of the participants.
CONCLUSION

Assuming that the hospital based educators polled in this survey represent the normal population for hospital based educators, the survey has identified that the majority of management programs at the hospital level contain only the beginning aspects of adult education theory. These aspects are taken from the behaviorist theories. The aspects of adult education theory incorporated in these management courses are those mandated by state accrediting bodies in order to be allowed to provide continuing education credit for licensure to those attending, such as behavioral objectives and content that follows the objectives. The survey has validated an assumption that hospital based management programs have not utilized the aspects of adult education theory that stimulate the adult to incorporate the learning into practice.
CURRICULUM

INTRODUCTION

This section will outline the curriculum for four (4) modules on interpersonal management skills for hospital managers. The first part will discuss the application of Adult Learning Theories. This will be followed by the four (4) modules: Module 1-TOTAL QUALITY MANAGEMENT, Module 2-PERFORMANCE EXPECTATIONS/PERFORMANCE REVIEW, Module 3-PERFORMANCE PROBLEMS AND FOLLOW-UP, and Module 4-THE MANAGER AS A TEACHER/FACILITATOR.

APPLICATION OF ADULT LEARNING THEORIES

It is now time for a decision on whether to use the adult learning theories. There are several choices: (1) ignore the theories, (2) pick one theory and go with it all the way, or (3) take the best of all the theories. An option for the first choice is unrealistic. There are assumptions, concepts, and principles behind everything we do. An option for the second choice is a viable one, however, with it comes other decisions, such as how does the theory fit into my own philosophy and that of the organization where I teach, is this theory in congruence with my long range goals, and what is the complexity of the learning I will be teaching. The third option can provide a wider view of the problems and facilitations to be expected. It does have the risk of ending up with a hodgepodge and not knowing what you are doing.

A number of authors refer to the application of adult learning theory as facilitating. The vision of adult education assumes the equality of teachers and learners; therefore, facilitators usually are described in terms that imply they will assist rather than direct learners. Facilitators
are sometimes described as andragogues who treat adult learners in a way very different from
the way they would treat children. (Knowles, 1984)

Stephen Brookfield has taken the different theories and described the application of them
in the form of paradigms. The behaviorist paradigm, derived from Skinner, deals with
competency-based adult education. The assumption behind this paradigm is that the teacher’s
role is to ensure that learners attain previously defined learning objectives, which are described
in terms of clearly observable behavioral outcomes. Activities are sequenced so that learners
move through a series of carefully designed, progressively complex operations. The learning
is evaluated by the extent that the defined objectives are achieved. This paradigm is applied best
where the objectives can be judged according to commonly agreed upon criteria, and where there
is a clear imbalance between teacher’s and learner’s area of expertise. Examples of this might
be: learning a computer, learning to operate a piece of equipment, learning to play golf, or
learning to give an injection. This type of learning is not as successful in contexts which
learners are problem solving, developing insight or questioning their assumptions. (Brookfield,
1988)

The humanistic paradigm is the predominant paradigm within the literature in the United
States, and is drawn from the work of Rogers, 1961; Maslow, 1968; and Malcolm Knowles,
1984. (Brookfield, 1988) The activity of facilitating learning is essentially collaborative, with
strong emphasis on learners and teachers negotiating objectives, methods, and evaluative criteria.
Teachers respect the integrity of learners and grant learners interest. It demands a great deal
of validity. The humanistic paradigm sees adult education as a democratic, cooperative venture;
a partnership rather than as an authoritarian transmission of information.
Brookfield (1988) writes, "a danger inherent in this conceptualization is the tendency to think that all educational encounters should resemble a trouble-free voyage along a smoothly flowing river of increasing self actualization, with no whirlpools or eddies of conflict, self-doubt, anxiety, or challenge. In reality, facilitating learning is often the educational equivalent of white water rafting." In other words, at times, agreement is reached on matters of interpretation, on curriculum, or on acceptable methods. At other times, there are major disagreements on these issues.

In the application of adult learning theories, a teacher must also take into account the three modalities that people utilize: visual, auditory, and kinesthetic. A modality can be defined as a sensory way of processing information. (Wilder, 1990) When developing education activities, a teacher/facilitator must build in activities to interest all three modalities.

A large percentage of the population is visually inclined. These people need to see the whole picture externally or be able to visualize it in their mind. Until they see this picture, they have a hard time paying attention. Some of the typical phrases visual people utilize are: I can plainly see, In view of, we do not see eye to eye on this, it isn’t clear to me what you are trying to say, I can picture this, and I get the picture.

Those people operating from the auditory modality hear words, tones, and sounds. If a presenter does not have an agreeable voice tone, this person has an almost impossible time listening no matter how interesting the content. Auditory people like to hear all the facts. The phrases they typically use are: clearly expressed, your description in detail, I have voiced my opinion, tell me, let’s talk, and hear what I say.
The kinesthetic person processes information in the learn by doing mode. This person needs to get a feel for the situation. "If you tell me, I may listen. If you show me, I may understand. If you involve me, I will learn." (Wilder, 1990) Some of the phrases the kinesthetic person is heard saying are: slipped my mind, it's a hassle, boils down to, keep your nose to the grindstone, I have a gut feeling about this, I just do not sense what you mean, and feels right to me.

There is not value judgment attached to the modalities. They are simply ways people represent and process information. Educators of adults can make an activity effective or ineffective by the inclusion or exclusion of one or more these modalities.

MODULE EXPLANATION

The following modules outline four interpersonal management skills programs for a management instructor to utilize. An educator with some background in adult education theory could utilize these curriculums as is or modify them to their organization. The content of handouts for participants is outlined in each curriculum.

The curriculum was designed to incorporate the behaviorist and humanistic paradigms as well as the three modalities that people utilize to process information.
MODULE ONE
TOTAL QUALITY MANAGEMENT

MODULE DESCRIPTION
This module takes four (4) hours and covers the concepts of Total Quality Management (TQM) and problem solving.

PERFORMANCE EXPECTATIONS
Upon completion of this module the participant will be able to:

1. Discuss the basic concepts of corporate culture and shared vision.
2. Identify and implement two problem solving processes.
3. List three components of Total Quality management or TQM.
4. Describe a learning organization.

COMPETENCY VERIFICATION
Successful completion of the module will be identified by participation in the group activities.

MATERIALS PROVIDED
Module workbook
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>Review of objectives/explanation of workbook. Ask participants for their objectives for the module.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>SELFDISCLOSURE ACTIVITY</td>
<td>Game—5 minutes</td>
</tr>
<tr>
<td>Give out the exercise See Figure 5.1. After they have completed the form— Suggest that their answers to question 1 provide clues to how other people view them. Answers to question 2 provide clues to how they view themselves, and answers to question 3 provides a portrait of how they feel about their sensuality. Ask—What degree might this exercise provide valid clues? What are the risks and costs associated with using limited and indirect clues to categorize and describe people.</td>
<td>Discussion.</td>
</tr>
</tbody>
</table>
FIGURE 5.1. EXERCISE/GAME

DIRECTIONS: Answer each of the following questions QUICKLY.

1. Name your favorite color: __________________________________________
   Describe it in three words.

2. If you could pose (safely) for a publicity picture at the San Diego Zoo with the animal of your choice, what would it be?
   ________________________________________________________________

3. My favorite city is: ______________________________________________
   Describe it in three words:
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHARACTERISTICS OF A SUCCESSFUL ORGANIZATION</td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td>The characteristics are:</td>
<td>Transparency</td>
</tr>
<tr>
<td>PEOPLE DO THINGS RIGHT ROUTINELY</td>
<td>Workbook, Page 2</td>
</tr>
<tr>
<td>CUSTOMER NEEDS ARE ANTICIPATED</td>
<td></td>
</tr>
<tr>
<td>GROWTH IS PROFITABLE &amp; STEADY CHANGE IS PLANNED &amp; MANAGED</td>
<td></td>
</tr>
<tr>
<td>PEOPLE ARE PROUD TO WORK THERE</td>
<td></td>
</tr>
<tr>
<td>Management policy needs to be constructed around these 5 characteristics. All require continuous action &amp; monitoring. All are equal in importance and feed on each other.</td>
<td></td>
</tr>
<tr>
<td>TWO GURUS OF TQM—EDWARD DEMING &amp; PHILIP CROSBY.</td>
<td></td>
</tr>
<tr>
<td>DEMING'S FOURTEEN (14) POINTS</td>
<td></td>
</tr>
<tr>
<td>1. Create constancy of purpose for improvement of product and service.</td>
<td>Transparency</td>
</tr>
<tr>
<td></td>
<td>Workbook, Page 3</td>
</tr>
<tr>
<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>2. Adopt a new philosophy; we agree in a new economic age.</td>
<td>Review and clarify.</td>
</tr>
<tr>
<td>3. Cease dependence on mass inspections as a way to achieve quality.</td>
<td></td>
</tr>
<tr>
<td>4. End the process of awarding business on the basis of the price tag.</td>
<td></td>
</tr>
<tr>
<td>5. Find problems. It is management’s job to work continually on the system.</td>
<td></td>
</tr>
<tr>
<td>6. Institute improved means of supervision of production workers.</td>
<td></td>
</tr>
<tr>
<td>7. Institute modern methods of training on the job.</td>
<td></td>
</tr>
<tr>
<td>8. Drive out fear so that everyone can work effectively for the company.</td>
<td></td>
</tr>
<tr>
<td>10. Eliminate slogans and targets asking for increased productivity without providing the method.</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>11. Eliminate work standards that prescribe numerical quotas.</td>
<td></td>
</tr>
<tr>
<td>12. Remove barriers that stand between the hourly worker and his/her right to pride of workmanship.</td>
<td></td>
</tr>
<tr>
<td>13. Institute a vigorous program of educating and retraining.</td>
<td></td>
</tr>
<tr>
<td>14. Create an attitude in top management that will push every day to achieve the preceding thirteen (13) points.</td>
<td></td>
</tr>
</tbody>
</table>

**CROSBY’S FOUR ABSOLUTES**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality means conformance to requirements.</td>
<td>Discussion</td>
</tr>
<tr>
<td>2. Quality comes from prevention.</td>
<td>Transparency</td>
</tr>
<tr>
<td>4. Quality measurement is the price of nonconformance.</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STATEGIES</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>From these points ..what would you say are the main components of TQM? TQM or CQI are the same concept. Both predicated on assumption that continual striving to reach higher &amp; higher standards in every part of business will provide a series of small wins that add up to superior performance.</td>
<td>Discussion...Use white board to write</td>
</tr>
<tr>
<td>The MAIN COMPONENTS OF TQM summarized are:</td>
<td></td>
</tr>
<tr>
<td>Corporate Culture &amp; Shared Vision</td>
<td>Lecture</td>
</tr>
<tr>
<td>Customer Focused</td>
<td>Transparency</td>
</tr>
<tr>
<td>Team Work/Consensus Decision Making</td>
<td>Workbook, Page 4</td>
</tr>
<tr>
<td>Management Commitment</td>
<td></td>
</tr>
<tr>
<td>A Learning Organization</td>
<td></td>
</tr>
<tr>
<td>We will discuss each of these components.</td>
<td></td>
</tr>
<tr>
<td>CORPORATE CULTURE CONSISTS OF:</td>
<td></td>
</tr>
<tr>
<td>1. Shared Vision..a common understanding of organizational purpose &amp; identity..a sense of who we are.</td>
<td>Transparency</td>
</tr>
<tr>
<td></td>
<td>Workbook, Page 5</td>
</tr>
</tbody>
</table>
## CONCEPTS/MAIN POINTS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.</strong> Motivational Faith</td>
<td>a belief in the fairness of leaders &amp; others. A belief in ability of self &amp; organization.</td>
</tr>
<tr>
<td><strong>3.</strong> Distinctive Skills</td>
<td>the silent customs, networks of experts &amp; technology that add up to collective organizational competence.</td>
</tr>
</tbody>
</table>

### GROUP ACTIVITY

How is corporate culture like:
- AN ICEBERG, AN ONION, AN UMBRELLA, AND STICKY GLUE.

### DISCUSSION

An ICEBERG...what you see on the surface is based on a much deeper reality. The visible elements of the culture may be sustained by all kinds of hidden values, beliefs, ideologies, and assumptions... conscious & subconscious.

An ONION...recognize that it has different layers. That each layer has myths, folklore, hopes & dreams.

---

## TEACHING STRATEGIES

- Get into groups of four.
- Allow 5 min.
- Choose a spokesperson.
- Write group answers on the board.
To impact change it is necessary to address and perhaps change the values that lie at the core.

An **UMBRELLA**... look at the overarching values and visions that unite or are capable of uniting the individuals and groups working under the umbrella.

**STICKY GLUE**... see the intangible that holds everything together... the language, the norms, values, rituals, myths, stories and daily routines that form the social glue of the organization... which like all glue sometimes does not stick as well as it might producing a fragmented or divided culture.

**SHARE** **D** **VISION**

Alan Wilkins defines it as: A **SHARE** **D** **VISION** **IS** **A** **FORCE**... A **FORCE** **OF** **IMPRESSIVE** **POWER**.

**IT DERIVES ITS POWER FROM A COMMON CARING.**

<table>
<thead>
<tr>
<th>Discussion</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook, page 6 and white board.</td>
</tr>
</tbody>
</table>
A commonly held definition of company purpose and values can perform three useful functions:

1. **INSPIRATION**...as people feel uplifted by the purpose.

2. **INTEGRATION**...various groups see what they have in common & why they need to cooperate.

3. **FOCUS**...that keeps the organization from drifting into wasteful activity.

**A SHARED VISION HAS FOUR COMPONENTS:**

- A general concept of the business
- A sense of uniqueness or identity.
- A philosophy about employee relations.
- A focus on the external stakeholders.

Who are the external stakeholders for you?

Do you have any questions?
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP ACTIVITY</strong></td>
<td></td>
</tr>
<tr>
<td>Using the concepts we have discussed,</td>
<td>Break into groups of four.</td>
</tr>
<tr>
<td>develop a Shared Vision for this company.</td>
<td>Ten minutes.</td>
</tr>
<tr>
<td>Have each group write their version on a page</td>
<td>Discussion</td>
</tr>
<tr>
<td>of a flip chart.</td>
<td>Transparency</td>
</tr>
<tr>
<td>Ask each group to explain their reasons</td>
<td>Lecture</td>
</tr>
<tr>
<td>behind their shared vision.</td>
<td></td>
</tr>
<tr>
<td><strong>PROBLEM SOLVING APPROACH THAT FOCUSES ON SYSTEMS AND PROCESSES</strong></td>
<td></td>
</tr>
<tr>
<td><strong>HOSSHIN PLANNING</strong></td>
<td></td>
</tr>
<tr>
<td>Designed by Hewlitt Packard. Uses</td>
<td></td>
</tr>
<tr>
<td>acronym..P - D - C - A PLAN - DO - CHECK - ACT.</td>
<td></td>
</tr>
<tr>
<td>PLAN..select an issue, three maximum.</td>
<td></td>
</tr>
<tr>
<td>Write a situation statement, determine</td>
<td></td>
</tr>
<tr>
<td>objectives and goals, identify strategies and owners, establish performance measures,</td>
<td></td>
</tr>
<tr>
<td>review the plan with staff and revise</td>
<td></td>
</tr>
<tr>
<td>accordingly, document final plan, and allocate and negotiate resources.</td>
<td></td>
</tr>
</tbody>
</table>
**CONCEPTS/MAIN POINTS**

<table>
<thead>
<tr>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture continued</td>
</tr>
</tbody>
</table>

DO...communicate the plan and the review calendar to the entire organization. Then implement the plan.

CHECK...conduct periodic reviews, analyze deviations that the review uncovers to discover root causes. Identify where corrective action is necessary.

ACT...implement corrective actions and document results.

Questions?

**CIRCLES OF CAUSALITY**

A Systems Approach by Peter Senge

<table>
<thead>
<tr>
<th>DESIRED WATER LEVEL</th>
<th>INFLUENCES</th>
<th>FAUCET POSITION</th>
<th>INFLUENCES</th>
<th>PERCEIVED GAP</th>
<th>INFLUENCES</th>
<th>WATER FLOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT WATER LEVEL</td>
<td>INFLUENCES</td>
<td></td>
<td>INFLUENCES</td>
<td></td>
<td>INFLUENCES</td>
<td></td>
</tr>
</tbody>
</table>

I set the faucet position, which adjusts the water flow, which changes the water level. As the water level changes, the perceived gap changes. As the gap changes, my hand’s position on the faucet changes again... and so on.
Based on belief that: reality is made up of circles. We have been taught to see straight lines...even in the way we read. Sentence structure..verb, object is a linear view.

Do you agree with this or disagree?

Key to breaking out of the mind set is to see circles of influence rather than straight lines.

Every circle tells a story, and by tracing the cause-effect you can see patterns that repeat themselves and their effect on the situation.

GROUP ACTIVITY

Using the Circle of Causality, decide on a procedure such as doing work schedules and diagram it out as a circle..identify the influences on this procedure.

Allow each group to share their diagram.

A LEARNING ORGANIZATION

LEARNING DISABILITIES

I Am My Position.
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Loyalty to the job causes individuals to lose their own identity. People describe their jobs when asked what they do. Tend to see their responsibilities as limited to the boundaries of their position. When they focus on positions, the emphasis is that people have little sense of responsibility for the results produced when all positions interact.</td>
<td></td>
</tr>
<tr>
<td>2. The Enemy Is Out There. Humans tend to find someone or something outside ourselves to blame when things go wrong. If something goes wrong it must be due to an external force, i.e. the car industry and Japanese competition. Out there and in here are usually part of a single system.</td>
<td></td>
</tr>
<tr>
<td>3. The Illusion Of Taking Charge. Many managers think they are proactive. In most instances, proactivity is reactiveness in disguise.</td>
<td></td>
</tr>
</tbody>
</table>

Lecture continued

Lecture
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers simply become more aggressive in fighting the enemy out there.</td>
<td>Discussion/Transparency</td>
</tr>
<tr>
<td>The Fixation On Events</td>
<td></td>
</tr>
<tr>
<td>People see life as a series of events, and for every event, they think there is an obvious cause. This concern with short-term events distracts us from seeing the long term patterns of change that are behind the events and prevents an understanding of the causes of those patterns.</td>
<td></td>
</tr>
<tr>
<td>The Parable Of The Boiled Frog</td>
<td></td>
</tr>
<tr>
<td>&quot;If you place a frog in a pot of boiling water, it will immediately try to scramble out. But if you place the frog in room temperature water, and don’t scare him, he’ll stay put. Now, if the pot sits on a heat source, and if you gradually turn up the temperature, something very interesting happens. As the temperature rises from 70 to 80 degree F., the frog will do nothing. In fact, he will show every</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>sign of enjoying himself. As the temperature gradually increases, the frog will become groggier and groggier, until he is unable to climb out of the pot.&quot; Why does the frog sit and boil when there is nothing to restrain him? A frog's mechanism for sensing threats to survival is directed at sudden changes not slow gradual processes. Seeing the gradual processes requires being alert to the subtle events as well as the sudden events.</td>
<td>Discussion</td>
</tr>
</tbody>
</table>

**The Delusion Of Learning From Experience**

Direct experience creates learning. Action is taken and consequences of action can be seen. Learning does not take place when consequences of actions are in the distant future or in another part of the organization. This creates a learning dilemma, "Learning is best from direct experience, but the consequences | Lecture |
CONCEPTS/MAIN POINTS | TEACHING STRATEGIES
---|---
of many of the most important decisions are never directly experienced."
Can you give me some examples of decision made in other departments that have had consequences in your department?
The Myth Of The Management Team.
According to Harvard’s Chris Arygris..
"Management teams may function quite well with routine issues, but when they confront complex issues that may be embarrassing or threatening, the teamness seems to go to pot."
THE ELEVEN LAWS OF A LEARNING ORGANIZATION
1. Today’s Problems Come From Yesterday’s Solutions.
Many times managers and organizations need to look at past solutions to other problems for causes to their current problems. A correction to one problem in one area may cause a problem further down the road in another

Discussion

Lecture/Workbook
Tell the participants that the information can be found in their workbooks on pages 9 through 11.
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>area. How many of you have said or heard...I inherited that problem.</td>
<td></td>
</tr>
<tr>
<td><strong>2. The Harder You Push, The Harder The System Pushes Back</strong></td>
<td></td>
</tr>
<tr>
<td>'Competensatory feedback' is the name given by systems thinking for the phenomenon of when well intentioned interventions bring out responses from the system that offset the benefits of the interventions. Organizations often glorify the suffering that ensues from compensatory feedback. When initial efforts fail to produce lasting improvements, the organization pushes harder, faithful to the creed that hard work will overcome all obstacles. At the same time the organization blinds itself to how it contributes to the obstacles.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Behavior Grows Better Before It Grows Worse.</strong></td>
<td></td>
</tr>
<tr>
<td>Many times low leverage solutions actually work for a short term.</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>In complex human typical solution feels great when it first seems to cure the symptoms. There systems there are so many ways to make things look better for a short time. The is improvement, or maybe even the problem seems to disappear. It may be months or years before the problem returns and some other worse problem along with it.</td>
<td>Lecture/Workbook, Page 9-11</td>
</tr>
<tr>
<td><strong>4. The Easy Way Out Usually Leads Back In</strong></td>
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<tr>
<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
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<tr>
<td>5. <strong>The Cure Can Be Worse Than The Disease</strong></td>
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<tr>
<td>Drug abuse and alcoholism start out many times as a solution to stress or some other emotional distress, and gradually this cure becomes worse than the disease. The same is true for easy or familiar solutions, sometimes they are addictive and dangerous. The long term result of applying non systemic solutions is increased need for more and more of the solution. The short term improvements leading to long term dependency phenomenon is called by system’s thinkers, &quot;shifting the burden to the intervenor&quot;. Organizations can shift the burden to consultants or other helpers who make the company dependent on them, instead of training the client to solve problems themselves. Shifting the burden structures identify that any long term solution must strengthen the ability of the system to accept responsibility for its own burden.</td>
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</table>
### CONCEPTS/MAIN POINTS

<p>| | |</p>
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<tr>
<td>6.</td>
<td>Faster Is Slower.</td>
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<td></td>
<td>American business thinks that the best rate of growth is fast, faster, fastest, even though it is known that all material systems have optimal rates of growth. The optimal rate is less than the faster, fastest possible growth. In fact, when growth becomes excessive, the system will compensate by slowing down. This may put the organization’s survival at risk in the process.</td>
</tr>
<tr>
<td>7.</td>
<td>Cause And Effect Are Not Closely Related In Time And Space.</td>
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<tr>
<td></td>
<td>Most people assume that cause and effect are close in time and space. This is the underlying problem of all of the preceding laws of the learning organization. A fundamental characteristic of complex human systems is that cause and effect are not close in time and space. American business has to let go of this notion in order to compete.</td>
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### TEACHING STRATEGIES

Lecture continued
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
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</table>
| **8. Small Changes Can Produce Big Results-But**  
The Areas Of Highest Leverage Are Often The Least Obvious.  
Senge relates, "Some have called system’s thinking the new dismal science.", because it teaches that most obvious solutions don’t work at best they improve matters in the short run, only to make things worse in the long run." (Senge, 1990) Small well-focused actions can sometimes produce significant, enduring improvements if they are in the right place. In systems thinking this is called the principle of leverage.  
High-leverage changes are usually not obvious to most participants in the system because they are not close in time and space to the symptoms of the problem. In order to use high-leverage changes, managers must learn to see systems, underlying structures, rather than events. | Lecture/Workbook, Page 9-11 |
9. **You Can Have Your Cake And Eat It Too- But Not At Once.**

Dilemmas such as committed employees versus competitive labor costs, rewarding individual achievement versus having everyone feel valued, and central versus local control are products of event thinking. They only appear as rigid "Either-Or" choices, because of a concentration on what is possible at that fixed point in time.

10. **Dividing An Elephant In Half Does Not Produce Two Small Elephants.**

The character of a living system depends on the whole. For organizations to understand their most challenging managerial issues requires seeing the whole system. The Sufi Tale of 'The Three Blind Men That Encounter An Elephant' illustrates this law. The Vice Presidents and managers of many companies see the firms problems clearly, but
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<td>they fail to see how the policies and problems of their departments interact with others. The principle of system boundary tells us, &quot;that interactions that must be examined are those most important to the issue at hand regardless of parochial organizational boundaries.&quot; (Senge, 1990) Many time organizations go ahead and divide an elephant in half, and what they get is a mess, not two small elephants. A complicated problem will appear where there is no leverage to be found, because the leverage lies in interaction. Interaction cannot be seen from only looking at one piece of the elephant.</td>
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<td><strong>11. There Is No Blame.</strong></td>
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<td>Systems thinking identifies that there is no blaming of outside circumstances to problems; that the cause of the problem is part of a single system. LOOK AT THE SYSTEMS.</td>
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<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
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</tr>
<tr>
<td>GAME</td>
<td>Transparency</td>
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On a transparency have a large black dot.

Ask the group...What do you see? Ask several of the participants individually. You, indeed, see a black spot, but note that most of you overlooked the large white space surrounding it. In the same way, the context around us is often missed or underestimated. Such as the importance of interpersonal relations. Customers, also, tend to identify small and large blemishes in our service, and they have a right to expect them to be fixed. We, too, need to look for the black spot, but we also need to force ourselves to consider the large white area of equal importance.
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<tr>
<th>CONCEPTS/MAIN POINTS</th>
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<tr>
<td>CLOSURE</td>
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<tr>
<td>Summarize:</td>
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<tr>
<td>CHARACTERISTICS OF A SUCCESSFUL ORGANIZATION</td>
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<tr>
<td>MAIN COMPONENTS OF TQM</td>
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<tr>
<td>CORPORATE CULTURE</td>
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<td>HOSHIN PLANNING</td>
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<td>CIRCLES OF CASUALTY</td>
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<tr>
<td>THE LEARNING DISABILITIES</td>
<td></td>
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<tr>
<td>ELEVEN LAWS OF A LEARNING ORGANIZATION</td>
<td></td>
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<tr>
<td>Ask if there are any questions?</td>
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PERFORMANCE EXPECTATIONS AND PERFORMANCE REVIEW

MODULE 2

MODULE DESCRIPTION

This module takes four hours and covers the concepts in discussing performance expectations with employees and conducting a performance review.

PERFORMANCE EXPECTATIONS

Upon completion of the module, the participant will be able to:

1. Identify the steps in discussing performance expectations.
2. Discuss performance expectations with employees.
3. Identify the phases and steps of the performance review process.
4. Conduct a performance review.

COMPETENCY VERIFICATION

Successful completion of the 2 practicing the process activities.

MATERIALS PROVIDED

Module Workbook
# INTRODUCTION

Effective Performance management is a three phase process:

1. Agreeing on standards
2. Teaching performance/feedback
3. Performance review

This module deals with discussing performance expectations with the employee and giving the performance review.

In order for individuals to do a good job they need to know what is expected of them.

As a manager one of your most important responsibilities is to make sure each employee has a clear understanding of the performance standards for their job.

# EMPLOYEE COMMITMENT

Involving employees in establishing performance standards shows you value their ideas and suggestions.

They will be more committed to achieving or exceeding the standards.

The following will be in a workbook for participants.

---

## TEACHING STRATEGIES

- Have participants read the objectives from the workbook.
- Explain Module is two parts.
- Discussion
- How does this tie into TQM?
### CONCEPTS/MAIN POINTS

Active employee involvement is one of the most important elements of an effective performance system. This participation will:

- eliminate surprises at review time.
- clear up misunderstandings about the process.
- generate ideas for improving work systems.
- encourages timely communications in work related issues.
- encourages a cohesive team attitude.

### COACH

People often are hesitant to "buy in" to any performance review system because they’ve had experiences that were less than positive. With your help, the more employees know about the process and the more involved they are, the easier it will be to gain their trust. In fact, your area will begin to see you as a coach who is willing to provide guidance to help them succeed.

### Do I have the Time?

The time taken for discussing employee expectations can free up your time in the long run because:

- your area will work better as a team

### TEACHING STRATEGIES

Ask participants to read pages 2 and 3 of workbook. Give them 3 minutes.
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
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<tbody>
<tr>
<td>• employees will suggest productivity ideas</td>
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<td>• attendance will improve and tardiness decline</td>
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<tr>
<td>• you will not be spending time handling problems</td>
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<tr>
<td>The benefits of discussing performance standards with employees are:</td>
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<tr>
<td>• expected results are clearly defined</td>
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<td>• there is no doubt about the behaviors and skills expected</td>
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<td>• helps to identify opportunities for improvement</td>
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<td>• employees participate in how they work</td>
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<tr>
<td>• easier to recognize achievement</td>
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<td>• easier to detect and correct problems</td>
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<tr>
<td>• establishes a climate of open communications</td>
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<tr>
<td>It is critical with a new employee to set up time as part of the orientation process and review the performance standards, utilizing the following steps:</td>
<td></td>
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<tr>
<td>1. Explain the reason for the discussion to the employee.</td>
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<tr>
<td>2. Discuss thoroughly each performance standard and encourage employee questions.</td>
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<tr>
<td>3. Clarify and agree on each standard. Have the employee initial each standard. Do not move</td>
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<tr>
<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
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<tr>
<td>forward until you make sure the employee understands, agrees with, and is committed to achieving the standard.</td>
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<td>4. Explain resources that are available and what assistance you will give.</td>
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<tr>
<td>5. Summarize discussion and express confidence in the employee's ability.</td>
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<tr>
<td>Discuss each of the steps. Emphasize these points.</td>
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<tr>
<td><strong>Step 1</strong> Explain the reason for the discussion.</td>
<td>Discussion/Transparency</td>
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<tr>
<td>• the benefits are—the employee knows what to expect</td>
<td>What are the benefits of this discussion?</td>
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<tr>
<td>• you are able to assess performance with more accuracy</td>
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<tr>
<td>• makes employee performance review more fair</td>
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<tr>
<td><strong>Step 2</strong> Discuss thoroughly each performance standard and encourage employee questions.</td>
<td>Discussion/Transparency</td>
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<tr>
<td>• Allows employee to focus on each standard.</td>
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<tr>
<td><strong>Step 3</strong> Clarify and agree on each standard.</td>
<td>Discuss — how do you feel about asking employee what they feel is a reasonable expectation?</td>
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<tr>
<td>You can identify if the employee agrees by saying — &quot;So the standard that we agreed to is — Is that how you see it too?&quot;</td>
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<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
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<tr>
<td><strong>Step 4</strong> Explain resources that are available and what assistance you will give. Make sure your assistance does not entail doing it for the employee.</td>
<td>What type of assistance could you offer?</td>
</tr>
<tr>
<td><strong>Step 5</strong> Summarize discussion and express confidence.</td>
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**SUMMARIZE PART I**

1. Success of your area and the performance system depends on well-defined standards.
2. Be specific.
3. Get employee involvement.

**PART 2 - Performance Review**

**INTRODUCTION**

A typical performance review session. Does this sound familiar?

"It's time for your performance review. Your boss calls you in and hands you a form. That is completed. He/she asks if you have any comments. Since it looks pretty much the same as it did last year, you say no."
Your boss says fine, sign here and I’ll give you your copy. He/she adds—Oh, by the way, next year your review standards will be raised. You don’t feel comfortable enough to ask questions or discuss it further. Meeting is over.” Many of us have experienced this type of review. Many of us conduct this type of review.

Break into groups of 4 and discuss the following questions (in workbook—page 4).

1. What went wrong in this scenario?
2. What problems will probably result?

Allow each group to have one person from the group discuss their conclusions.

Performance review is a task that many find unpleasant and formally evaluating others may be especially difficult. As managers, performance review is a task you have to perform and it should be performed well.

**Purpose of Employee Evaluations**

On a separate flip chart list the following:

**A. THE PURPOSE OF EMPLOYEE EVALUATIONS**

1. To help the employee perform their job more effectively.

<table>
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<td>Your boss says fine, sign here and I’ll give you your copy. He/she adds—Oh, by the way, next year your review standards will be raised. You don’t feel comfortable enough to ask questions or discuss it further. Meeting is over.” Many of us have experienced this type of review. Many of us conduct this type of review.</td>
<td>Discussion Groups. Allow 5 minutes.</td>
</tr>
<tr>
<td>Break into groups of 4 and discuss the following questions (in workbook—page 4). 1. What went wrong in this scenario? 2. What problems will probably result? Allow each group to have one person from the group discuss their conclusions. Performance review is a task that many find unpleasant and formally evaluating others may be especially difficult. As managers, performance review is a task you have to perform and it should be performed well. <strong>Purpose of Employee Evaluations</strong> On a separate flip chart list the following: <strong>A. THE PURPOSE OF EMPLOYEE EVALUATIONS</strong> 1. To help the employee perform their job more effectively.</td>
<td>Discussion. Lecture. Ask group—put answers on flip chart. Review prepared flip chart.</td>
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<tr>
<td>CONCEPTS/MAIN POINTS</td>
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<td>2. To establish performance goals to be considered in future evaluations.</td>
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<td>3. To provide a permanent record of employee performance.</td>
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<td>4. To afford the employee the opportunity to discuss their view of their performance and to raise any questions of concerns that they might have.</td>
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<td>5. To clarify what is expected of the employee.</td>
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<td>6. To require periodic personal communication between the supervisor and the employee.</td>
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<tr>
<td>7. To build a stronger working relationship between the supervisor and the employee. To make the employee aware that their contribution is important.</td>
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<td>8. To provide a basis for salary increases and promotions.</td>
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The Equal Employment Opportunity Commission (E.E.O.C.) requires performance appraisals be (on transparency):
- job related and valid
- based on a thorough job analyses
- standardized for all employees

Lecture.
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</table>
| • not biased against those of any race, color, sex, age, religion or nationality  
• not based on subjective or vague criteria  
• done by managers who have adequate knowledge of the person and the job | Use flip chart to write answers. |
| PERFORMANCE REVIEW PROCESS FLAWS | Have participants break into groups and brainstorm the answer to this question "5 minutes"  
| Why do we dislike performance reviews? Include the following if it is not mentioned.  
• rating factors too subjective  
• hard to keep personalities out of it  
• Don’t want to be "bad guys"  
What complaints do employees have about performance review? Have a prepared flip chart that includes:  
• Manager not prepared  
• Conducts performance review as a lecture  
Getting work done with and through people — that’s really what your job is all about. That’s probably how you’re judged by your manager. When people on your team get results by doing work the way it’s supposed to be done, you’re seen as a good leader. | Give each group a sheet of flip chart paper to write responses.  
When group is done, have them put flip chart on wall with a piece of tape.  
Discuss how their responses compare to the answers you have prepared. |
It all comes down to your employees' performance — what a person achieves and how it's achieved. It's your responsibility to help them, beginning by agreeing on what is most important in the job, helping them work toward a satisfactory level throughout the year, and reviewing their progress. You're about to learn a flexible approach designed to build or enhance the skills you'll need to carry out this responsibility.

Performance management is a process that occurs in three phases: planning, tracking and feedback, and review.

This module deals with performance review process.
The main concerns of the employee are:

**Fairness and Consistency. No Surprises.**

*Fairness*—be honest—evaluate performance not personality.

*Consistency*—rate each employee equally in comparison to the standard.

*No surprises*—feedback should be ongoing. You don’t wait until performance review to bring up a problem that has been going on for 6-8 months.

Performance problems should be addressed immediately—not allowed to wait until performance review time.

**Performance Review Process**

Have them read on Page 5 through 7 of their workbook the following:

**Performance Review Flaws**

- bias of managers against persons they dislike
- low ratings awarded by managers who receive poor ratings themselves
- The "halo effect," in which the overall rating of an employee affects ratings on specific items

<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
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<tbody>
<tr>
<td>The main concerns of the employee are:</td>
<td>Lecture/Transparency or flip chart</td>
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<td><strong>Fairness and Consistency. No Surprises.</strong></td>
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<tr>
<td><em>Fairness</em>—be honest—evaluate performance not personality.</td>
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<td><em>Consistency</em>—rate each employee equally in comparison to the standard.</td>
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<tr>
<td><strong>Performance Review Process</strong></td>
<td>Self-reading.</td>
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<tr>
<td>Have them read on Page 5 through 7 of their workbook the following:</td>
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<tr>
<td><strong>Performance Review Flaws</strong></td>
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<tr>
<td>- bias of managers against persons they dislike</td>
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<tr>
<td>- low ratings awarded by managers who receive poor ratings themselves</td>
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<td>- The &quot;halo effect,&quot; in which the overall rating of an employee affects ratings on specific items</td>
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<td>TEACHING STRATEGIES</td>
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<td>• the 'leniency error.' Some managers rate too high in order to avoid confrontation, to preserve self-esteem, or to ensure that their employees are rewarded. Such bogus ratings often return to haunt managers when they want to fire someone.</td>
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<td>• tendency of some managers to rate high, some to rate low, others to rate everyone alike ('central error')</td>
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<td>• excessive influence of recent behavior, initial impressions, or past ratings on current ratings</td>
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<tr>
<td>• &quot;status effect,&quot; in which employees in higher level jobs are overrated</td>
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<tr>
<td>• &quot;same as me effect,&quot; in which personnel are overrated because of similarity to rater</td>
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<td>• equal importance given to minor criteria (e.g., grooming) as to major criteria (e.g., productivity), unless balanced by complicated weighting schemes</td>
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**PHASE 1 - Preparation**

Advance planning is the key to success
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<tr>
<td><strong>STEP 1</strong></td>
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<td>Get employee input. Not all employees know how they will be evaluated. At the very least, they should have advance notice of the time of the meeting and a copy of the evaluation form. Ask the employee whose performance is being evaluated to prepare a list of new objectives for work improvement, new projects, and career development—including a brief outline of plans to achieve these objectives. The employee should also be prepared to make specific requests for support from you and other managers.</td>
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<td><strong>STEP 2</strong></td>
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<td>Review the employee's personnel file. These records should include:</td>
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<td>• position description and standards of performance</td>
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<td>• continuing education and attendance records</td>
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<td>• commendations, special recognition, or awards</td>
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<td>• incident reports and records of counseling or disciplinary actions</td>
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<tr>
<td>• report of previous performance appraisal</td>
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<tr>
<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
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<tr>
<td>The success of the meeting hinges on your ability to recall job behavior. Because the passage of time clouds memory, you should document special behavior as it occurs. Use a &quot;little black book,&quot; a special form, or copies of pertinent memos.</td>
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<tr>
<td><strong>STEP 3</strong></td>
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</table>
| Review new departmental objectives or anticipated activities that may affect the employee. Provide the employee with a copy of:  
  - the position description  
  - the appraisal form to be used  
  - the Employee Preparation List (see Figure 5.2) | |
| **STEP 5** | |
| Discuss the employee's performance with other observers. | |
| **STEP 6** | |
| Prepare an agenda and set a time and date. | |
| **STEP 7** | |
| Formulate key remarks. Select the exact words to use for introductory statements, to criticize, and to confront defensiveness. Anticipate problems. Be ready to cite specific examples to illustrate your points. | |
FIGURE 5.2 PERFORMANCE PREPARATION LIST

1. Review your position description. List changes since your last performance appraisal. Pencil in any alterations you would like.

2. Review the report of your last performance appraisal. Be prepared to discuss both the objectives that were achieved and those that were not. Prepare a list of new goals and objectives.

3. Review your current continuing education record.

4. Review our performance appraisal form.
   - how do you feel about your performance since the last meeting
   - what changes in procedures, equipment, or cost containment techniques originated from your suggestions
   - what you think has been your most valuable contribution to the organization since your last performance appraisal and what gave you the most satisfaction
   - what is keeping you from reaching your full potential
   - what frustrates you and how this can be alleviated
   - what we can do to help you achieve your goals

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<tr>
<td>PHASE 2 - Performance Review Interview</td>
<td>Self-reading</td>
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The Performance should be scheduled so that both the supervisor and the employee have the time necessary to go over the evaluation. This means that we don’t schedule the review at ten minutes before the end of
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<tr>
<td>the working day. We schedule the review when both parties have plenty of time and neither person has to rush off. The Performance Review is given in private. As the supervisor, we make sure that we are not interrupted during this review—no calls and no one coming in to ask a question.</td>
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<tr>
<td><strong>STEP 1</strong> - Allow the employee to read the written performance review carefully.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 2</strong> - Review and discuss each item with the employee.</td>
<td></td>
</tr>
<tr>
<td>2.1 Use concrete examples</td>
<td></td>
</tr>
<tr>
<td>2.2 Listen and respond with empathy to the employee’s views on their performance</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 3</strong> - Review each job standard. The following questions can be utilized.</td>
<td></td>
</tr>
<tr>
<td>3.1 Duties and Responsibilities</td>
<td></td>
</tr>
<tr>
<td>- Are you doing anything that is not listed in your position description?</td>
<td></td>
</tr>
<tr>
<td>CONCEPTS/MAIN POINTS</td>
<td>TEACHING STRATEGIES</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>• What more would you like to be responsible for?</td>
<td></td>
</tr>
<tr>
<td>• What are you doing that you think should be done by someone else?</td>
<td></td>
</tr>
<tr>
<td>• What assignments do you find most enjoyable? The least?</td>
<td></td>
</tr>
</tbody>
</table>

3.2 Standards of Performance

• Do you understand and accept the standards of performance?

• Should any be raised, lowered, or modified?

3.3 Limits of Authority of Employee

• Has lack of authority been a barrier to your performance?

• Have you earned the right to more authority?

**STEP 4 - Discuss future performance.**

4.1 Employees who leave an appraisal session without new work objectives and an action plan are being shortchanged. Agreement should be reached on new objectives and plans related to:
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• improved performance of routine work. Obviously, this should be based on a needs assessment related to past performance.</td>
<td></td>
</tr>
<tr>
<td>• special assignments or delegated responsibilities</td>
<td></td>
</tr>
<tr>
<td>• career and educational development, with a focus on long-range career goals:</td>
<td></td>
</tr>
<tr>
<td>• What would you like to be doing five years from now?</td>
<td></td>
</tr>
<tr>
<td>• Would you like to be a manager, instructor, researcher?</td>
<td></td>
</tr>
<tr>
<td>• development of a successor (if a manager)</td>
<td></td>
</tr>
<tr>
<td>• development of a better work team (if a manager)</td>
<td></td>
</tr>
</tbody>
</table>

4.2 An ideal performance objective:

• is married to a plan or strategy
• is supported by management
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• is described by the acronym <strong>RUMBA</strong>:</td>
<td></td>
</tr>
<tr>
<td>( R ) = Relevant to work goals of employee and employer</td>
<td></td>
</tr>
<tr>
<td>( U ) = Understandable, clear and specific</td>
<td></td>
</tr>
<tr>
<td>( M ) = Measurable, quantitative</td>
<td></td>
</tr>
<tr>
<td>( B ) = Behavioral, observable change</td>
<td></td>
</tr>
<tr>
<td>( A ) = Achievable</td>
<td></td>
</tr>
<tr>
<td>• provides some challenge</td>
<td></td>
</tr>
<tr>
<td>• starts with the key word <em>to</em>, followed by an action verb and a subject (e.g., &quot;to develop a software program&quot;)</td>
<td></td>
</tr>
<tr>
<td>• specifies a key result to be achieved (e.g., &quot;to develop a software program for inventory control&quot;)</td>
<td></td>
</tr>
<tr>
<td>• specifies a target date for completion (e.g., &quot;a pilot program to be ready by June 1st&quot;)</td>
<td></td>
</tr>
<tr>
<td>• states who will be responsible for what (if more than one person is involved)</td>
<td></td>
</tr>
<tr>
<td>• is willingly agreed to by supervisor and employee</td>
<td></td>
</tr>
<tr>
<td>• is documented in writing</td>
<td></td>
</tr>
</tbody>
</table>

**4.3** Each objective should include a statement that indicates what the employee expects of the superior in order to achieve that goal. Offer your help and that of your staff.
<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance objectives are hollow statements without plans. The following questions are helpful in thinking through and preparing such plans.</td>
<td></td>
</tr>
<tr>
<td>• What factors favor success?</td>
<td></td>
</tr>
<tr>
<td>• What or who represents constraints?</td>
<td></td>
</tr>
<tr>
<td>• How is this to be funded?</td>
<td></td>
</tr>
<tr>
<td>• Who else must approve the plan?</td>
<td></td>
</tr>
<tr>
<td>• Who else will help carry out the plan?</td>
<td></td>
</tr>
<tr>
<td>Are they aware of their role? Are they able and willing to help?</td>
<td></td>
</tr>
<tr>
<td>• Whom does the employee check with on progress, and when?</td>
<td></td>
</tr>
<tr>
<td>• Is the timetable realistic?</td>
<td></td>
</tr>
<tr>
<td>• What indicators will be used to monitor progress?</td>
<td></td>
</tr>
<tr>
<td>• What reports must be prepared?</td>
<td></td>
</tr>
<tr>
<td>• Is there a backup plan?</td>
<td></td>
</tr>
</tbody>
</table>

**PHASE 3 Closing the Interview**

At the end of the performance appraisal interview, you should:

**STEP 1**
Review the high points of the interview

**STEP 2**
Reassure, express confidence, and thank the employee for cooperating. Even when the performance has not been good, you can thank the employee for participating in the meeting.
### CONCEPTS/MAIN POINTS

#### STEP 3

Schedule follow-up sessions, if necessary, to:
- discuss salary
- counsel in more depth
- formulate more detailed plans
- discuss progress in meeting objectives (Do not wait until the next formal performance appraisal.)

Briefly review the Phases and Steps—use transparencies.

The form essentials of performance appraisals are represented by thinking \textit{REEF} (on flip chart).

- \textit{R} = Review and clarify expectations
- \textit{E} = Evaluate performance
- \textit{E} = Express appreciation for the employee's contributions and effort
- \textit{F} = Future planning may be based on the performance appraisal

### PRACTICING THE PROCESS

Each of you are expected to practice the steps in each process.

The practice for "Discussing Performance Standards" needs to be done in your department.

In your workbook on page 8 is the form you will need to complete and turn in to me within 20 days of completion of this module. (Form is at end of module)

### TEACHING STRATEGIES

- Lecture/Discussion.
- Discussion.
## CONCEPTS/MAIN POINTS

<table>
<thead>
<tr>
<th>PRACTICE FOR PERFORMANCE REVIEW</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Break into groups of 4.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Using the hospital performance evaluation, think of an employee you will have to evaluate. Evaluate this person on the first 5 standards.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Prepare to give the performance review using the steps outlined. The worksheet in your workbook can be used (pages 9-11).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Each person will take turns being the one giving the performance review.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>One of the other members of the group will be the employer. As the manager you will need to brief the person being the employee on how you want them to play the part.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The other 2 members will act as observers. At the end of each person’s practice, the observers and the employee are to give feedback to the manager.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The feedback must be in the form of APB’s, alternative positive behaviors such as: &quot;The way you handled Step 3 was good. In order to emphasize it more I might have——&quot;</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Circulate among groups to answer questions and make sure process is followed. After 50 minutes tell them they have 10 minutes to finish.</strong></td>
<td></td>
</tr>
</tbody>
</table>

## SUMMARIZE MODULE

| Using transparencies of the steps in performance expectations and performance review briefly summarize. On the last page of workbook is a list of strategies for overcoming employee concerns at time of performance review. | 10 minutes Lecture Self-reading Page 12 of workbook. |
PERFORMANCE EXPECTATION DISCUSSION

STEP 1 - Explain the reason for the discussion.

<table>
<thead>
<tr>
<th>Benefits to Employee</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Knows what to expect</td>
<td></td>
</tr>
<tr>
<td>- Performance evaluation more fair</td>
<td></td>
</tr>
<tr>
<td>- More accurate</td>
<td></td>
</tr>
</tbody>
</table>

STEP 2 - Discuss thoroughly each performance standard and encourage employee questions.

STEP 3 - Clarify and agree on each standard

<table>
<thead>
<tr>
<th>Benefits to Employee</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Have employee initial each standard</td>
<td></td>
</tr>
<tr>
<td>- do not move forward until employee understands, agrees with and is committed to achieving the standard</td>
<td></td>
</tr>
</tbody>
</table>
PERFORMANCE EXPECTATION DISCUSSION

STEP 4
Explain resources that are available and what assistance you can give.

STEP 5
Summarize discussion and express confidence in the employee’s ability.
PERFORMANCE REVIEW WORKSHEET

PHASE 1 Preparation

STEP 1 - Employee Input

Meeting time scheduled for date_______________time__________

—employee has been asked to prepare a list of new objectives for:

- Work improvement
- Career Development
- Employee Prep list given

STEP 2 - Review the employee’s personnel file.

STEP 3 - Review new department objectives or new activities that may affect the employee.

STEP 4 - Provide employee with a copy of position description and evaluation.

STEP 5 - Discuss employee’s performance with_____________________________

STEP 6 - Prepare an agenda and set a time and date.

STEP 7 - Key Remarks.
PERFORMANCE REVIEW WORKSHEET

PHASE 2  Performance Review
STEP 1 - Allow employees to read review.

STEP 2 - Review and discuss each item with the employee.
   Key Points:

STEP 3 - Review each job standard.
   Questions I might use?

STEP 4 - Discuss Future Performance
   R
   U
   M
   B
   A

PHASE 3  Closing the Interview
STEP 1 - Review the High Points

STEP 2 - How Will I Reassure and Express Confidence

STEP 3 - Follow-up Session if Necessary
   When______________  Where______________  Time______________
STRATEGIES FOR OVERCOMING EMPLOYEE CONCERNS

To help you prepare for discussing expectations with your employees, here are some common concerns and the "strategy" within this program that will help you overcome each:

- "My job can't be measured."
  "By working together, we'll be able to come up with ways to measure many aspects of your job. We'll also develop clearly worded statements that will indicate what behaviors make up acceptable (unacceptable or excellent) performance."

- "I already know what to do!"
  Although you know your job better than anyone and know what to do, it's important that we focus on how to do it. There are specific behaviors I'd like you to use to make sure you succeed."

- "Things change too much around here for me to agree on specific expectations."
  "We'll be setting expectations that are controllable and realistic, and then we'll meet periodically to review them. If adjustments to the expectations are needed, we'll make them."

- "I work on a team. I can't be held personally responsible."
  "We'll work together to set expectations that are within your control."

- "It's all subjective. It's just our opinion anyway."
  "We'll work together to establish objective tracking methods that are agreeable to both of us."

- "I don't have enough time now to do my work; don't take me away from it."
  "The performance management process will help you make better use of your time because you'll know exactly what's expected and how to do it."
PERFORMANCE PROBLEMS AND FOLLOW-UP

MODULE 3

MODULE DESCRIPTION

An employee develops a performance problem and the supervisor must take action. This four hour module covers planning and conducting a performance discussion with the employee. The module is limited to eight (8) participants per instructor.

PERFORMANCE EXPECTATIONS

Upon completion of this module, the participant will be able to:

1. Identify when to take action on work behaviors.
2. Plan and conduct a performance discussion.

COMPETENCY VERIFICATION

The participant must complete a Practicing the Process Activity.

MATERIALS PROVIDED

Module Workbook
## PERFORMANCE IMPROVEMENT AND FOLLOW-UP

<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td><strong>LECTURE/DISCUSSION</strong></td>
</tr>
<tr>
<td>Review of objectives. Ask participants what their objectives are for this module. Relate the process for this module.</td>
<td>Write participants objectives on a flipchart.</td>
</tr>
<tr>
<td><strong>THEORY</strong></td>
<td>Lecture</td>
</tr>
<tr>
<td>Success as a manager depends on employees pulling together to &quot;Do it right the first time&quot;.</td>
<td></td>
</tr>
<tr>
<td>Action must be taken immediately when an employee's on-the-job behavior: falls below expected quantity or quality, negatively affects the individual's output or the output of others, violates organizational policies or procedures, or becomes too annoying or offensive to overlook.</td>
<td></td>
</tr>
<tr>
<td><strong>TWO TYPES OF PERFORMANCE PROBLEMS</strong></td>
<td></td>
</tr>
<tr>
<td>Quality/quantity and Work Habits. Quality and quantity deal with performance issues, such as not completing work or not doing the work in a manner that meets the standard.</td>
<td></td>
</tr>
</tbody>
</table>
### PERFORMANCE IMPROVEMENT AND FOLLOW-UP

<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>with issues such as tardiness and absenteeism. Emphasize these points...YOU MUST TAKE ACTION...as a supervisor, you must take action when an employee is underperforming. Your job is to get the work done through others; you can’t afford to let poor performance continue. <strong>BE PREPARED FOR FUTURE ACTION</strong>...before you go into this meeting with the employee, consider your course/s of action should the employee not correct the problem. If you don’t feel the problem, left unresolved, is serious enough to eventually require disciplinary action, then it’s not serious enough to have this discussion. <strong>THE EMPLOYEE MUST WANT TO IMPROVE</strong>...The key to this discussion is to get the employee to want to correct the situation so that he/she is willing to work toward improvement. <strong>FOCUS ON THE PROBLEM</strong>...to reduce defensiveness, focus the discussion on the...</td>
<td>Write participant responses on flip chart. Lecture with transparency.</td>
</tr>
</tbody>
</table>
PERFORMANCE IMPROVEMENT AND FOLLOW-UP

<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>problem, not on the employee. Avoid &quot;YOU&quot; statements.</td>
<td>Lecture with transparency continued.</td>
</tr>
<tr>
<td><strong>DEFINE THE PROBLEM</strong>...the performance has fallen below the defined quality or quantity, it affects the employee’s output, it violates company policy or procedures, it has become too annoying or offensive to overlook.</td>
<td></td>
</tr>
<tr>
<td><strong>ADDRESS THE PROBLEM EARLY</strong>...performance problems and poor work habits take time to develop. Whenever possible take action as soon as you see indications of problems. The earlier you address the issue, the easier it will be to get the employee to correct the problem. Don’t be discouraged, however, if you encounter an employee with a long-standing poor performance or work habit, it will just require more time, effort and patience. Have the participants read pages 2 through 5 in their workbooks. The following is in the workbook.</td>
<td></td>
</tr>
</tbody>
</table>
### CONCEPTS/MAIN POINTS

The following steps provide you with a process that will make these discussions easier for you and fair and consistent for your employee.

**STEP 1. DESCRIBE IN DETAIL THE PERFORMANCE PROBLEM YOU HAVE OBSERVED...** Be specific and concise. Focus on the behavior, not the employee. The discussion is a sensitive one. Focus your comments on the problem behavior, and not on the employee’s personality or attitude. It is important that you have actually observed or verified the performance problem...don’t rely on hearsay.

**STEP 2. ASKS FOR REASONS AND LISTEN TO THE EXPLANATION...** Avoid judgment, remember there are two sides to very story. Give the employee the opportunity to explain why. The employee may have valid reasons you weren’t

### TEACHING STRATEGIES

Self-paced reading by participants.

Self-paced reading continued.
PERFORMANCE IMPROVEMENT AND FOLLOW-UP

<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>aware of. Listen openly, without making judgments, and respond with empathy to show you understand the employee’s concerns. Clarify facts. Your objective is to bring out all known facts about the performance problem.</td>
<td>Self-paced reading continued.</td>
</tr>
</tbody>
</table>

**STEP 3. INDICATE THAT THE BEHAVIOR MUST CHANGE AND ASK FOR IDEAS FOR SOLVING THE PROBLEM...** Be understanding, yet firm. Stress that correcting this behavior is not negotiable...it is not a question of "if", but "how" and "by when" the employee will solve the problem. The employee will try harder to remedy the problem if you ask for his/her ideas. Listen to each idea without evaluating it. You want the employee to come up with as many potential solutions as possible.

**STEP 4. DISCUSS EACH IDEA...** Discuss pros and cons and offer help if appropriate. Find out as
**PERFORMANCE IMPROVEMENT AND FOLLOW-UP**

<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>much as you can about each idea, and then with the employee evaluate the pros and cons of each. Show the employee that you realize that it’s not always easy to change a behavior.</td>
<td>Self-paced reading continued.</td>
</tr>
<tr>
<td><strong>STEP 5. AGREE ON SPECIFIC ACTION TO BE TAKEN</strong>...use the employee’s ideas. Once you’ve discussed each of the ideas, you are ready to turn over responsibility for correcting the problem to the employee. Encourage with the employee the ideas that offer the best chance to correct the behavior.</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 6. SET A SPECIFIC FOLLOW-UP DATE</strong>...setting a specific follow-up date is important. It shows that you plan to check progress. Express confidence that the employee can correct the problem, if appropriate. Be sincere, if you cannot express this confidence with sincerity, do not express it at all.</td>
<td>Discuss each step briefly, ask if there are any questions. ROLE PLAY...Instructor and a volunteer, see role play scenario at end of module.</td>
</tr>
</tbody>
</table>
**PERFORMANCE IMPROVEMENT AND FOLLOW-UP**

<table>
<thead>
<tr>
<th>CONCEPTS/MAIN POINTS</th>
<th>TEACHING STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE ROLE MODEL</strong></td>
<td>Role Play scenario on page 6 of workbook. Instructor will</td>
</tr>
<tr>
<td>Explain to the participants that they</td>
<td>be the manager. Purpose of role play is to provide a</td>
</tr>
<tr>
<td>will now see a role play of a performance</td>
<td>positive role model. Prepare participant to role play as</td>
</tr>
<tr>
<td>problem situation.</td>
<td>an employee with a problem. Can develop and use a video</td>
</tr>
<tr>
<td>Ask participants to take notes during</td>
<td>to replace this part.</td>
</tr>
<tr>
<td>the role play.</td>
<td></td>
</tr>
<tr>
<td>Tell them to record specific dialog that</td>
<td></td>
</tr>
<tr>
<td>identifies effective use of the steps.</td>
<td></td>
</tr>
<tr>
<td><strong>CONCLUSION OF ROLE PLAY</strong>...review</td>
<td></td>
</tr>
<tr>
<td>each of the steps and ask participants</td>
<td></td>
</tr>
<tr>
<td>to share the dialog that they identified</td>
<td></td>
</tr>
<tr>
<td>for that step.</td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICING THE PROCESS</strong></td>
<td></td>
</tr>
<tr>
<td>Tell the participants that they will</td>
<td></td>
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<tr>
<td>now practice this process themselves in</td>
<td></td>
</tr>
<tr>
<td>groups of four. Explain that the goals</td>
<td></td>
</tr>
<tr>
<td>of this practice are: to increase their</td>
<td></td>
</tr>
<tr>
<td>skill and confidence in using the process, and to provide a safe, comfortable time to practice. It, also, helps to develop feedback skills.</td>
<td></td>
</tr>
<tr>
<td><strong>EXPLAIN HOW THE PRACTICE WORKS</strong>...Break into groups of 4. Each person will have the opportunity to be the supervisor. Tell participants</td>
<td></td>
</tr>
</tbody>
</table>

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that the practice scenarios are in workbooks on pages 7 & 8. Each of the group will take turns being the employee. Tell the group that when they are not the supervisor or the employee, they are the observers. As observers they are to take notes on the dialog used by the supervisor. At the completion of each practice, the observers are to give feedback to the supervisor. The feedback must be in the form of APBs as discussed in Module 2. APBs are ALTERNATIVE POSITIVE BEHAVIORS.

**SUMMARY:** From a transparency, summarize the steps for this module, and emphasize the necessity of preparation whenever you are having a discussion with an employee concerning performance. Emphasize, also, that consistency and fairness are critical to this module.
PERFORMANCE IMPROVEMENT AND FOLLOW-UP

ROLE PLAY SCENARIO

MANAGER: Brad Brown has been in your department for 5 years. Brad deals competently with his duties. Lately he has been rude to fellow staff members and to clients. Yesterday, a client registered a complaint about Brad’s rudeness. You noticed that staff members are avoiding Brad.

EMPLOYEE: Brad Brown. You feel you have been a very good employee, but it seems there is no where for you to go with the organization. Also, you are tired of helping everyone else, so that it, now, seems to be taken foregranted.
PERFORMANCE IMPROVEMENT AND FOLLOW-UP
PRACTICE THE PROCESS SCENARIOS

SCENARIO #1. Wimpy Willow is a supervisor in your department. On two occasions you have observed that Wimpy did not take action when a staff member refused to do what Wimpy requested them to do. Wimpy is a caring, nice person and has good work habits.

SCENARIO #2. Kris Kringle, a clerk in your department, has been with the company for two years. Kris has been a good employee. In the last two weeks, you have observed that Kris has left work 15 minutes early on three occasions. Kris has not asked to permission to leave early or given any indication of why.

SCENARIO #3. Lisa Looselip is an employee who has been with the company for 10 years. You are a new manager to the department. Lisa loves to gossip. Within the last month you have observed Lisa discussing other employees in the department on work time. One of the employees Lisa was discussing, Cheryl, came to you in tears, because Lisa has started the rumor that she was having an affair.

SCENARIO #4. MAKE UP YOUR OWN. Think of a situation where you have had or will have to have a discussion with an employee concerning a performance problem. Write it out, including how you feel the employee will respond.
THE MANAGER AS A TEACHER/FACILITATOR

MODULE 4

Module Description

This is a self-paced module. The module takes approximately four hours to complete.

Competency Expectations

The competences are outlined for each section.

Competency Verification

Completion of the activities outlined at the end of each section.

Materials

Learning Activity package Module.
GENERAL INSTRUCTIONS FOR USE OF THIS LEARNING ACTIVITY

What is a self-paced learning activity?

A self-paced learning activity is a prepared program that the adult learner can complete at their own pace. You can complete it all in one sitting or you can complete it a little at a time.

Each section starts with objectives and ends with an activity for you to complete. The activities are completed on the handout that accompanies this program. When you have completed the entire program, return the handout to the Education Department. You will receive 3.0 contact hours of continuing education.

If you have any questions, please call the Education Department, extension 1385 or 1504.

SECTION 1 THE TEACHING PROCESS

Objectives of this Section

Upon completion of this section, you will be able to:

1. List the general characteristics of the adult learner.
2. Discuss how to enhance your teaching effectiveness.
3. Describe the teaching process.
4. Identify your own learning style.
An active process, teaching aims to produce an observable change in a behavior or attitude. Learning—the observable change that results from teaching—is also an active process. It requires the learners involvement in acquiring new knowledge, skills, values, or beliefs to help him/her maintain or improve behaviors.

**THE TEACHING PROCESS**

Facilitated by teaching, learning occurs through a planned sequence of activities. These activities can be as formal as structured individual or group teaching sessions or as informal as a conversation and incidental instructions. Similarly, whether carried out formally or informally, the teaching process goes through a sequence of steps. Assessment, planning, implementation, and evaluation. If your teaching is unsuccessful, you may need to modify or revise the process. If the outcomes are not accomplished, you may have to reassess, replan, or reimplement.

**Assessment**

Careful assessment of your employee’s learning ability and needs forms the cornerstone of effective education and must precede any teaching. Your assessment must also consider the employee’s emotional readiness to learn. In order to assess learning ability of others, you need to identify how you learn.

Complete the learning questionnaire on the ext page. Utilize the Response Form on the page following the questionnaire.
LEARNING STYLE QUESTIONNAIRE

Directions: If you agree more than you disagree with a statement, circle the A. If you disagree more than you agree, circle the D. Please place all of your responses on the Response Form.

1. I often act without considering the possible consequences.
2. I believe that formal procedures and policies restrict people.
3. I like the type of work where I have time for thorough preparation and implementation.
4. I listen to other people's points of view before putting my own forward.
5. I have strong beliefs about what is right and wrong, good and bad.
7. I have a reputation for saying what I think, simply and directly.
8. What matters most is whether something works in practice.
9. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
10. I actively seek out new experiences.
11. I take care with the interpretation of data available to me and avoid jumping to conclusions.
12. In discussions I enjoy watching the maneuverings of the other participants.
13. I regularly question people about their basic assumptions.
14. I practice self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
15. When I hear about a new idea or approach, I immediately start working out how to apply it in practice.
LEARNING STYLE QUESTIONNAIRE (cont.)

16. I accept and stick to laid down procedures and policies as long as I regard them as an efficient way of getting the job done.

17. I enjoy being the one who talks a lot.

18. I thrive on the challenge of tackling something new and different.

19. I pay meticulous attention to detail before coming to a conclusion.

20. I am always interested in finding out what people think.

21. I get along best with logical, analytical people and less well with spontaneous, "irrational" people.

22. I do not like disorganized things and prefer to fit things into a coherent pattern.

23. In discussions I like to get straight to the point.

24. I am anxious to try things out to see if they work in practice.

25. I enjoy fun-loving, spontaneous people.

26. I tend to be open about how I am feeling.

27. I prefer to have as many sources of information as possible—the more data to think over, the better.

28. I take pride in doing a thorough job.

29. I like to relate my actions to a general principle.

30. I tend to have distant, rather formal relationships with people at work.

31. I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc.

32. I tend to judge people's ideas on their practical merits.

33. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
LEARNING STYLE QUESTIONNAIRE (cont.)

34. Quiet, thoughtful people tend to make me feel uneasy.
35. I like to reach a decision carefully after weighing many alternatives.
36. It worries me if I have to rush a piece of work to meet a tight deadline.
37. I believe that rational, logical thinking should win the day.
38. Flippant people who do not take things seriously enough usually irritate me.
39. In meetings I put forward practical, realistic ideas.
40. I can often see better, more practical ways to get things done.
41. It is more important to enjoy the present moment than to think about the past or future.
42. In discussions I usually produce a lot of spontaneous ideas.
43. I often get irritated with people who want to rush things.
44. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
45. I tend to be a perfectionist.
46. I can often see inconsistencies and weaknesses in other people’s arguments.
47. I think written reports should be short and to the point.
48. I like people who approach things realistically rather than theoretically.
49. More often than not, rules are there to be broken.
50. On balance I talk more than I listen.
51. I prefer to stand back from a situation and consider all the perspectives.
52. I tend to discuss specific things with people rather than to engage in social discussion.
53. I find it difficult to produce ideas on impulse.
54. I prefer to reach answers via a logical approach.
LEARNING STYLE QUESTIONNAIRE (cont.)

55. In discussions I get impatient with irrelevancies and digressions.
56. I believe in coming to the point immediately.
57. I am attracted more to novel, unusual ideas than to practical ones.
58. When things go wrong, I am happy to shrug it off and "put it down to experience."
59. If I have a report to write I tend to produce a lot of drafts before settling on the final version.
60. I like to ponder many alternatives before making up my mind.
61. In discussions with people I often find I am the most dispassionate and objective.
62. I like to be able to relate current actions to a longer term, bigger picture.
63. I do whatever is expedient to get the job done.
64. I tend to reject wild, spontaneous ideas as being impractical.
65. I find the formality of having specific objectives and plans stifling.
66. I am usually one of the people who puts life into a party.
67. In discussions I am more likely to adopt a "low profile" than to take the lead and do most of the talking.
68. It is best to think carefully before taking action.
69. I tend to be tough on people who find it difficult to adopt a logical approach.
70. I prefer exploring the basic assumptions, principles, and theories underpinning things and events.
71. Most times I believe the end justifies the means.
72. I do not mind hurting people’s feelings as long as the job gets done.
73. I quickly get bored with methodical, detailed work.
LEARNING STYLE QUESTIONNAIRE (cont.)

74. I enjoy the drama and excitement of a crisis situation.

75. On balance I do the listening rather than the talking.

76. I am careful not to jump to conclusions too quickly.

77. I like meetings to be run methodically, sticking to laid down agenda, etc.

78. I steer clear of subjective or ambiguous topics.

79. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.

80. People often find me insensitive to their feelings.
SECTION 1 THE TEACHING PROCESS (cont.)

RESPONSE FORM

Directions: Put your responses to the Questionnaire on this page. Circle the A if you agree more than you disagree; circle the D if you disagree more than you agree.

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Learning Styles—General Descriptions

The following is a brief description of the four general learning styles.

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not skeptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once." They tend to act first and consider the consequences later. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people, constantly involving themselves with others, but in doing so they seek to center all activities around themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events are what count, so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all
possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. The listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. when they act, it is part of a larger picture which includes the past as well as the present and others’ observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step, logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who will not rest easily until things are tidy and fit into a rational scheme. They like to analyze and synthesize. They are interested in basic assumptions, principles, theories, models, and systems thinking. Their philosophy prizes rationality and logic. "If it’s logical, it’s good." Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is the "mental set," and they rigidly reject anything that does not fit with it. They prefer to maximize certainty and feel
uncomfortable with subjective judgments, lateral thinking, and anything flippant.

**Pragmatists**

Pragmatists are interested in trying out ideas, theories, and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the type of people who return from management courses, brimming with new ideas they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down-to-earth people who like making practical decisions and solving problems. They respond to problems and opportunities "as a challenge." Their philosophy is: "There is always a better way," and "if it works, it's good."

**How to Choose Learning Activities that Suit Your Style**

Some individuals have a preference for one learning style just as some activities are strongly geared to one style of learning. Where individuals' preferences and the activities to which they are exposed involve the same style, they are likely to learn. If there is a mismatch, they are much less likely to learn. Individuals should be aware that courses and other developmental activities generally do not take account of learning styles except in a rather unstructured way which does not address individual needs. The most that is done
SECTION 1 THE TEACHING PROCESS (cont.)

is to provide a variety of teaching methods in the program in the hope that everyone will find something suitable.

In this section we show how you can make a better choice of activities which are likely to dovetail with your style. It also shows activities it may pay you to avoid, unless you are given special help in coping with them.

Here are four checklists to help guide you toward learning activities that suit your style. You do not have to study all of them in detail. Just concentrate on the parts that are relevant to you in light of your LSQ results.

If you have a preference for the **Activist Style**, you will learn best from activities where:

- there are *new* experiences/problems/opportunities from which to learn.
- you can engross yourself in short "here and now" activities, such as business games, competitive teamwork tasks, and role-playing exercises.
- there is excitement/drama/crisis, things change; there is a range of diverse activities to tackle.
- you have a lot of the limelight/high visibility (you can "chair" meetings, lead discussions, give presentations).
- you are allowed to generate ideas without constraints of policy, structure, or feasibility.
- you are thrown in the deep end with a task you think is difficult (given a challenge with inadequate resources and adverse conditions).
- you are involved with other people, bouncing ideas off them, and solving problems as part of a team.

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SECTION 1 THE TEACHING PROCESS (cont.)

- it is appropriate to take action.

As an Activist you will learn least from, and may react against, activities where:
- learning involves a passive role (reading, watching, listening to lectures, monologues, explanations, or statements of how things should be done).
- you are asked to stand back and not be involved.
- you are required to assimilate, analyze, and interpret a lot of "messy" data.
- you are required to engage in solitary work (reading, writing, or thinking on your own).
- you are asked to assess beforehand what you will learn, and to appraise afterwards what you have learned.
- you are offered statements you see as "theoretical," explanations of cause or background.
- you are asked to repeat essentially the same activity over and over again.
- you have precise instructions to follow with little room for maneuvering.
- you are asked to do a thorough job (attend to detail, tie up loose ends, dot the "i's" and cross the "t's").

If you have a preference for the Reflector Style, you will learn best from activities where:
- you are allowed or encouraged to watch/think/chew over activities.
- you are able to stand back from events and listen/observe (observe a group at work, take a back seat in a meeting, watch a film, TV, or video).
SECTION 1 THE TEACHING PROCESS (cont.)

- you are allowed to think before acting, to assimilate before commenting (time to prepare, a chance to read in advance a brief giving background data).
- you can carry out some painstaking research (investigate, assemble information, probe to get to the bottom of things).
- you have the opportunity to review what has happened, what you have learned.
- you are asked to produce carefully considered analyses and reports.
- you are helped to exchange views with other people without danger (by prior agreement, within a structured learning experience).
- you can reach a decision in your own time without pressure and tight deadlines.

As a Reflecto r you will learn least from, and may react against, activities where:
- you are "forced" into the limelight (to act as leader/chairman, to role-play in front of onlookers).
- you are involved in situations that require action without planning.
- you are thrown into doing something without warning (forced to react instantly or to produce an off-the-top-of-the-head idea.
- you are given cut and dried instructions of how things should be done.
- you are worried by time pressures or rushed from one activity to another.
SECTION 1 THE TEACHING PROCESS (cont.)

- in the interests of expediency, you have to make shortcuts or do a superficial job.

If you have a preference for the Theorist Style, you will learn best from activities where:

- what is being offered is part of a system, model, concept, or theory.
- you have time to explore methodically the associations and interrelationships between ideas, events, and situations.
- you have the chance to question and probe the basic methodology, assumptions, or logic behind something (take part in a question-and-answer session, check a paper for inconsistencies).
- you are intellectually stretched (by analyzing a complex situation, being tested in a tutorial session, by teaching high caliber people who ask searching questions).
- you are in structured situations with a clear purpose.
- you can listen to or read about ideas and concepts that emphasize rationality or logic and are well argued/elegant/watertight.
- you can analyze and then generalize the reasons for success or failure.
- you are offered interesting ideas and concepts, even though they are not immediately relevant.
- you are required to understand and participate in complex situations.

As a Theorist you will learn least from, and may react against, activities where:
you are pushed into doing something without a context or apparent purpose.

• you have to participate in situations emphasizing emotions and feelings.

• you are involved in unstructured activities where ambiguity and uncertainty are high (with open-ended problems, or sensitivity training).

• you are asked to act or decide without a basis in policy, principle, or concept.

• you are faced with a hodgepodge of alternative or contradictory techniques or methods without exploring any in depth, as in a "once over lightly" course.

• you doubt that the subject matter is methodologically sound, where questionnaires have not been validated, where there are not statistics to support an argument.

• you find the subject matter platitudinous, shallow, or gimmicky.

• you feel yourself out-of-tune with other participants (when with a lot of Activists or with people of lower intellectual caliber).

If you have a preference for the Pragmatist Style, you will learn best from activities where:

• there is an obvious link between the subject matter and a problem or opportunity on the job.

• you are shown techniques for doing things with obvious practical advantages (how to save time, how to make a good first impression, how to deal with awkward people).
SECTION 1 THE TEACHING PROCESS (cont.)

- you have the chance to try out and practice techniques with coaching/feedback from a credible expert, someone who is successful and can do the techniques himself/herself.
- you are exposed to a model you can emulate (a respected boss, a demonstration from someone with a proven track record, a lot of examples/anecdotes, a film showing how it is done).
- you are given techniques currently applicable to your own job.
- you are given immediate opportunities to implement what you have learned.
- there is high face validity in the learning activity (a good simulation, "real" problems).
- you can concentrate on practical issues (drawing up action plans with an obvious end product, suggesting shortcuts, giving tips).

As a Pragmatist you will learn least from, and may react against, activities where:
- the learning is not related to an immediate need you recognize (you cannot see an immediate or relevant practical benefit).
- organizers of the learning, or the event itself, seem distant from reality ("ivory towered." all theory and general principles, pure "chalk and talk").
- there is no opportunity for practice or clear guidelines on how to perform the activity.
• you feel that people are going around in circles and not getting anywhere fast.
• there are political, managerial, or personal obstacles to implementation.
• there is not apparent reward from the learning activity (more sales, shorter meetings, higher bonus, promotion).

This Learning Style Questionnaire can be used with each of your employees to help you and then identify how they learn.

(Honey & Mumford, 1989)

Planning

As a teacher, one of your roles is to design a plan that enhances learning. To do this effectively, you will need to clarify objectives, set priorities, and organize information. You will also need to choose appropriate teaching methods and select supporting materials.

Your teaching plan should include specific outcomes that you and your employee have agreed upon and the teaching strategies that will best help him/her meet these outcomes.

Involve the Employee

Your teaching and the employee’s learning are so intricately involved that sharing responsibility with him/her is essential to teaching effectiveness. This mutuality begins with the first step in your teaching plan—setting learning outcomes—and comes into play at each succeeding step. It might seem quicker and easier just to write down what
you expect or want your employee to achieve. However, when you work closely with
the employee to establish learning outcomes, you give him/her a chance to add his
concerns and expectations to your professional expertise. This promotes cooperation and
compliance.

At first, you may need some practice in eliciting the employee’s contributions.
One communication technique is called the reflective method. For example, you could
say to your employee, "You seem concerned about increasing your skills in
communications. What do you feel would help you to improve?"

Organize the Content

Whether you are working with a ready-made or an individualized plan, you will
need to organize its content.

Begin with simple concepts and work toward more complex ones. This cardinal
principle of organization will prove especially helpful when you are teaching an employee
with little education or one who doesn’t learn well through listening.

Organization

• For clarity, break your information into large, distinct categories. You might say
to the employee, "I have three important things to tell you. Number one is...."  
• Use examples and hypothetical cases to humanize your teaching.
• State your most important points first and last. It’s a given in teaching that the
  first and last points will be remembered best.
• Repeat important points. And don’t be afraid to repeat them again if you suspect
  that the employee hasn’t grasped them.
Finally, get feedback—both verbal and nonverbal—to evaluate learning and comprehension.

Choose Teaching Methods

Most of your teaching will probably be done on a one-on-one basis, giving you an opportunity to learn about your employee, to build a relationship with him/her, and to tailor your teaching to his/her learning needs.

• **Discussion**

  Discussion encourages the open exchange of ideas and information between you and your employee. Rather than having the employee assume that you have all the answers, he/she becomes involved in the problem-solving process. As he/she asks questions or makes comments, he/she begins, in an informal way, to take some responsibility for his/her own learning.

  Furthermore, discussion can be a valuable follow up activity to a lecture, a group-teaching session, or an audiovisual presentation.

• **Demonstration, Practice, and Return Demonstration**

  You will find this technique, like show-and-tell in a child’s classroom, especially useful after a one-on-one discussion with your employee. In discussion, you set the stage for demonstrating a skill unfamiliar to the employee. In demonstration, you perform—step by step—so the employee can imitate what you do. Your demonstration can be impromptu at the employee’s work station or it can be given during a scheduled teaching session. Your choice depends on the circumstances.
A scheduled demonstration takes advance planning because you need to be knowledgeable and confident as you teach the employee. Assemble your materials; then rehearse your presentation until you can convey an air of quiet authority to your employees. Afterward, give them time to practice, to do it themselves in private—especially if the need for the procedure results from a major change.

If appropriate, give the employee written guidelines for the procedure he/she is learning. After allowing time for practice, reinforce your original demonstration with a review that gives him/her ample opportunity to participate.

- **Self-Monitoring**

  In this teaching technique, the employee—rather than you—become responsible for collecting relevant data.

  Ideally, the employee who monitors himself/herself becomes aware of the aspects of his/her behavior or environment that call for correction. For example, have the employee keep a record on times when communications were difficult for him/her.

  The format for self-monitoring should encourage the employees to chart random factors that could prove significant, as well as the more accepted and acknowledged causative factors. Together, you and the employee decide the duration of self-monitoring. Then, after he/she collects information for the agreed-upon period, you and he/she can sift through what seem to be related or suspicious factors.
Select Teaching Tools

You can use several teaching tools to spur the employee's interest and reinforce learning. These tools—whether printed pamphlets, audiocassettes, or closed-circuit television programs—help familiarize the employee with a topic.

Obviously, prepackaged programs can save you time. Of course, they're no substitute for your personal teaching; they only supplement it. Put your imprint on such auxiliary reference materials by marking significant passages for your employee and by reviewing the information with him/her.

• Printed Materials

Present background information and explain with books, leaflets, and other printed materials. These allow the employees to read and reread information at his/her convenience.

When you recommend printed materials, be sensitive to an employee's ability or inability to read and absorb information. An employee may be too embarrassed to admit that he/she is not a skilled reader. He/she may even pretend that he/she can read and comprehend what you give him/her. If the material proves too complex or difficult, he/she may quickly lose the motivation to learn. Actually, the printed word tends to work best not only with the employee who reads competently, but also with the employee who takes an active interest in his/her own competence.
Audiocassette Tapes

Use audiotape for teaching auditory and performance skills. The employee can play back the tape as often as needed to absorb the content. Also, if you're teaching an employee who is uncomfortable with printed materials, record the information the employee needs. He/she can listen to the tape with you; then, once he/she understands it, he/she can go over it by himself/herself.

Working Models

Convey visual and tactile information with models and actual equipment. Besides making your instruction seem more realistic than pictures, they can also reduce the employee's anxiety by familiarizing him/her with equipment he/she will be seeing or using later.

Posters and Flip Charts

Obtain posters and flip charts to illustrate your teaching to a group of employees. These materials can be supported by an easel. If you are planning to use these aids repeatedly, consider laminating them. This will make them easy to clean and will prevent them from becoming shabby and discolored with use.

Videotapes

Videotapes are always a good tool. They appeal to the visual and auditory senses.

Implementation

Actually carrying out your teaching plan involves all the other steps in the teaching process. As you interact with the employee, you are constantly reassessing how well he/she is learning and then replanning to make your teaching more effective.
SECTION 1 THE TEACHING PROCESS (cont.)

Evaluation

In this final step of the teaching process, you will examine how well the employee has learned the necessary material and, by extension, how well you have taught it. Often, evaluation restarts the teaching process because it provides direction for changes in the other three steps that can help your employee meet his/her established learning goals. It also allows you to refine your teaching skills and to develop more effective methods.

Documentation

Give recognition for the learning that takes place by documentation in the employee's personnel record. Tie this learning into the evaluation process.

Activity One (1 hour)

- Give the Learning Style Questionnaire to one of your employees.
- Outline with the employee the learning methods that would be best for this employee.

SECTION 2 TEACHING AND LEARNING - ADULT EDUCATION THEORY

Learning is individual. Each person decides to learn in order to claim for themselves something new and in the process change competencies and their behavior to a smaller or greater extent.

Education and Learning

The term 'education' is often used loosely. It is not uncommon to hear people say that an activity such as watching a television program, travel, going to a sports event
or to a nightclub can be an 'education in itself.' What they mean is that they learned something from the experience. Learning is an activity in which we take part all the time throughout life.

Throughout our lives we face situations in our work, in our domestic settings and in our relationships that are new to us. Such continued learning is an informal natural process, performed as we

- enter new roles;
- work at our various occupations;
- develop new interests.

We need to learn as we enter new social roles—as a wage earner, householder, as spouse, parent and grandparent, as voter and member of a local political community. What is more, society is constantly revising its interpretation of those roles; today's parents adopt postures towards their children and towards the rest of society often very different from the postures adopted by their parents. How we relate to other people is an area that calls for constant new learning.

We need to learn to meet the changing demands of our various occupations. All the tasks we engage in, whether they comprise paid employment or work in the home, call for new knowledge, new skills and new attitudes at various stages.

As we change and grow older, there are corresponding changes in our personal interests, ambitions and desires, as our opportunities for learning change. The need to learn as part of our individual development, for our self-fulfilment, is a major element in these lifelong learning activities. As some skills decline, new ones are learned; new
interests replace earlier ones. Marbles give way to antiques, outdoor pursuits to less energetic ones.

We learn incidentally, from many new kinds of experience and perception; for example, from advertisements, new items, chance meetings, and accidents. All of these provide us with learning opportunities (usually unintended), which we may seize upon or pass over as we feel inclined. All leave marks on us; some more and some less permanent. This natural learning is part of the process of living.

Education is Planned Learning

Education is an artificial creation, unlike the natural learning processes.

Education is planned learning, contrived and purposeful learning opportunities.

Words like 'structured,' 'development,' 'cumulative,' 'sequential,' and 'progress' are associated with the concept of education.

The aim of all this planning, preparation, and review is to promote and to direct learning. Education may therefore be seen as the provision of organized conditions for learning to take place, a means of providing learner support. It is aimed at maximizing effective learning.

Education involves at least two parties. There is first of all the teacher. They plan the learning opportunity and intend certain outcomes to spring from their planning, even though in the process they will themselves come to learn much. Secondly there are the learners, the student participants. They too intend certain outcomes from the activities in which they are engaged; they are motivated by an intention and a willingness to engage in a range of activities in order to achieve a particular goal. In education, there is purpose and planning on both sides.
SECTION 1 THE TEACHING PROCESS (cont.)

Educational Episodes

Three other characteristics may be identified as inherent within those planned and purposeful learning episodes.

- The process is sequential and cumulative. It is not just a number of unrelated 'magazine' items, individual parts without any interconnection. Rather it builds up piece by piece, making relationships between the diverse elements of the learning process.

- The process addresses itself in some form or other to general principles. It does not consist of the anecdotal, the one-off episode, miscellaneous facts, but draws from these some conclusions that may be applicable elsewhere. The result of the learning that takes place in education is that the learner can apply the new skills, knowledge and understanding acquired in different situations.

- The process is also in some sense complete. However open-ended the educational process may be, there is some 'rounding off' of the material dealt with, some form of fulfillment, of meeting the goals, so that the student participants do not feel left high and dry, incomplete, unsatisfied.

The Elements of Education

Education then is a planned learning opportunity which one party provides for another in relation to an agreed objective. There are four main elements to education, which may be seen to be in close relationship to each other.

- the agent, the teacher/tutor;
SECTION 1 THE TEACHING PROCESS (cont.)

- the student participant, the individual or group who put themselves intentionally into the learning situation;
- the intended goals, however loosely or closely defined;
- and the sequence of events that will enable the student participants to learn.

Adult Education

'Adult education' consists of all those forms of education that treat the student participants as adults—capable, experienced, responsible, mature, and balanced people.

All forms of teaching adults should respect and enhance the adulthood of those who have voluntarily become our students. To deny the adult students' adulthood is not just to create unnecessary barriers to effective learning, to deprive ourselves of the most useful resource we have for the learning task; it is to insult them with our own arrogance.

General Characteristics of Adult Learners

These are seven characteristics that seem to be true of the large majority of adult learners, whatever their situation or stage of development, although cultural settings may modify these to some extent:

- The student participants are adult by definition.
- They are in a continuing process of growth, not at the start of a process.
- They bring with them a package of experience and values.
- They come to education with intentions.
- They bring expectations about the learning process.
- They have competing interests.
- They already have their own set patterns of learning.
SECTION 1 THE TEACHING PROCESS (cont.)

They All Are Adults By Definition

Adulthood is an ideal, never fully achieved. The concept implies movement, progress towards the fulfillment of the individual’s potential, the development of balanced judgements about themselves and others, and increasing independence.

Our student participants are people who are becoming more mature, and the way we teach adults should encourage this development in self-fulfillment, perspective and autonomy.

* Knowles: Studying the Adult Learning

Educator Malcolm Knowles believes that the adult learner brings life experiences to learning, incorporating and complementing the cognitive abilities of adolescent. As the individual matures:

- his self-concept moves from dependency to self direction.
- he accumulates a growing reservoir of experience that becomes a resource for learning.
- his learning readiness becomes increasingly oriented to the tasks of his various social roles.
- his time perspective changes from one of postponed knowledge application to immediate application.
- his orientation to learning shifts from subject-centered to problem-centered.
SECTION 1 THE TEACHING PROCESS (cont.)

- They Are All Engaged In A Continuing Process of Growth

Contrary to some assumptions, adult student participants have not stopped growing or developing. They are not at a static period in their lives, a plateau between the growth stages of youth and the declining stage of old age; they are still people on the move. The key issue is that growth and change are occurring in all aspects of the adult life—in the physical arena, in the intellectual sphere, in the emotions, in the world of relationships, in the patterns of cultural interests. This is true of all participants in all types of adult learning. The pace and direction of these changes vary from person to person; but that it is happening cannot be called into question.

- They All Bring A Package of Experience and Values

Each of the learners brings a range of experience and knowledge more or less relevant to the task in hand. They possess a set of values, established prejudices and attitudes in which they have a great deal of emotional investment. These are based on their past experience. Knowles (1978) suggests that, for children, experience is something that happens to them; for adults, experience serves to determine who they are, to create their sense of self-identity. When this experience is devalued or ignored by the teacher, this implies a rejection of the person, not just the experience.

The tensions of the learner have been particularly well described by John Wood in his "Poem for Everyman" (How Do You Feel?, 1974):
I will present you
parts
of
my
self
slowly
if you are patient and tender.
I will open drawers
that mostly stay closed
and bring out places and people and things
sounds and smells, loves and frustrations, hopes and sadneses,
bits and pieces of three decades of life
that have been grabbed off
in chunks
and found lying in my hands.
they have eaten
their way into my memory
carved their way into my
heart
altogether - you or I will never see them -
they are me.
if you regard them lightly
deny that they are important
or worse, judge them
I will quietly, slowly
begin to wrap them up,
in small pieces of velvet,
like worn silver and gold jewelry,
tuck them away
in a small wooden chest of drawers
and close.

What are the implications of students’ prior experience, knowledge and values for our approach to teaching?

First, this 'package' determines what messages are received by the learner. The participants see all new material they encounter through the lens of their existing experience and knowledge, and this may distort the messages. Constant feedback from the participants is essential if the teacher is to remain alive to exactly what the student is learning.

Secondly, in those cases where the student participants do not believe that they possess any relevant experience or knowledge, where they insist that they 'know nothing at all about the subject,' it is possible to help them to become aware that they do in fact
SECTION 1 THE TEACHING PROCESS (cont.)

possess relevant material. For unless the new learning is related to this existing reservoir of experience and knowledge, it cannot be fully absorbed into the person; it will sit uneasily with the rest of the individual's make-up; it will be compartmentalized from the rest of their being and will thus not fully affect their attitudes and behavior.

Thirdly, not all of this set of values, experience and knowledge is correct or helpful to the required learning. What is correct and helpful needs to be confirmed and reinforced; what is not correct needs unlearning.

They Usually Come To Education With Set Intentions

It is often argued that adult students seek education because of a sense of need. First, it is not always strictly true that adult learners are motivated by needs; some job-related programs, for instance, contain participants who have little or no sense of need. Perhaps it is more useful to talk of all adult student participants as having a set of 'intentions,' which for many of them can imply the meeting of a felt need.

KNOTS by R.D. Laing

There is something I don’t know
that I am supposed to know.

I don’t know what it is I don’t know
and yet am supposed to know,

and I feel I look stupid
if I seem both not to know it

and not know what it is I don’t know.
Therefore I pretend I know it.

This is nerve-racking

since I don't know what I must pretend to know.

Therefore I pretend to know everything.

I feel you know what I am supposed to know

but you can't tell me what it is

because you don't know that I don't know what it is.

You may know what I don't know, but not

that I don't know it,

and I can't tell you. So you will have to tell me

everything.

At one end of the spectrum of student intentions then is the satisfying of some vague and ill-articulated sense of need. At the other end are those with a desire to solve a clearly identified problem or to undertake a particular learning task, which they feel is required for the performance of their social or vocational roles. In the course of their own continuing development, these people find that they need a specific skill or knowledge or understanding to enable them to fit more easily into some existing or new situation.

They All Have Competing Interests

Education for most adults is a matter of secondary interest; it is not their prime concern. It is constantly overshadowed by the 'realities' of life: their job
or lack of job, their family situation, their social life, other competing issues.

The adults who come to join us in the learning enterprise come from a complete social environment. They all have relationships such as parents, partners, workmates, and friends. Adult learners should not be divorced from their background if their learning is to be relevant and thus effective. We need to take seriously the whole of the contest within which our student participants live and where they use the new learning they have acquired.

They All Possess Set Patterns of Learning

Adults are engaged in a continuing process of lifelong learning, and they have already acquired ways of coping with this. They often fail to see this as 'learning' in the educational sense, but it exists all the same.

Over the years, each of our adult learners has developed their own strategies and patterns of learning, which they have found help them to learn most easily, most quickly and most effectively. Learning changes are not brought about without effort, and the process can be painful; it takes an investment of time and emotions, and, once done, no one wants to do it again. We all thus seek ways to ease the pain, shorten the time taken to master the necessary new material, and make the gains acquired more permanent. Experience has taught us what strategies we can adopt to achieve these ends.

Each of us learns in our own way, according to our particular aptitudes and experience. Some handle figures more easily than others. Some have fostered different methods for memorizing facts (addresses, telephone numbers, etc.).
Some need to see the written page in order to comprehend more fully rather than rely on the spoken word. Some learners need a book and practice sounds from written words, finding it hard to react to spoken words, while others respond easily to oral tuition; both are valid methods of learning languages, and we should not try to force any learner into adopting a particular style because we prefer it to any other. We must thus remember that our student participants all have their own ways of dealing with learning needs, and opportunities to exercise theses have to be created if new learning is to take place.

The pace of learning of each student participant also varies. In general, in those areas where the adults can call upon a good deal of experience—social relationships and roles, for instance—or where they may have direct experience of the subject matter, they tend to learn fast, provided that the new material does not conflict with existing knowledge. But where they have less experience on which to fasten the new material, especially if it calls for extensive memorizing, they tend to learn more slowly and have greater difficulty in mastering the material.

TAKE A BREAK FOR FUN

DIRECTIONS: Each block represents a saying or well-known phrase. Please write your answers on the sheet provided in the handout.
SECTION I THE TEACHING PROCESS (cont.)

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Answers to puzzle are on the appendix, but don’t peak!
SECTION 1 THE TEACHING PROCESS (cont.)

You — the Teacher

Enhancing Your Teaching Effectiveness

In some situations, you will have time to sit down and develop a formal teaching plan. In others, you will be confronted with a 'teachable moment' when the employee is ready to learn and is asking pointed questions. Invariably, these moments seem to come while you're in the midst of something else. At times like these, you face a dilemma: to teach or not to teach. Having a knowledge of basic learning principles will help you take best advantage of these moments. Here are some principles proven to enhance teaching and learning.

Seize the Moment

Teaching is most effective when it occurs in quick response to a need the learner feels. So even though you are elbow deep in the budget, you should make every effort to teach the employee when he asks. Your formal teaching plan may be in on your desk and the slides or video may be in the education office, but the employee is ready to learn. Satisfy his/her immediate need for information now, and augment your teaching with more information later. If you are having a problem finding time for teaching, see Saving Time for Teaching, for ways to organize teaching time.

Saving Time for Teaching

Sometimes, teaching employees what they need to know seems impractical—there's too much to cover and not enough time to do it. If you're hard-pressed to find time for teaching, try using this method:

• List the employees learning needs.
SECTION 1 THE TEACHING PROCESS (cont.)

- Rank these needs: most important first, next most important second, and so on.
- Write your "teaching-to-be-done" list based on this ranking.

This method helps you organize your time or quickly redirect your actions after an interruption.

Of course, the hardest part is ranking the learning needs. To simplify this task, classify each learning need as:

- immediate (one that must be met promptly, or long range
- survival (job-dependent) or related to the job (nice to know but not essential)
- specific (related to the employee’s job or promotion) or general (teaching that is done for every employee, such as explaining a departmental policy

After you have classified the employee’s learning needs, establish priorities.

An immediate survival need, for example, would be the top priority.

Involve the Employee in Planning

Just presenting information to the employee doesn’t ensure learning or change. For learning to occur, you will need to get the employee involved in identifying his/her learning needs and outcomes. Help him/her to develop attainable objectives. As the teaching process continues, you can further engage him/her by selecting teaching strategies and materials that require his/her direct involvement, such as role playing and return demonstration. Regardless of the teaching strategy you choose, giving the employee the change to test his/her ideas, to take risks, and to be creative will promote learning.
Begin With What the Employee Knows

You will find that learning moves faster when it builds on what the employee knows. Teaching that begins by comparing the old, known process and the new, unknown one allows the employee to grasp new information more quickly.

Move From Simple to Complex

The employee will find learning more rewarding if he/she has the opportunity to master simple concepts first and then apply these concepts to more complex ones. Remember, however, that what one employee finds simple, another may find complex. A careful assessment takes these differences into account and helps you plan the teaching starting point.

Accommodate the Employees Preferred Learning Style

How quickly and well an employee learns depends not only on his/her intelligence and education but also on his/her learning-style preference. Visual learners gain knowledge best by seeing or reading what you are trying to teach; auditory learners, by listening; and tactile or psychomotor learners, by doing.

You can improve your chances for teaching success if you assess your employee’s preferred learning style, then plan teaching activities and use teaching tools appropriate to that style. To assess his/her learning style, observe him/her or simply ask him/her how he learns best.

You can also experiment with different teaching tools, such as printed material, illustrations, videotapes, and actual equipment, to assess learning style. Never assume, though, that you employee can read well.
Make Material Meaningful

Another way to facilitate learning is to relate material to the employee's life experiences.

Allow Immediate Application of Knowledge

Giving the employee the opportunity promptly to apply his/her new knowledge and skills reinforces learning and builds confidence. This immediate application translates learning to the "real world" and provides an opportunity for problem solving, feedback, and emotional support.

Plan for Periodic Rests

While you may want the employee to push ahead until he/she has learned everything on the teaching plan, remember that periodic plateaus occur normally in learning. When your instructions are especially complex or lengthy, your employee may feel overwhelmed and appear un receptive to your teaching. Be sure to recognize these signs of mental fatigue and let the employee relax (you, too, can use these periods—to review your teaching plan and make any necessary adjustments.

Tell the Employee How He/She Is Progressing

Learning is made easier when the employee is aware of his/her progress. Positive feedback can motivate him/her to greater effort because it makes his/her goal seem attainable. Also remember to ask your patient how he/she feels he/she is doing. The employee probably wants to take part in assessing his/her own progress toward learning goals, and his/her input can guide your feedback. You will find his/her reactions are usually based on what "feels right."
SECTION 1 THE TEACHING PROCESS (cont.)

Reward Desired Learning With Praise

Praising desired behavior improves the chances of the employee repeating that behavior. Praising the employee's success associates the desired learning goal with a sense of growing and accepted competence. Reassuring him/her that he/she has learned the technique can help him/her refine it and can motivate him/her to practice.

Activity Two

With the same employee as in Activity One, complete the following:

- Identify a learning need.
- Outline a teaching plan to meet the need.
- Describe how you will incorporate adult education theory into the teaching plan.
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