

ADAPTING YOUR STYLE



**INSTRUCTOR GUIDE
4-HOUR COURSE**

I-RDQ[®]

ADAPTING YOUR STYLE

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:






- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles





Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: Managing with Style


Type of Activity	Segment	Time
	Introduction	15
	Qualities of an effective manager	15
	Making the shift from individual to leadership work style	15
	Why does style matter?	15
	How to relate to each style	15

Chapter Two: The Communication Factor








Type of Activity	Segment	Time
	The ways humans connect	20
	Skills to improve understanding	10
	Adjusting your communication style to empower employees	20
	Communicating with your boss	15

Course timing

Chapter Two: The Communication Factor (cont.)

Type of Activity	Segment	Time
	Influencing language	10

Chapter Three: Supportive Leadership

Type of Activity	Segment	Time
	Conducting one-on-ones	10
	Giving positive feedback	5
	Giving negative feedback	15
	Facilitating productive meetings: the four most important outcomes	5
	Ensuring participation	10
	Guiding discussion	15
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Course objectives

Successful completion of this course will increase your knowledge and ability to:

- ◇ Identify the qualities of an effective leader
- ◇ Make the mental shift from individual productivity to influencing others
- ◇ Recognize style differences in others and cater to their preferences
- ◇ Build rapport using verbal and nonverbal messages
- ◇ Conduct constructive one-on-ones
- ◇ Give positive and negative feedback to different styles
- ◇ Develop individual motivation approaches for employees
- ◇ Facilitate a meeting effectively

Chapter One



MANAGING WITH STYLE

Read the two scenarios to the group (with feeling) and discuss the differences. Emphasize the second manager's perspective: that her job is to adjust her style to make each employee successful. Highlight the topics to be covered during the session.

A day in the life of a manager

Who do you want to be?

1. A nursing manager describes her role as manager versus being a public health nurse as follows: "I used to help people. I used to be respected by my peers for my skill and compassion. I was loved by my clients and their families as I drove from home to home, doing good works. Now look at me! I am a pathetic woman who jumps whenever the phone rings and has paper cuts on every finger. How did I fall to this lowly state?"

"My desk is the bottleneck through which everything drains. At my desk I count everything that is done and justify it to anyone who comes asking. I referee skirmishes of a constructive nature, and also those of the personal or hormonal variety. I carry messages back and forth between the nurses and the bosses, and sometimes both groups try to kill the messenger."

2. The director of services at a major hotel chain describes her success in leading others as follows: "The only reason a leader is around is to help people do what they do best. I look for employees' gifts by learning what attracts them and what they do outside of work." Her employees treasure her leadership ability as well. One employee said, "She made me into an artist. She brought out things in me I didn't even know I had, but that she had seen." Another employee describes her as different from your typical executive. "On the first day I met her she asked, 'What kind of boss do you need me to be to make your job easier?' No one had ever said that to me."



Qualities of an effective leader

Model the behaviors you want to see in others

- ◇ Demonstrate integrity and credibility at all times.
- ◇ Take action when it matters.
 - Stand up for yourself and for others.
 - Show commitment versus compliance.
- ◇ Treat every employee as an individual.

Communicate with passion and conviction

- ◇ Make your message optimistic yet realistic.
- ◇ Use stories and action-oriented language.
- ◇ Use inclusive language: “we” versus “I.”

Engage and involve others

- ◇ Appeal to common beliefs and values.
 - Share organization, department, and team visions.
 - Acknowledge that similar values may be expressed in different ways.
- ◇ Share power, information, and responsibility.
- ◇ Encourage celebration of milestones, interim accomplishments, and partial wins.
- ◇ Recognize effort and initiative as well as tangible success.
- ◇ Foster collaboration.
 - Notice and reward cooperation among employees.
 - Develop team goals that require people to exchange diverse ideas and resources.
 - Encourage your staff to make connections with other individuals and groups in the organization.

Start this section by asking for examples of situations in which the participants experienced a leader who modeled or didn't model the desired behavior. Then lead the group in a discussion of how a leader can communicate with passion and conviction. For example, one sign of an effective leader is his or her use of “we” versus “I.”

Many leaders are famous for their storytelling ability and they generally follow these tips:

- Make your story clearly relate to the point you wish to make.
- Choose a story your audience can easily identify with.
- Limit the length. Provide enough detail to be interesting and meaningful, but not too much to be boring.

Engage and involve others: This may be the most important quality; after all, a leader is only a leader if he or she has followers. The point of leadership is to influence others toward a common goal.

Emphasize the mental shift necessary to be successful in management. The focus must be about helping other people succeed, and in the process, you will succeed as well.



Activity: Have participants work in pairs. For each individual perspective, ask pairs to come up with a corresponding management perspective.
 Suggested responses: 1. Generalist, 2. Work with people, 3. High need for interaction to be successful (must develop teams and alliances), 4. Responsible for the work of others, 5. Organization focus, 6. Decisions based on judgment, based on incomplete data, 7. Dealing with others is necessary, 8. Delegation skills fundamental to success, 9. Success based on compatibility with superior, 10. Public conformity expected

Making the shift from individual to leadership work style

Individual perspective	Management perspective
1. Expert and specialist	
2. Work with things	
3. Low need for interaction to be successful	
4. Responsible for own work	
5. Functional focus	
6. Slow decision making	
7. Dealing with issues outside area of expertise not a priority	
8. Delegation skills less important	
9. Success primarily based on execution of projects	
10. Okay to be a maverick	

Why does style matter?

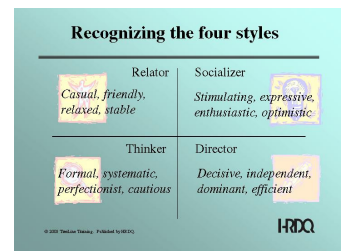
Understanding the four behavior styles

Relator	Socializer
<i>Let's work together</i>	<i>Let's do something creative</i>
Slow down and build step-by-step	Speed up and have fun
Thinker	Director
<i>Let's do it right</i>	<i>Just do it!</i>
Slow down and be right	Speed up and talk business

Most participants should be familiar with the DiSC profile system, and should know their type. The Relator mode corresponds to Steadiness in the DiSC system, Socializer corresponds to influence, Thinker corresponds to Conscientiousness and Director mode corresponds with Dominance. The emphasis here will be on recognizing others' style and adjusting their behavior to meet others' needs.

Transition: As most experienced leaders know, people come in all shapes and sizes, and what works for one employee (in terms of communicating, motivating, giving feedback, etc.) doesn't have the same results with another employee.

Activity: Begin by having participants review the quadrant on this page and select the description that best fits their own style. Ask that they get together with individuals who chose the same statement. Have them read through the descriptions of each of the quadrants on the overhead. Put a check mark next to the quadrant in the workbook that represents their greatest strength. Then ask them to star the quadrant that represents their greatest weakness. PPT descriptions:



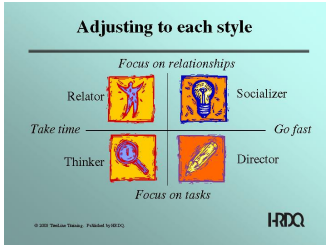
Relator (Steadiness): Steady, stable, dependable, orderly.

Socializer (Influence): Interactive, enthusiastic, expressive, optimistic

Thinker (Conscientiousness): Cautious, perfectionist, critical, systematic

Director (Dominance): Dominant, decisive, strong-willed, independent

Refer to the overhead that shows the continuums: Take time vs. go fast; focus on tasks vs. focus on relationships. These highlight the essential differences among the four types, and if participants remember nothing else, tell them to remember this.



The next two pages provide more detailed information about each style and provide guidelines for how to adjust to best relate to each style.



How to relate to each style

Relator	Socializer
<p>Relators like to work with groups and build relationships. Security is important to them and they like consistency and focusing on areas of specialization. You should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be sincere and personable <input type="checkbox"/> Take an interest in him or her as a person <input type="checkbox"/> Be patient in drawing them out <input type="checkbox"/> Use open-ended questions <input type="checkbox"/> Present new ideas in a nonthreatening manner <input type="checkbox"/> Give plenty of time to adjust <input type="checkbox"/> Clearly define individual goals and roles <input type="checkbox"/> Offer and provide personal support <input type="checkbox"/> Focus on the benefit of his or her contribution to the group 	<p>Socializers like recognition and pride themselves on being popular. They like freedom of speech and freedom from control and detail. They work best in an open environment. You should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a positive, friendly environment <input type="checkbox"/> Give them plenty of opportunities to verbalize about ideas, people, and their intuition <input type="checkbox"/> Engage them with stimulating and fun activities <input type="checkbox"/> Reinforce conversations with written documentation <input type="checkbox"/> Foster a democratic relationship <input type="checkbox"/> Incorporate incentives for taking risks <input type="checkbox"/> Encourage him or her in thinking outside of the box

How to relate to each style (cont.)

Thinker	Director
<p>Thinkers know there's a place for everything and everything should be in its place. Correctness and exactness are highly valued. You should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take time to prepare your case in advance <input type="checkbox"/> Make an appointment <input type="checkbox"/> Provide both the pros and cons of your plan <input type="checkbox"/> Support your ideas with volumes of data <input type="checkbox"/> Assure that you've eliminated all surprises <input type="checkbox"/> Provide a detailed plan with a precise explanation of how it fits in the big picture <input type="checkbox"/> Stay focused on the issue when disagreeing <input type="checkbox"/> Be prepared to provide many explanations with patience and persistence 	<p>Directors must be in charge. They pride themselves on achievement and focus on results. The bigger the challenge, the better they feel. You should:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide direct answers <input type="checkbox"/> Get to the point <input type="checkbox"/> Be brief <input type="checkbox"/> Stick to business <input type="checkbox"/> Show how your plan will get results, solve problems, and allow this individual to be in charge <input type="checkbox"/> Identify ways in which your idea will benefit the Director <input type="checkbox"/> Ask questions that focus on "what," not "how" <input type="checkbox"/> Avoid direct disagreement

