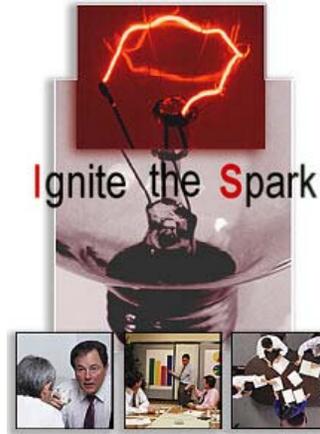




Teleometrics™
A division of LMI

Web: www.teleometrics.com
Email: teleo@teleometrics.com

phone: 800-527-0406
fax: 254-772-9588



MODELS FOR MANAGEMENT MODULES 1 - 7

[Module 1: Management Values](#)

[Module 2: Employee Involvement](#)

[Module 3: Communication](#)

[Module 4: Motivation](#)

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[Module 6: Group Decision-Making](#)

[Module 7: Management / Leadership Style](#)



Train- The-Trainer Program

Human resource professionals learn how to provide managers with the behavioral practices necessary for personal and organizational productivity. By participating in our public Modules for Management Seminar as a participant, you can see first hand the impact of our process. We will take you step-by-step, module-by-module, through a process involving video presentation, group exercise, and validated self-survey and feedback. After the public seminar is completed, time will be spent covering the materials from a training perspective. The emphasis will be on how to effectively implement the process in your own company.

Tuition: \$1495

Location: Houston, Texas

Dates: Call for available dates

Program Description

Models for Management, Modules 1 – 7 is a program for executives, managers, leaders and supervisors. It teaches the behavioral practices necessary to succeed as a manager or leader. The program presents the same behavioral philosophies and practices that formed the basis for major research efforts involving over 16,000 managers. This project identified those behaviors that characterize high-achieving managers and significantly distinguish them from their less-achieving colleagues.

“The best seminar I have attended. It brought together concepts that I previously viewed as isolated theories.”
Dr. Gerald Dees
Dean of Student Life
Elmira College

The Models seminar is based on classic validated theories of human behavior and includes the models of McGregor, Rosenthal, Maslow, Herzberg, McClelland, Lewin, Blake & Mouton, Luft & Ingham, Hall, and others. It represents a serious effort to provide insights that enable managers to be more effective. We are most pleased that many participants refer to this program as the “turning point” in their careers.

Objectives

1. To identify managers’ personal ideas about managerial effectiveness — the “best way” to make decisions, how “best” to communicate, motivate, etc.;
2. To introduce and experiment with validated behavioral science models of personal and organizational effectiveness;
3. To compare these personal ideas and behavioral science models so that participants will have access to data-based insights into current and potential effectiveness;
4. To provide opportunities for managers’ self-appraisal of their practices from a behavioral science perspective;
5. To link the seminar experience to the “real world” and to “real people” via co-worker appraisals of managers’ practices;
6. To present a broad base of behavioral science thought so that managers may come to understand and make enlightened choices about their personal interactions.

Beginning the Process



The design does not confine the learning to the program itself. It may be more accurate to think of it not as a program but as a process, initiated by the individual and ended only when that person decides to go no further. The process really begins when participants receive learning instruments to be completed before the seminar along with 360° feedback materials for several subordinates or co-workers.

The co-worker materials provide feedback to the participant when they are examined and placed in an appropriate context during the seminar. Data from the workplace makes the learning have real meaning and, of course, it is to the workplace that these participants will return to apply the process and test its utility. It is this “linkage” between the seminar and the “real world” that enables participants to really apply what they learn. This linkage also significantly distinguishes Teleometrics’ programs from most other management training and development programs available today.

Awareness Precedes Choice

Managers’ assumptions dictate their practices. The way leaders/managers think about and plan, the actions they see as desirable and feasible, all stem from their personal “theories” of management. This seminar creates conditions under which participants become aware of these personal theories and of their impact on others — as well as of alternative theories they might use. Such awareness becomes the basis for making enlightened choices, among identified options, in managerial or leadership behavior.

Group Problem-Solving



As in many other programs, the group is the basic vehicle for learning in the seminar experience. But, whereas many learning designs focus primarily on the group, this program’s design recognizes a more basic truth: *groups and organizations are composed of individuals*, each of whom has different needs, resources, and preferences. Personal identity is never lost in this seminar; nor should it ever be, for the key to group and organizational effectiveness is the creative use of individual resources. Group problem-solving has, therefore, become a major part of the **Models for Management** series.

Structured Process

Seminar activities *never* occur randomly or in a vacuum. Using unique, specially designed work booklets, videos, and validated personal feedback instruments, each group session is presented within an appropriate structure. Participants are often unaware of certain aspects of learning at the time they occur, and the structure allows them to discover, recall and learn from these otherwise elusive dynamics.

Organizational Dynamics



The dynamics that characterize small group work simply mirror the dynamics of organizational life. Participants may study, at close range, under more systematic and less anxiety-producing conditions, the cause-and-effect relationships underlying both the effectiveness and the ineffectiveness of organizational systems. For example, how often do people seem committed to decisions and then fail to follow that commitment with affirmative action? Or, why do some people seem to distrust any kind of group action while others revel in committee meetings?

Understanding one's group in the seminar setting provides the framework for understanding the real life systems of the workplace.

Linkage: Revealing the Real Word



Co-worker materials, sent to the participants before the seminar, provide much needed, but difficult to obtain, feedback data from one's work associates. These linkage materials inject realism into the seminar that is unmatched in other programs. Simultaneously, they provide the mechanism for transferring learning back to the real world of work. These materials are the basis for back-home discussion and greatly assist the leader/manager in applying the program learning within the organization.

Synthesis

Many programs concern themselves with a single behavioral theory or model, as if it covered the entire spectrum of managerial and organizational issues. A more comprehensive approach, however, is designed into the Models for Management experience.

There are several models that apply to the process of managing and to the effectiveness of organizations. The work of Drs. McGregor, Rosenthal, Maslow, Herzberg, Blake & Mouton, McClelland, Luft & Ingham, and Hall are explored. These models address the nature of people in the workplace. Because it is possible to explain these models in terms of one another, it greatly expands a participant's grasp of each of the individual models — and their interrelationship. This process of **synthesizing** is unique to Teleometrics and enables the leader/manager to understand his or her own behavior and the behavior of others in the organization.

Reconstruction and Reflection: Putting It Together

It is not uncommon for a learning experience to be followed by an “incubation effect” in which the real learning only becomes apparent and usable later, as one reflects upon and attempts to formulate what has, after all, really been learned.

For this reason, the "Models" design provides numerous aids to reconstruction. Data summaries, validated personal feedback materials, audiotapes of the theory presentations, structured processes, and conceptual frameworks are provided as reference points for interpreting events and to enhance one's back-home reconstruction.

Models for Management

Module 1: Management Values

PURPOSE: Expanding Effectiveness as Managers



Managerial beliefs are like the rudder of a ship – they organize managerial behaviors and steer them in the direction leaders/managers want to go. Being an effective manager or leader requires that we become aware of our own value and belief systems. Our personal system of beliefs, attitudes, assumptions, and theories constitutes the bedrock of our daily practices. Our behavioral practices are an outgrowth of our personal theories and assumptions about the basic nature of people at work. Based on this learned – and sometimes unconsciously referenced – belief system, we develop general guiding principles which result in the specific behaviors, practices, policies, and procedures which define our particular management “style” or approach. In this module, Douglas McGregor’s “Theory X” and “Theory Y” models of managerial beliefs are combined with Robert Rosenthal’s work on the self-fulfilling prophecy in the context of a classic study of employee involvement.

Using an actual databased group exercise, which affords participant feedback on personal beliefs, coupled with subordinate feedback instruments, Module 1 provides an in-depth look at one’s personal belief system and how it impacts one’s leadership/managerial practices.

Comparing one’s personal feedback from the *Harwood Dilemma* with “real world” feedback from subordinates/co-workers (via the *Reality Check Survey*) acts as a vehicle for participants and subordinate/co-workers to meet together for personal critique, problem-solving, and action-planning – thereby creating more productive working relationships.

This module helps leaders/managers:

- Realize their personal beliefs about people and work
- Understand the impact these personal beliefs have in the workplace
- Explore the benefits of change

OBJECTIVES

Specific objectives for Module 1:

1. To provide experience in working in a group with other people to arrive at a group decision reflecting various individual and personal inputs and to stimulate discussion about how personal assumptions, attitudes, and perceptions impact one's approach to "managing;"
2. To introduce McGregor's "Theory X-Theory Y" model as a method for analyzing and understanding the attitudinal, belief-driven "why's" and "how's" of managerial or supervisory behavior;
3. To introduce an actual classic study which showed, conclusively, that managerial beliefs significantly influence how managers attend to the "human" side of enterprise and, moreover, how Theory Y-driven beliefs lead to extremely effective and productive managerial action. (The classic article "Overcoming Resistance to Change" by Lester Coch & J.R.P. French, is considered the beginning of "participative" management and is the basis for the group case study);
4. To provide personal feedback on the participant's personal value system (assumptions and beliefs about people and work), which can be compared with "real world" feedback from co-workers concerning their perception of the participant's value system and its day-to-day effect on their work;
5. To provide linkage with the real world by using the data from #4 above as a vehicle for participants and co-workers to meet together for personal critique, problem-solving, and action planning for more productive working relationships.

APPROPRIATE AUDIENCE/GROUP

Since this training module addresses a fundamental issue in managerial performance, it is appropriate for *all* levels of management and supervision.

It is also appropriate as a preparation experience for those who are contemplating moving into the managerial or supervisory ranks.

MATERIALS NEEDED

Video: *Management Values and the Self-fulfilling Prophecy* \$149.95

Exercise: *The Harwood Dilemma* \$9.95 (1 per participant)

Instrument: *Reality Check Survey* \$7.95 (3 per participant)

Linkage Audio Tape: \$9.95 (1 per participant)

Module 1 package \$43.25 (per set)
(Video available separately)

Leader's Guide \$24.95



Managerial beliefs are like the rudder of a ship: they organize managerial behaviors and steer them in the direction managers want to go. Many managerial practices are an outgrowth of managers' personal theories and assumptions about the basic nature of people at work. And these theories and assumptions, in turn, determine what a manager expects and is willing to do, thus setting in motion a managerial self-fulfilling prophecy in the workplace. This comprehensive 40-page cookbook style leader's guide provides step-by-step instructions for conducting Module 1: McGregor's Theory X – Theory Y model, Rosenthal's Self-Fulfilling Prophecy model, *Reality Check Survey*, *The Harwood Dilemma*. Includes an Appendix of sample overlays and flipcharts used in this session.

The Harwood Dilemma [Group Exercise]



The definitive exercise combining Theory X and Theory Y. Being an effective leader/manager requires self-awareness of one's own values and beliefs. Based on the classic article by Lester Coch & J.R.P. French, "Overcoming Resistance to Change," the *Harwood Dilemma* addresses the issue of managerial beliefs and assumptions by combining Theory X and Theory Y with the Self-Fulfilling Prophecy.

Reality Check Survey (RCS) [Assessment by Others]



The RCS allows workers to give a candid view of what it takes to make them happy. Part I of the RCS allows co-workers to describe the working conditions needed to do their best work. Part II reveals what co-workers perceive the leader/ manager to believe about them and the workplace. This valuable information enables leaders and managers to test their assumptions or beliefs about the nature of people and work.

Management Values and the Self-fulfilling Prophecy [Video]



A leader's/manager's practices are an outgrowth of their personal beliefs and assumptions about the basic nature of people and work. These beliefs set in motion a self-fulfilling prophecy that reinforces one's beliefs and behaviors. This outstanding video, for the first time, combines McGregor's classic "Theory X and Theory Y" model of the nature of people and work with Rosenthal's work on the self-fulfilling prophecy. This model is portrayed using dramatization and vignettes to provide a clear understanding for the viewer.

Models for Management

Module 2: Employee Involvement

- Do your leaders/managers employ practices that expand employee involvement?
- Are they truly providing opportunities for involvement?
- Or, are they denying access to the crucial supports needed for involvement?

PURPOSE: Employee Involvement



If organizations are going to succeed in today's economy, their leaders and managers must "involve" their employees; they must allow them to "participate" in work-related activities; and that they must "empower" employees as a way of increasing commitment and promoting creativity. Successful employee involvement requires that leaders/managers initiate and maintain the process of involvement and provide access to resources that people need in order to contribute. It is only when involvement is practiced effectively that human commitment and creativity will fuel process improvement. No one would disagree with these objectives, but a nagging concern remains – How do you do it?

A major component has to be the willingness and ability of leaders/managers to share their power as a means of getting people involved and allowing them to participate. Willingness, however, is only one part of the process. In promoting employee-involvement, managers actually have two jobs to perform:

1. They must initiate and maintain the process of involvement and collaborative practices.
2. They must manage the work structure to provide access to the resources (both technical and personal) that people need in order to make opportunities for collaboration meaningful.

This module is centered around the two jobs of "Managerial Gatekeeping" and "Access Management" and is designed to identify the specific practices needed to make involvement meaningful and productive. Employing a group exercise and participant-subordinate feedback instruments, this module provides an in-depth look at one's personal practices and how these, in turn, impact one's involvement process. The emphasis is on individual management practices and their effect on productivity via employee involvement within the workplace.

Module 2 helps to:

- Create opportunities for participation
- Refine interpersonal skills
- Provide support structure for collaboration
- Discover the powerful affects of silence within groups

OBJECTIVES

Specific objectives for Module 2:

1. To provide experience in working with other group members to arrive at a group decision based on individual, personal inputs and to stimulate discussion and awareness of the “content” and “process” issues operating in group and organizational affairs;
2. To introduce Kurt Lewin’s “Force Field Analysis” model for problem analysis, and – within a force field exercise – to address the issue of “gatekeeping” as a key component in effective involvement practices. By identifying the specific “conditions” that must be managed in order to promote and maintain “involvement” within the organization, we can move from the abstract to the concrete by pinpointing the specific managerial behaviors, which must be performed to make involvement and empowerment a reality.
3. To introduce the organizational and structural concept of “Access Management” and to provide personal feedback on how managers see themselves addressing the issue of “Access Management” in promoting employee involvement. In addition, feedback from subordinates or co-workers helps the participant focus on specific areas where his or her behavior may need to be modified.)
4. To provide linkage back to the real world of work via a tape-driven session to help participants and subordinates/co-workers get together for critique, personal problem-solving, and action planning.

APPROPRIATE AUDIENCE/GROUP

Since this training module addresses a fundamental issue in managerial performance, it is appropriate for *all* levels of management and supervision. It is also appropriate as a preparation experience for those who are contemplating moving into the managerial or supervisory ranks.

MATERIALS NEEDED

Video:	<i>Access Management: Building a Support Structure for Involvement</i>	\$149.95
Video:	<i>Force Field Analysis for Problem Solving and Planning for the Future</i>	\$149.95
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Exercise:	<i>The Effective Organization</i>	\$9.95 (1 per participant)
Instrument:	<i>Access Management Survey</i>	\$8.95 (1 per participant)
Instrument:	<i>Survey of Employee Access</i>	\$7.95 (3 per participant)
Linkage Audio Tape:		\$9.95 (1 per participant)
Module 2 package (Video available separately)		\$49.95 (per set)

Leader's Guide \$24.95



“Participative Management” is often an ambiguous term that is difficult for managers to put into practice. In this 4-hour training session, theory is translated into action by showing managers how they can open communication channels, involve their employees, and initiate the development of collaborative systems throughout their organizations. Through an experiential learning exercise, participants will be able to observe both the benefits of “involvement” and the predictable consequence of noninvolvement and/or “lip-service” attempts at getting people involved. This comprehensive 20-page cookbook style leader’s guide provides step-by-step instructions for conducting Module 2: Brunswick’s Lens Model of Social Perception, Lewin’s Force Field Analysis model, Hall’s Star Model of Employee Involvement, *The Effective Organization*, *Access Management Survey*, *Survey of Employee Access*. Includes an Appendix of sample overlays and flipcharts used in this session.

Access Management Survey (AMS) [Self-Assessment]



The AMS gives managers information on how effectively they manage the socio-technical aspects of work. It profiles the degree to which leaders/managers ensure employee access to five critical supports for involvement: (1) the problem itself, (2) the people involved, (3) needed information and resources, (4) emotional and procedural supports, and (5) the solution. Combining personal feedback from the AMS with feedback from others (SEA) provides essential data for sustaining employee involvement over time.

Survey of Employee Access (SEA) [Assessment by Others]



The SEA provides managers with information that can be used to increase involvement. How well a leader/manager balances the socio-technical aspect of work is a function of how their people view the opportunities for involvement. The SEA provides the manager with this vital information and acts as a springboard for discussion and change.

Access Management: Building Support [Video]



How involved are your employees in creative decision-making? How often does the manager provide opportunities for people to have access to the problem, information, people, emotional supports, and solutions required for creative decision-making? Translating theory into action, this video develops Hall's widely acclaimed Star Model of Access Management. Managers see how to open communication channels and initiate collaborative systems throughout their organization.

The Effective Organization [Group Exercise]



This group exercise identifies specific practices needed to make involvement meaningful. Participative management is the most powerful yet most misunderstood and misused concepts in the field of management. This exercise centers around "managerial gatekeeping" and identifies specific practices needed to make involvement meaningful and productive. Emphasizes individual management practices and their effect on productivity via employee involvement.

Force Field Analysis For Problem-Solving [Video]



The classic problem-analysis technique of Kurt Lewin's Force Field Analysis is fully explained and clearly illustrated with various problem-solving strategies. The participant learns a process for identifying, analyzing, and solving many of the chronic problems found in today's organizations. Dr. Lewin's technique is a simple yet powerful method for taking control of the present, predicting the future, and brings order to the problem-solving process.

Models for Management Module 3: Communication

PURPOSE: Communication Skills that Energize Work Climate



Our interpersonal communication skills makes the work climate more productive – or less so. This module reveals how this dynamic can work for you, and is devoted to (1) an overview of a model of interpersonal communication; and (2) the analysis of one's own individual communication practices and how they might influence the total organizational climate.

Communication plays a vital role in the success of any organization. Every leader/manager must create an environment that engenders trust and mutual sharing of information. Using our methodology, one can easily measure, and graphically portray, the behaviors inherent in interpersonal processes.

This module helps you to:

- Improve communication skills
- Create an environment of candor and shared ideas
- Build stronger relationships

OBJECTIVES

Specific objectives for Module 3:

1. To observe, through a video-based role-play, the characteristics and psychological impact of various interpersonal “styles” as a basis for group discussion;
2. To introduce the Johari Window model of interpersonal processes as a way of “debriefing” the group discussion and conceptualizing the complexities and subtleties of interpersonal dynamics, with particular emphasis on the effects of one's style of relating to others;
3. To provide a collection of objective, data-based feedback regarding one's practices with subordinates, colleagues, and superiors (through the use of the *Personnel Relations Survey (PRS)* and link this data to the back-home system through the use of subordinate assessments (through the use of the *Management Relations Survey (MRS)*);
4. To provide an opportunity to analyze and identify both personal and organizational factors that influence – either in a facilitative or inhibitory way – the use of basic interpersonal processes in the building of relationships and the creation of organizational climates;
5. To provide a conceptual and data-based catalyst for discussion and critique of relationships back home. Participants are encouraged to get together with those co-workers who have rated them in order to share the Johari concept, one's own assessment of personal practices, and to review past practices as a way to plan for the future.

APPROPRIATE AUDIENCE/GROUP

Since communication is such a critical factor in organizational functioning, this training module is appropriate for *all* levels of management and supervision.

It is also appropriate as a preparation experience for those who are contemplating moving into the managerial or supervisory ranks.

MATERIALS NEEDED

Video:	<i>For the Sake of Partnership</i>	\$149.95
Optional Video:	<i>Force Field Analysis for Problem Solving and Planning for the Future</i>	\$149.95
Video:	<i>The Dynamics of the Johari Window</i>	\$149.95
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Exercise:	<i>For the Sake of Partnership</i>	\$9.95 (1 per participant)
Instrument:	<i>Personnel Relations Survey</i>	\$8.95 (1 per participant)
Instrument:	<i>Management Relations Survey</i>	\$7.95 (3 per participant)
Linkage Audio Tape:		\$9.95 (1 per participant)
Optional Exercise:	<i>Interpersonal Relations and Organizational Climate</i>	\$9.95(1 per participant)
Module 3 package (Video available separately)		\$49.95 (per set)

Leader's Guide \$24.95



“Communication” is always high on the checklist for organizational health. When an organization begins experiencing problems, it is not uncommon to hear comments like “We’ve got some serious communication problems around here!” The process of communication is the “glue” that holds the organization together. Without appropriate and well-functioning communication systems, it is difficult – if not impossible – for the vision, goals, and objectives of the organization to reach all of those responsible for making the organization work. Yet, problems of communication involve more than just the “flow” of information. Problems of communication are often symptoms of other difficulties and occur most often when interpersonal relationships are unsound. This 4-hour module, through the use of a group exercise and personal participant/subordinate feedback instruments, provides a comprehensive overview of individual contributions to the communication process. This comprehensive 17-page cookbook style leader’s guide provides step-by-step instructions for conducting Module 3: Luft and Ingham’s Johari Window model, *Personnel Relations Survey*, *Management Relations Survey*, *For the Sake of Partnership* group exercise. Includes an Appendix of sample overlays and flipcharts used in this session.

For the Sake of Partnership (Video)

For the Sake of Partnership (Group Exercise)



The video: The stimulus-video is a “role-play” case designed to “smoke out” the participant’s feelings regarding four different communication styles.



The exercise: Participants are asked to read over the case and view the video paying particular attention to the patterns of communication portrayed. They identify the “strength” and “weakness” of each of the four communication styles.

The Dynamics of the Johari Window (Video)



Demonstrates with vignettes the four basic styles described by the Johari Window model of interpersonal processes. The model give structure and helps participants to understand the way they communicate with others – and the impact of their communication style on others.



FEEDBACK INSTRUMENTS

Personnel Relations Survey [PRS] (Self-Assessment)



Continues to be our most popular instrument. The PRS is an easy-to-complete survey that allows leaders/managers to assess how well they communicate with employees, colleagues, and superiors. Based on the popular Luft & Ingham *Johari Window* model, this instrument evaluates current strengths and weaknesses of one’s interpersonal style.

Management Relations Survey [MRS] (Assessment-by-others)



How others perceive us is of vital importance to our managerial effectiveness. The MRS provides “real world” feedback of one’s communication style – as seen by co-workers. This valuable information enables the leader/manager to make changes in his /her communication style. This often leads to vastly improved communications with one’s co-workers, and consequently, better working relationships.

Models for Management

Module 4: Motivation

PURPOSE



This module provides experience in diagnosing motivational symptoms in an organizational setting and to afford feedback with respect to one's preferential approach to the management of motives *vis-a-vis* the motives actually operating among employees.

Researchers agree that the personal motivations of employees are directly related to nearly every facet of the workplace. Therefore, it is widely, but mistakenly, assumed that leaders/managers bear the responsibility of motivating their employees toward organizational goals. However, our research demonstrates that, since motivation is an internal process, leaders/managers are responsible for providing the proper work environment in order to prompt employee self-motivation. Using validated survey instruments the participant can both evaluate his/her own personal theory of motivation, and discover what really is important to their co-workers.

This module helps to:

- Learn the impact of personal beliefs on motivation
- Discover what motivates employees
- Understand the motivation *process* and the role of the leader/manager in it

OBJECTIVES

Specific objectives for Module 4:

1. To provide diagnostic experience within the context of a filmed case study;
2. To introduce the motivational models of Abraham Maslow and Frederick Herzberg;
3. To provide feedback on one's personal theory of motivation regarding subordinates via the *Management of Motives Index*;
4. To obtain additional data on subordinate need systems via the *Work Motivation Inventory* for comparison with one's own practices.

APPROPRIATE AUDIENCE/GROUP

Since this training module addresses a fundamental issue in managerial performance, it is appropriate for *all* levels of management and supervision.

It is also appropriate as a preparation experience for those who are contemplating moving into the managerial or supervisory ranks.

MATERIALS NEEDED

Video:	<i>People at Work</i>	\$149.95
Video:	<i>Work Motivation: How Managers Can Make the Most of It</i>	\$149.95
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Exercise:	<i>Conflict at Trojan</i>	\$9.95 (1 per participant)
Instrument:	<i>Management of Motives Index</i>	\$8.95 (1 per participant)
Instrument:	<i>Work Motivation Inventory</i>	\$7.95 (3 per participant)
Linkage Audio Tape:		\$9.95 (1 per participant)
Module 4 package (Video available separately)		\$49.95 (per set)

Leader's Guide \$24.95



As managers/leaders, we must contend with the symptoms and effects of employee motivation virtually every day. It is important that we understand the fundamental characteristics of human needs and how they are related to work motivation and job satisfaction. Managers are frequently called upon to “motivate” their people to perform more effectively and efficiently. However, it is important to recognize that none of us can “motivate” another person directly. Motivation is an internal process and, as such, cannot be controlled by the manager/leader. What the manager/leader does have influence over are the motivational supports, “goal objects,” associated with motivational needs. Through the use of a group exercise and participant-subordinate feedback instruments, this 4-hour training session provides a comprehensive overview of the motivational process and provides managers/leaders with an objective measure of the degree to which the “goal objects” they provide correlate with the what employees say they need. This comprehensive 20-page cookbook style leader’s guide provides step-by-step instructions for conducting Module 4: Maslow’s Need Hierarchy theory, Herzberg’s Hygiene-Motivator Theory, *Management of Motives Index*, *Work Motivation Inventory*, *People at Work* group exercise. Includes an Appendix of sample overlays and flipcharts used in this session.

People at Work (Video)



A dramatic portrayal of everyday life on the job. This video depicts disruptions in the work group when people's needs are not being met. Realistic and relevant, *People at Work* acts as the stimulus for the widely acclaimed group exercise *Conflict at Trojan*.

Conflict at Trojan (Group Exercise)



This lively exercise (using the video, *People at Work*) provides experience in diagnosing motivational symptoms in an organizational setting and produces a comprehensive overview of the motivational process.

Work Motivation: How Managers Can Make the Most of It (Video)



Stirring graphics and "real life" vignettes dramatize the connection between human needs, work motivation and job satisfaction. This novel combination of Maslow's Need-Hierarchy and Herzberg's Hygiene-Motivator theories helps managers understand the motivational process and their role. The finest in the industry.



FEEDBACK INSTRUMENTS

Management of Motives Index [MMI] (Self-Assessment)



An enlightening look at the classic models of Maslow and Herzberg in relation to motivation. Through an honest examination of their beliefs and behaviors, managers discover how much emphasis they place on each level of the Need-Hierarchy - and how approaches to motivation result from personal beliefs on why people work.

Work Motivation Inventory [WMI] (Self-Assessment)



Uncovers a custom "personal motivational profile" of the motivation needs of the individual as seen by that individual. A comparison of the WMI with the MMI reveals what conditions the employee feels are important vs. the motivational support provided by their leader/manager.

Models for Management

Module 5: Empowerment

PURPOSE: Using Personal Power to enhance Organizational Performance



This module is designed to address a core issue in determining both managerial and organizational competence. The issue is “Power” and how individual managers feel about it and use personal power in performing their managerial duties.

Power and authority are a part of our working lives no matter what type of organizations we are in. We all exercise power, even though organizational leaders are most often seen as having and controlling power.

Nothing has a greater impact on managers themselves, their direct reports, and their organization, than how they manage and share their power. Research confirms that a manager's power style differentiates the truly productive manager from their less productive colleagues.

This module helps to:

- Discover the effects of power dynamics
- Identify why individuals want power
- Understand the benefits of power sharing

OBJECTIVES

Specific objectives for Module 5:

1. To demonstrate and experience three different power styles in a simulated manager-subordinate relationship;
2. To introduce research-based models for analyzing power dynamics (style issues as developed by Robert Blake & Jane Mouton and motivational issues as reported by David McClelland & David Burnham);
3. To provide feedback on one's personal need for power (power motivation) coupled with data from subordinates concerning their perception of why the manager seeks power and how he or she uses the power available (power style).

APPROPRIATE AUDIENCE/GROUP

Since this training module addresses a fundamental issue in managerial performance, it is appropriate for *all* levels of management and supervision.

It is also appropriate as a preparation experience for those who are contemplating moving into the managerial or supervisory ranks.

MATERIALS NEEDED

Video:	<i>Managing Power Productively</i>	\$149.95
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Exercise:	<i>Manager-Subordinate Relationships</i>	\$9.95 (1 per participant)
Instrument:	<i>Power Management Inventory</i>	\$8.95 (1 per participant)
Instrument:	<i>Power Management Profile</i>	\$7.95 (3 per participant)
Linkage Audio Tape:		\$9.95 (1 per participant)
Module 5 package (Video available separately)		\$49.95 (per set)

Leader's Guide \$24.95



Everyone knows it takes “power” to get things done. Yet, the use of power may be one of the most widely misunderstood, and most abused, aspects of managerial performance. People need power and impact simply to do their jobs to the best of their ability. Most organizations, however, typically reserve power only for people in management and supervision. Truly productive managers know how to manage their power for optimal results. By using power productively, managers can empower people and encourage a sense of personal control and influence in their work. The result is a more productive organization populated by people who have a vested interest in – and commitment to – the success of the organization. This fast-paced 3-½ hour training module teaches managers/leaders how to promote productivity by empowering employees to make decisions, exercise their judgment, and act accordingly. This comprehensive 28-page cookbook style leader's guide provides step-by-step instructions for conducting Module 5: McClelland & Burnham's Power Motivation model, Blake & Mouton's Power Spectrum model, *Power Management Inventory*, *Power Management Profile*, *Co-Worker Relationships* group exercise. Includes an Appendix of sample overlays and flipcharts used in this session.

Co-Worker Relationships (Group Exercise)



Influence and the dynamics of power are core issues in determining both managerial and organizational competence. Participants discover the dynamics of the effective use of power and how power dynamics impact their managerial behavior.

Managing Power Productively (Video)



This exciting, fast-paced video shows leaders/managers how to promote higher morale and productivity by empowering employees to make decisions, exercise their judgment and act accordingly. Leaders/Managers learn about power motivation – the reason one wants power, as well as power style – how one shares their power.



FEEDBACK INSTRUMENTS

Power Management Inventory [PMI] (Self-Assessment)



The PMI enables leaders/managers to assess their own power motivations and power style. Part one examines personal motivations for power, including the needs for impact, strength, and influence that guide their behavior. Part two analyzes the power style of the individual, determining if one keeps his/her power, shares the power, or avoids using power. The result is a more effective use of power, which yields an even greater impact within the organization.

Power Management Profile [PMP] (Assessment-by-others)



How does the manager's use of power effect morale? The PMP gives managers feedback about how their approach to power is viewed by those around them. It further produces a statement of the morale that exists in the workplace as a function of the manager's use of power. Linking the PMP with the *Power Management Inventory* provides a structure for discussions about how the manager's use of power is perceived – and can be made more effected.

Models for Management

Module 6: Group Decision-Making

PURPOSE: Transforming Low-Performing Groups into Winners



Teams are a reality of organizational life. Today's organizations consist of interconnected groups of people, and "teaming" appears to be a permanent reality. How people relate to one another in the integration of task/social and emotional activities is the core issue if teams are to be effective. Douglas McGregor observed that *groups function as their members make them function* and international research clearly indicates that team members can learn to function more effectively.

This module is designed to explore the basic dynamics of group problem solving and to examine some of the common pitfalls characterizing groups that perform poorly. More important, a fail-safe alternative to such pitfalls is presented in the form of an in-depth blueprint for managing Commitment, Conflict, Creativity, and Consensus – the “Four Cs” of creative group problem solving. Through several structured exercises and feedback sessions, participants have an opportunity to experience some of these dynamics personally and to analyze their own contributions to group functioning.

This Course helps team leaders and members:

- Experience the power of consensus decision-making
- Understand how groups function
- Discover the "best" way to lead for creativity

OBJECTIVES

Specific objectives for Module 6:

1. To provide an opportunity to explore more directly and personally group dynamics, both as these are portrayed in the film, *Twelve Angry Men* (Henry Fonda version), and as they occur in participant groups;
2. To provide an opportunity to test out the validity of several principles of group dynamics as these pertain to group productivity;
3. To explore the efficacy of individual as compared to group productivity in the making of decisions;
4. To experiment with the consensus technique of group functioning; and
5. To provide an opportunity for the assessment and critique of individual contributions to team action.

APPROPRIATE AUDIENCE/GROUP

Since group problem-solving and decision-making skills are critical at *all* levels of organizational functioning, this training module is appropriate for everyone who works in groups – whether as members-at-large or as leaders. The program is equally appropriate for self-directed teams, those engaged in strategic planning, and special study groups.

MATERIALS NEEDED

Video:	<i>12 Angry Men</i> (Henry Fonda version)	VHS available from Blockbuster Video DVD available from Amazon.com
Video:	<i>Managing the Four Cs of Group Effectiveness</i>	\$149.95
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Exercise:	<i>12 Angry Men: A Group Exercise</i>	\$9.95 (1 per participant)
Exercise:	<i>Group Barrier Analysis</i>	\$9.95 (4 per participant)
Instrument:	<i>Team Effectiveness Survey</i>	\$8.95 (1 per participant)
Linkage Audio Tape:		\$9.95 (1 per participant)
Module 6 package (Video available separately)		\$49.95 (per set)
(Optional) Exercise:	<i>NASA Moon Survival</i>	\$8.95 (1 per participant)

Leader's Guide \$24.95



Groups, committees, blue-ribbon panels, and special task forces are a fact of organizational life. There is nothing inherently good nor bad about a group that dictates performance in making a decision or solving a problem. Groups function as their members make them function – for better or worse. Module 6 is designed to explore the basic dynamics of group problem solving and to examine some of the common pitfalls characterizing groups that perform poorly. More important, a fail-safe alternative to such pitfalls is presented in the form of an in-depth blueprint for managing the “Four C’s” of creative group problem solving. This 27-page cookbook style leader’s guide provides step-by-step instructions for conducting Module 6: The fundamentals and dynamics of consensual decision-making, *12 Angry Men: A Group Exercise*, *Group Barrier Analysis* group exercise, *NASA Moon Survival Task* group exercise, *Team Effectiveness Survey*. Includes an Appendix of sample overlays and flipcharts used in this session.

12 Angry Men: A Group Exercise



A consensus decision-making exercise built around the classic movie *Twelve Angry Men*. The outstanding dramatic portrayals depict numerous examples of human behavior within groups. The study of group dynamics is a self-convincing exercise proving the potential of group decision-making.

Group Barrier Analysis (Group Exercise)



Shows how important every member's input is to a team decision. This Group Exercise provides an opportunity for feedback on the contributions of individual team members in the decision-making process. Members rate themselves and other team members. The resulting profiles serve as a remarkable starting point for group discussion and feedback.

Managing the Four Cs of Group Effectiveness [Video]



Groups function as their members make them function... for better or worse! This video clearly illustrates the common pitfalls characterizing groups and presents fail-safe alternatives. It offers an in-depth blueprint for managing Commitment, Conflict, Creativity, and Consensus – the Four C's of group effectiveness. Whether the audience is comprised of leaders/managers or group members-at-large, this video is essential for all who work in groups.

Team Effectiveness Survey [TES] (Group Assessment)



Based on the *Johari Window* model of interpersonal relationships, the TES produces data that rates how effectively a team functions. It focuses on both individual and team use of the exposure and feedback processes. Members rate themselves and other team members. The resulting profiles serve as a starting point for group discussion and feedback.

[Optional Exercise]

NASA Moon Survival Task (Group Exercise)



The NASA Moon Survival Task is the original consensus decision-making exercise. It has been used in countless research projects and its results prove the potential of group decision-making. It lays to rest the “individual vs. group” controversy regarding decision quality, and generates valuable group diagnostic data. NASA’s Manned Spacecraft Center’s expert solution to the problem affords immediate assessment and feedback on individual and group performance.

Models for Management

Module 7: Management / Leadership Style

- What makes a good manager / leader?
- Effective managers and leaders make themselves aware of their strengths and needs, and how their own personal values impact their style of management.
- Identify your style of managing people – as seen by you and by your coworkers.
- Analyze the strengths and weaknesses of various management / leadership styles.

PURPOSE:



This training module integrates prevailing theories of management by (1) presenting a model for analyzing the strengths and weaknesses of various management styles and (2) providing an action exercise for “pulling together,” in a comprehensive framework, other models dealing with issues of motivation, communication, power, and management values, which combine to make an overall management “style.” Thus, Module 7 serves to integrate much of the material presented in other modules in the seminar. It also provides a structure for systematically examining personal behavior from multiple vantage points (1) to facilitate better understanding of personal style preferences, and (2) to provide a framework for making more informed choices regarding a program of personal change – if needed or desired.

Module 7 helps managers and leaders:

- Evaluate their current style of leadership/management
- Discover the impact of common styles
- Develop a research proven "best" style
- Forge a framework for making the best management-style choices

OBJECTIVES

Specific objectives for Module 7:

1. To familiarize participants with the Hall’s Style Parallax Model of People / Performance Issues as a way to analyze management “style” according to multiple considerations;
2. To provide, via a synthesis task, an opportunity and the necessary structure for conceptually relating the works of several behavioral science theorists that influence style;
3. To provide an opportunity for receiving feedback regarding one’s perception of his or her own style, coupled with feedback from subordinates or co-workers regarding their assessments of the manager’s practices;
4. To explore some of the action alternatives available to participants as strategies for change upon their return to the real world of work.

APPROPRIATE AUDIENCE/GROUP

Individual management style is, obviously, a critical factor in organizational functioning. Thus, this training module is appropriate for *all* levels of management and supervision as well as for those contemplating moving into the managerial or supervisory ranks.

A caveat: Because of the integrative focus – *i.e.*, a synthesis of complementary concepts – the group exercise used may only be appropriate for people who have completed the modules on management values, communication styles, motivation, and power.

MATERIALS NEEDED

Video:	<i>Productive Management: A Matter of Style</i>	\$149.95
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Exercise:	<i>A Synthesis of Behavioral Science Concepts</i>	\$9.95 (1 per participant)
Instrument:	<i>Management Styles Inventory</i>	\$8.95 (1 per participant)
Instrument:	<i>Manager Style Appraisal</i>	\$7.95 (3 per participant)
Linkage Audio Tape:		\$9.95 (1 per participant)
Module 7 package (Video available separately)		\$49.95 (per set)

Leader's Guide \$24.95



One of the ironies of “management” is that most of us become managers or supervisors because we are good at something else. That is, we are promoted to management because we are good accountants, salespersons, machinists, nurses, teachers, engineers, or what-have-you. We have focused on “what” we are doing, and have seldom thought about the human “why,” “what,” and “how,” of management. “Why” do people work? “What” do they want from their work? “How” can I, as a manager – supervisor - leader, provide the kind of environment where people can be productive and feel good about what they are doing? To answer these questions we need to become more aware of how our own beliefs, values, and attitudes affect the way we approach our job as managers – supervisors – leaders. This comprehensive 25-page cookbook style leader’s guide provides step-by-step instructions for conducting Module 7: Hall’s Style Parallax model, *Management Style Inventory*, *Manager Style Appraisal*, *A Synthesis of Behavioral Science Concepts* group exercise. Includes an Appendix of sample overlays and flipcharts used in this session.

Productive Management: A Matter of Style (Video)



Using real-life vignettes, this video provides an in-depth explanation of Hall’s *Style Parallax Model of People / Performance Issues*. It dramatizes the impact of each of the five styles – Developer, Manipulator, Taskmaster, Comforter, and Regulator – and creates, for the participant, an understanding of the benefits and pitfalls of each management style.

A Synthesis of Behavioral Science Concepts (Group Exercise)



The Synthesis Task integrates prevailing theories of management by presenting a model for analyzing the strengths and weaknesses of management styles and providing an action exercise for “pulling together,” in a comprehensive framework, other models dealing with issues of motivation, communication, power, and management values, – which combine to make up overall management “style.”



FEEDBACK INSTRUMENTS

Management Styles Inventory [MSI] (Self-Assessment)



This powerful analysis classifies management behavior according to the profiles of the *Style Parallax Model of People / Performance Issues*:

- Developer
- Manipulator
- Taskmaster
- Comforter and
- Regulator

The MSI enables the managers to evaluate their style against a backdrop of research and a comparison with other managers. It also provides profiles in four components of managerial style:

- Philosophy
- Planning & Goal Setting
- Implementation and
- Evaluation

Manager Style Appraisal [MSA] (Assessment-by-Others)



Reveals the manager's style as perceived by their co-workers – the recipients of their leadership/managerial behavior. This valuable information creates an awareness of the impact the leader/manager is having on others and points the way for discussion and change.

Models for Management Seminar

MODULES 8 AND 9

Modules 8 and 9 can be conducted as a stand-alone 2-day session to initiate an organizational change effort in pursuit of total quality. Module 8 provides a way of systematically examining the organizational practices and conditions that support (or inhibit) people in their quest to do quality work, while Module 9 provides analysis, action planning, and follow-up.

Target audience: Executives, managers, leaders and supervisors

Since Modules 8 & 9 are designed to be used with workgroups, they are not part of the Public Models for Management Seminar. However, they are reviewed during the Train-the-Trainer session.

Module 8 – Competence Process: The Human Side of Quality builds on the previous 7 modules and alters the focus from individual behaviors to the organization itself – the policies, practices and climate within the workplace. Using both self-assessment and feedback from co-workers (with respect to the nature of those choices pursued since completing the previous 7 modules), Module 8 provides an “update” of leadership / managerial practices to answer the question, “How am I doing?”

Module 9 – Competence Clarification: Analysis, Action Plan & Follow-Up is essentially a “workshop” session to give practical substance to the Competence Process by helping participants identify specific policies, practices, traditions, norms, and philosophies that encourage or discourage Collaboration, Commitment, and Creativity within their own organization. The exercise allows participants to focus on their specific situation, analyze the forces at work, and begin to develop initial “**Action Plans**” for systematically improving conditions within their part of the organization. In addition, it provides the tools and procedures needed to conduct similar analytical discussions with subordinates or co-workers after the training session.

Module 8: The Competence Process

PURPOSE



This day-long program is presented in two (2), four-hour blocks. Using the Competence Process model as a way of systematically examining the organizational practices and conditions that support (or inhibit) people in their quest to do quality work, Module 8 shifts the focus from the individual leader/manager to the organization.

In Part I, usually a morning session, Hall's Competence Process model is used to identify and assess the myriad conditions that have a direct impact on quality performance and health in the workplace. Additionally, the group sessions allow participants to use the model as a means of diagnosing organizational problems.

In Part II, usually an afternoon session, the role and practices of the individual manager in shaping organizational culture – for better or worse – are examined. Detailed personal feedback is provided regarding current practices and alternative practices that might facilitate greater productivity and health.

OBJECTIVES

Specific objectives for Part I of Module 8:

1. To introduce the Competence Process model of culture management and high-quality organizational performance;
2. To provide participants an opportunity to apply the Competence Process model to their own organizations;
3. To distinguish between strategies for solving performance problems in organizations that utilize available human competence and those that stifle the ability to do high quality work;
4. To identify participants' current managerial strategies for quality and health within the organizational setting and to compare these with potentially more productive alternatives.

Specific objectives for Part II of Module 8:

1. To identify the specific "conditions" that must be managed in order to promote and maintain Competence within the organization. By identifying the support conditions for Competence, we can move from the abstract to the concrete. These support conditions pinpoint specific managerial behaviors that must be performed in order for Competence to manifest itself;

2. To provide individual feedback, using the *Productive Practices Survey* (PPS) and the *Survey of Management Practices* (SMP) regarding one's attention to and proper employment of those managerial behaviors necessary for fostering and nurturing quality in the workplace. (The PPS and SMP amount to behavioral checklists of productive management);
3. To integrate the information from "self" and "others" to get a more comprehensive picture of one's current practices and to begin the development of personal action-plans;
4. To introduce the concept of "planned change" and to provide some parameters for developing a systematic program of quality management.

APPROPRIATE AUDIENCE/GROUP

The Competence Process represents an excellent and comprehensive overview of organizational performance and the cultural and environmental factors that contribute to an organization's level of attained quality. Consequently, this training module is appropriate for anyone who designs, creates, or manages a place of work, which translates into *all* current levels of management and supervision from the top to the bottom of the organization. In addition, the program is appropriate for those planning or developing team-building programs, continuous quality improvement programs, and the like.

MATERIALS NEEDED

Video:	<i>The Competence Process: A Blueprint for Productive Management</i>	\$149.95
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Instrument:	<i>Productive Practices Survey</i>	\$9.95 (1 per participant)
Instrument:	<i>Survey of Management Practices</i>	\$8.95 (3 per participant)
Exercise:	<i>Quality Crunch at Rockport</i>	\$9.95 (1 per participant)
Exercise:	<i>Organizational Targeting</i>	\$9.95 (1 per participant)
Linkage Audio Tape:		\$9.95 (1 per participant)
Module 8 + 9 package (Video available separately)		\$59.95 (per set)

Leader's Guide \$24.95



People can, and need to, do quality work – be productive – in order to feel good about themselves. But, without a proper organizational environment – that is, those priorities, policies, and practices that define the culture of the workplace – human potential will fail to be fully realized. This day-long session introduces Hall's "Competence Process" model of organizational culture and provides a systematic way of analyzing the organizational forces that enhance, or inhibit, productivity and health in the workplace. Through a case study and a group exercise, participants first have an opportunity to apply the model and gain additional insights into the total process. The model then permits participants to assess the degree to which they personally employ practices, which create and support the conditions for competence and make full use of the human potential within their part of the organization. This comprehensive 31-page cookbook style leader's guide provides step-by-step instructions for conducting Module 8: Hall's Competence Process model, *Quality Crunch at Rockport* group exercise, *Organizational Targeting* group exercise, *Productive Practices Survey*, *Survey of Management Practices*. Includes an Appendix of sample overlays and flipcharts used in this session.

The Competence Process: A Blueprint for Productive Management (Video)



An exciting and dramatic presentation of Hall's Competence Process model and enables viewers to understand, and immediately apply, the model on the job. The key elements of the Competence model (Collaboration, Commitment, Creativity), and supports for each, are illustrated. Also presents the findings of the extensive research that validates this classic model.

Quality Crunch at Rockport (Group Exercise)



This case study and group exercise provides participants with an opportunity to apply the Competence Process model and gain insights into quality initiatives and process improvement using Collaboration, Commitment, and Creativity.



FEEDBACK INSTRUMENTS

Productive Practices Survey [PPS] (Self-Assessment)



The *Productive Practices Survey* measures the effectiveness of a manager's style. This validated instrument measures the degree to which the manager applies practices that research has shown lead to higher quality, increased productivity and a healthier work environment. The PPS pinpoints how the manager is influencing those conditions necessary for overall organizational productivity, and how their practices impact morale and health within the organization. Includes comprehensive instructions for conducting feedback sessions to discuss the manager's managerial practices. The *Productive Practices Survey* (when coupled with the *Survey of Management Practices*) serves as a road map for professional and personal development.

Survey of Management Practices [SMP] (Assessment-by-Others)



The SMP provides the leader/manager with valuable feedback about how his/her practices are seen by their co-workers. It generates scores that the manager may directly compare with his/her own self-assessment (PPS), and suggests practices that will enhance Collaboration, Commitment, and Creativity within the workplace.

Organizational Targeting (Group Exercise)



Participants assess the degree to which they personally employ practices that create and support the conditions for competence. The group determines the steps needed to improve the organization's climate and makes action-plans for organizational improvement.

Module 9: COMPETENCE CLAIRFICATION

PURPOSE



ANALYSIS, ACTION PLANNING & FOLLOW-UP - A one-day session to give practical substance to the Competence Process by helping participants identify specific policies, practices, traditions, norms, and philosophies that encourage, or discourage, Collaboration, Commitment, and Creativity within their own organization. The exercise allows participants to focus on their specific situation, analyze the forces at work, and begin to develop initial **“Action Plans”** for systematically improving conditions within their part of the organization. In addition, it provides the tools needed to conduct similar analytical discussions with subordinates or co-workers after the training session. As a bonus, if participants are part of an intact work-group, the exercise can serve to focus their collective energies on clarifying the conditions needed for competence within their own work group. This can yield immediate benefits.

Achieve a more dynamic, competent, productive organization by:

- Identifying specific policies, practices, norms and philosophies that characterize your organization;
- Pinpointing factors that support high performance in your particular organization;
- Seeing exactly what you must do to promote and maintain high performance;
- Gaining the tools and procedures to conduct action planning with your subordinates and co-workers;
- Developing **ACTION PLANS** to systematically improve the conditions in need of change.

OBJECTIVES

Specific objectives for Module 9:

1. To enable participants to identify the factors that currently impact conditions for Competence – in either a positive or negative direction – in their part of the organization;
2. To assign “weights” to these factors (again, in either a positive or negative direction) to determine their influence for shaping the existing character of the workplace;
3. To determine those dimensions of the Competence Process most in need of change and to develop preliminary action-plans for addressing problems of total quality performance.

APPROPRIATE AUDIENCE/GROUP

This training module addresses total quality management for the entire organization. Thus, it is appropriate for *all* levels of management and supervision – as well as anyone who influences or is influenced by the organization. In effect, this means anyone in the organization. This session should be repeated periodically to focus and revitalize the efforts of all involved in improving organizational productivity. For maximum impact, the session is best conducted with intact work groups or those who must interact closely in the accomplishment of organizational quality objectives.

MATERIALS NEEDED

Video:	<i>The Competence Process: A Blueprint for Productive Management</i>	\$149.95
Video: (Optional*)	<i>Force Field Analysis for Problem Solving and Planning for the Future</i>	\$149.95
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Exercise:	<i>Competence Clarification</i>	\$9.95 (1 per participant)
Readings:	"The Competence Process: Managing the Human Side of Quality"	\$2.95

Module 9 is included with Module 8

* **Note:** The *Force Field Analysis* video is available as an option for use with participants who have not been previously exposed to the model in Module II. If participants have already been exposed to the Force Field Analysis, it may only be necessary to review the model briefly at the appropriate point in the session.

Leader's Guide \$24.95



Module 9 is designed to provide managers/leaders and their co-workers with a systematic method of analyzing current organizational and personal practices, which promote or inhibit the achievement of quality performance. Participants will analyze current conditions within their part of the organization. Then, they develop Action-Plans to correct these current policies or practices, or they develop new procedures, within their own part of the organization in order to unleash the tremendous potential already available to them and express it in quality performance. This comprehensive 21-page cookbook style leader's guide provides step-by-step instructions for conducting Module 9: Lewin's Force Field Analysis model, Hall's Competence Process model, *Competence Clarification* group exercise. Includes an Appendix of sample overlays or flipcharts used in this session.

Competence Clarification (Group Exercise)



Competence Clarification identifies where and when changes are needed. It provides leaders, and their co-workers, with a systematic method for analyzing current organizational and personal practices that promote (or inhibit) quality performance. It enables participants to develop **action-plans** to correct current practices.

Per Participant Pricing & Quantity Discounts

Models for Management Seminar Modules 1 – 9

Complete set of seminar material for one participant and three co-workers: 7 participant feedback instruments, 21 co-worker feedback instruments, 15 group exercises, 4 linkage tapes, and 1 notebook binder.

Quantity	Discount	Price
1 – 24 sets		\$349.00 per set
25 – 99 sets	5%	\$331.55 per set
100 – 299 sets	10%	\$314.10 per set
300 +	15%	\$296.65 per set

Videos available separately: \$149.95 each

Leader's Guides available separately: \$24.95 each

Individual Modules May be Purchased Separately

Individual Videos, exercises, and feedback instruments may also be purchased separately

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