



The Principled  
Supervisor

## Workshop Purpose:

To build our skills as professional supervisors

In a way that equips us with tools and behaviors to be successful

So that through our efforts customers are satisfied, the business improves and our people thrive.

## Products:

1. Know the behaviors of professional supervisors
2. Have tools for assessing and diagnosing situations
3. Align as a group on policy administration
4. Use supervisory principles to guide daily decisions

# Our Schedule

## The Principled Supervisor: Foundations in Supervising People

	Day 1	Day 2	Day 3	Day 4	
<b>1/2-Day Format</b>	<ul style="list-style-type: none"> <li>* Supervisor Role</li> <li>* Importance of engaged people</li> <li>* Good Boss attributes</li> </ul>	Productive Environments (continued) - Respect Audit - Sexual Harassment - 5 Causes of unhealthy workforces	Administering Policy T&A, OT dist., Make-up time/flex time, shift assign, promos, Perf. Stds, vacation	Distribution of Behaviors Correcting Problem Behavior	
	Leading/Planning/Managing: The work of Leaders Supv. Styles Boss 1 & Boss 2		Interpersonal Skills for Frontline People *Effective Conversation * Work Style Pref * Conflict Mgmt.	Building a Learning Organization & Coaching	
	Creating Productive Environments - Building Healthy Workforces	Labor/Mgmt. Relations... IR Enabling the Future	Performance Mgmt. Providing Feedback - Improving EE Perf & follow-up	Managing & Setting Expectations *ValueTree & The Leadership Challenge	

## Continuing Development

- Dealing with conflict
- Managing the group-based problem solving process
- Possibility Walk
- Lean Leadership
- EHS Leadership
- Quality Leadership
- Decoding People's Behavior
- Smart Objectives
- Delegating
- Leading Through Excellence: Building the Management Team
- Model Airplane Factory: Developing the group Operating Vision





**Knowledge Pez  
Dispenser**

**One behavior  
you would like to improve  
in how you supervise/interact  
with others.**



**THE UNIMULTER SOLEKAIQOK**

What are principles?

## Principles of the Professional Supervisor

1. To take my place as the frontline of management in a way that never compromises the work while reconciling employee and company needs.
2. To have my behaviors guided by a clear set of principles in a way that daily decisions can be made in the group without direct involvement from me.
3. To provide a social and technical environment sufficient to meet all requirements in a way that continuous improvement of people and processes is a ritualized behavior.
4. To be accountable for the accomplishment of work in a way that ensures clarity of responsibility for the carrying out of work according to clear performance expectations.
5. To model curiosity, problem solving and personal development in a way that these become a norm for the people in my group.
6. To establish expectations and requirements in a way that encourages stretch and creative thinking within the workgroup.





You are in management

### **Supervisor Role Description** **Managing Day-to-Day**

**Core Work:** Orchestrate the work of people flowing material and information through the shop on a daily basis.

**Accountable for:**

- Frontline HR
  - Interacting with people in a way that they choose to give their discretionary effort and choose to stay with us if given the choice
  - Selection
  - Performance management
    - \* Establishing performance standards/expectations
    - \* Feedback
    - \* Coaching
    - \* Development
    - \* Merit planning
    - \* Administering consequences
  - Administering people-based policies, i.e. time & attendance, labor reporting
- EHS
  - Ensuring the safety of those around you
  - Complying with all rules and procedures
  - Maintaining the orderliness and cleanliness of the work area and equipment
- Quality
  - Ensuring specifications (spec), documented processes and standard work are followed
  - Recording data on Quality Control Process Charts (QCP) and EVMS
  - Documenting variations to standard work
  - Ensuring that variations in specs. and documents are communicated to the technical support community prior to the next occurrence
  - Meeting the requirements of people upstream and downstream in the flow
  - Maintaining and improving customer relations
- Work
  - Getting work done in the most energy efficient and effective way
  - Reconciling customer's Level 1 schedule with our Level 2 and 3 schedules
  - Delivering to takt time within the area
  - Staffing to balance cycle times with takt time
  - Deliver on budget and to schedule
  - Providing more specification to work scopes received
  - Teaming with others to accomplish tasks
- Providing guidance around day-to-day problems such as, ehs, quality and production
  - Identifying the problem
  - Framing the issue
  - Scoping possible solutions
  - Implementing solution within pre-defined parameters such as \$ and impact
- Cost
  - Working to the agreed level 2 and 3 schedule
  - Participating in year-to-year process improvements for reducing cycle-times in accordance with business and market needs

## Principle 1

To take my place as the frontline of management in a way that never compromises the work while reconciling employee and company needs.

Tate

Disengaged...CD

## Technology & Innovation

### CUSTOMERS

Customer Scorecard > 6.0; Provider of Choice

### EMPLOYEES

Employee Engagement over 65% survey favorability

### QUALITY

value streams drive perfect products and services

### FINANCIAL

Deliver financial plan commitments

Delight  
Customers

## Performance Powered by 100%

•Flawless execution on cost reduction and on-time delivery targets

•Achieve 100% of EHS goals and mitigate workplace risks

Discuss the importance of metrics and goals in managing a business.

Perfect Quality Wins Customer Loyalty

Unmatched EH&S Performance

Highest Business Ethics Always

## AMR Business Issues

- Lost \$1.5B in 2009, lost \$2.1B in 2008 due to continued weak demand
- Reduced seating capacity by 7.2% in 2009 vs. 2008
- Fuel prices still a significant risk
- Grounding of A300 fleet
- \$4.3B cash borrowed to cover aircraft orders
- Increasingly difficult to identify and implement significant cost saving initiatives
- Major competitors have reorganized under Chapter 11 and lowered operating costs from renegotiated labor, supply and financing contracts
- Low cost carriers increase pricing pressure
- Working 200 airworthiness directives
- Wages, salaries and benefits = 33% of operating expenses
- Fuel = 27% of operating expenses
- 600B outstanding award miles

## AMR Business Issues continued

- Many years of losses leave the company with a materially weakened financially condition
- Pension assets decreased in value and require \$525M contribution
- \$1B in principle payment due in 2010 plus \$91M on leases plus \$2B on capital expenditures, including new aircraft
- Almost all planes are encumbered and cannot be used as collateral
- Credit rating is below investment grade, increasing borrowing costs
- Kansas City MRO announced to close
- JAL alliance requires a cash contribution NTE \$300M by oneworld carriers
- Almost tapped out to borrow money and a greater percentage of cash flow is paying off debt
- Relying on borrowing to fund operating losses, pension obligations and debt maturity



## Q12 : Gallup's 12 questions

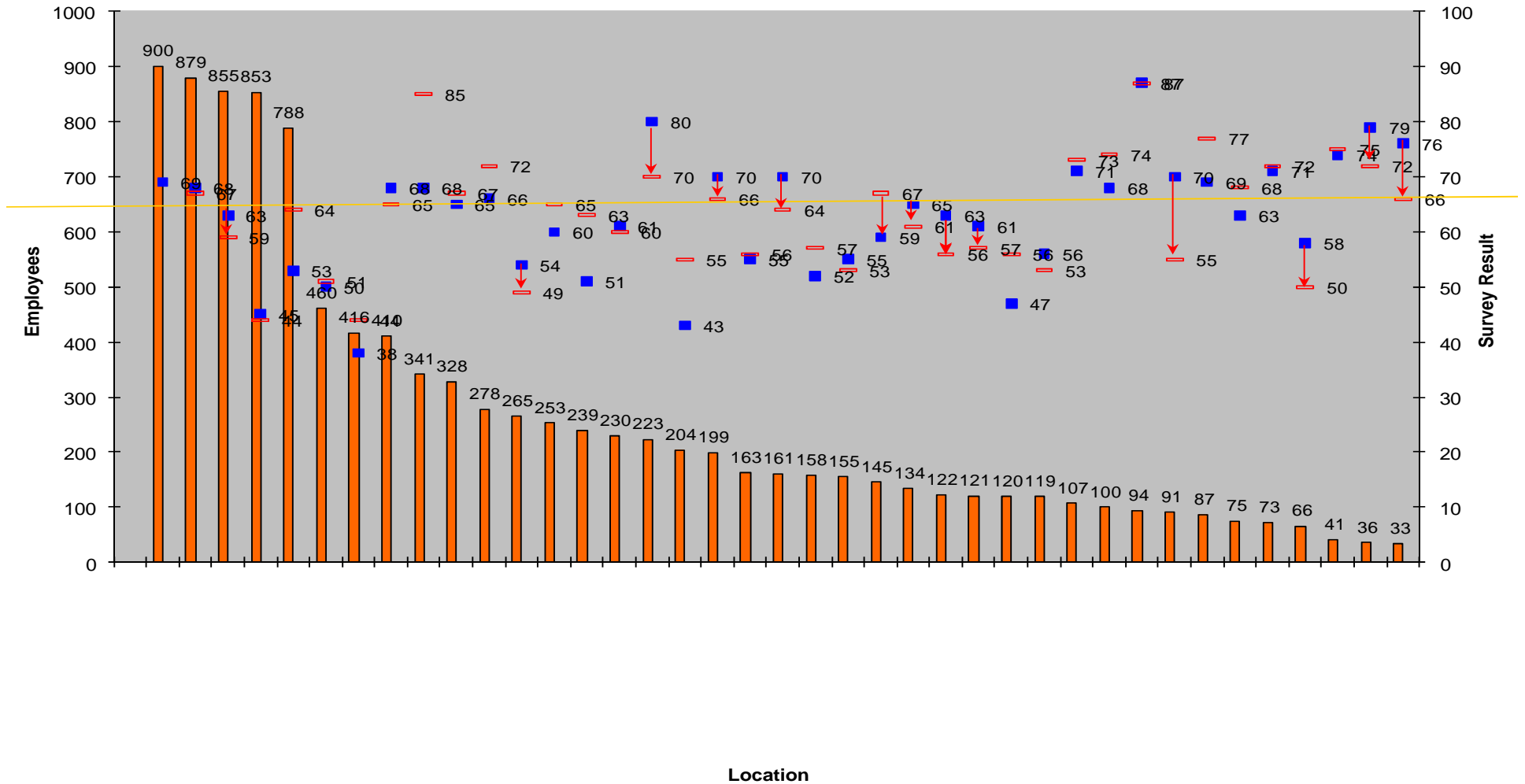
- Do you know what is expected of you at work?
- Do you have the materials and equipment you need to do your work right?
- At work, do you have the opportunity to do what you do best every day?
- In the last seven days, have you received recognition or praise for doing good work?
- Does your supervisor, or someone at work, seem to care about you as a person?
- Is there someone at work who encourages your development?
- At work, do your opinions seem to count?
- Does the mission/purpose of your company make you feel your job is important?
- Are your associates (fellow employees) committed to doing quality work?
- Do you have a best friend at work?
- In the last six months, has someone at work talked to you about your progress?
- In the last year, have you had opportunities at work to learn and grow?

# Motivational Needs Hierarchy



# 33% Show Statistical Drop from 2006

Stand Alone Business Units 2007



Based on your training,  
what is the definition  
of a "good" supervisor?  
a "bad" supervisor?

How do people experience you?

## BE THE BOSS... Baseline your Behaviors

**Effective/Good boss:** Understands the company's goals and makes them happen; someone with integrity who guides/orchestrates/involves/engages a group to deliver goods and services efficiently and effectively while having genuine concern for their people.

<b>Integrity</b>	Stand by my word, accept accountability, sense of right from wrong, ethical	1	2	3	4	5	6	7
<b>Knowledgeable/competent</b>	Understands the job and the processes, Can't be "fast talked", Can get answers	1	2	3	4	5	6	7
<b>Accountable</b>	The buck stops here, recognizes the work of others	1	2	3	4	5	6	7
<b>Honesty</b>	No hidden agenda, confronts issues, open, deals with pain, Mom known as a person	1	2	3	4	5	6	7
<b>Coachable/Coachable</b>	Shares skills & knowledge, draws out talents, develops skills, allows person freedom to do	1	2	3	4	5	6	7
<b>Motivates</b>	Gives positive comments, Praise when due, Constructive comments, Establishes rapport	1	2	3	4	5	6	7
<b>Listen</b>	Allow completion of feedback and sentence, approachable, Minimum use of Luv2	1	2	3	4	5	6	7
<b>Meeting</b>	Gives advice & counsel, provides info to assist, advancement, guidance for growth	1	2	3	4	5	6	7
<b>Forgiving</b>	Doesn't bring up history, creates a good situation (win-win), emotional intelligence	1	2	3	4	5	6	7
<b>Organized</b>	Good planner, proactive not reactive, structured list of tasks	1	2	3	4	5	6	7
<b>Decisive</b>	Can make timely decision based on clear information, confident, knows where to go	1	2	3	4	5	6	7
<b>Understanding</b>	Balanced viewpoint	1	2	3	4	5	6	7
<b>Complimentary</b>	Looks to the positive, says "thank you", finding one's good traits	1	2	3	4	5	6	7
<b>Communicate</b>	Convey message timely and effectively	1	2	3	4	5	6	7
<b>Objective</b>	Make decision based on data not impulse, does not overreact, diplomatic	1	2	3	4	5	6	7
<b>Delegate, empower</b>	Give responsibility and authority to people, enables the people	1	2	3	4	5	6	7
<b>Consistent</b>	Stick by principles/rules, consistency of purpose, no favoritism	1	2	3	4	5	6	7
<b>Assesses</b>	Provides highly coverage, enables people do their job	1	2	3	4	5	6	7
<b>Concise</b>	Not rude, respectful, knows their people's names	1	2	3	4	5	6	7
<b>Exercises judgment</b>	Cool under pressure, praise in public, punish in private, Makes good faith in the gray	1	2	3	4	5	6	7
<b>Focuses on Problems</b>	Prioritizes, follows through	1	2	3	4	5	6	7
<b>Conviction</b>	Sense of right from wrong	1	2	3	4	5	6	7
<b>Caring/compassionate/compassionate</b>	Addresses their people's well being, Talks with the team (level 3 interaction), interest in people	1	2	3	4	5	6	7
<b>Long-view</b>	Long range planning, gives big picture & where you fit in	1	2	3	4	5	6	7
<b>Passto</b>	Dedicated, heart is in it, setting expectations	1	2	3	4	5	6	7
<b>Impartial</b>	Fair, not biased, Even tempered	1	2	3	4	5	6	7

# Leadership Legacy

What is our leadership legacy?

**“Destiny is not a matter of chance, it is a matter of choice”**

—William Jennings Bryan



# A Culture of Change

## Are you leading transformation?\*

- Do you create, promote or allow unacceptable behaviors, or confront them?
- Do you speak for your colleagues and other organizations, or just talk about them?
- Are you committed, or merely compliant?
- Do you speak for positive change, or just talk about stuff? Do you give the actions of every colleague the most generous interpretation, or assume the worst?
- Are you a boundary-spanner, or a chimney sweep in a stovepipe?
- Are you passionate, persistent and patient?
- Do you try to alter what people think is possible and appropriate, or just maintain it?
- Do your words and actions convey respect for the best of the past, realism about the present, and boundless optimism about the future?
- Do you try to find the flaw, or spot the opportunity?
- How would your leadership change if all your employees were wealthy volunteers, and they were the only ones you could ever have?
- If you cannot in conscience speak for a person or organization today, do you actively help them improve so that you can tomorrow?
- If you commit, but don't reach your goal, do you focus on "how to" or "why not"?
- Do you speak for a future to which you are committed, for which there is no current evidence?
- Do you drive out fear by celebrating disagreements?

\* Ideas expressed by Jack and Carol Weber, Darden School of Management, Univ. of Virginia

## Teach

- Model personal leadership
- Mentor leaders

## Engage

- Listen consistently
- Motivate
- Embrace and resolve conflict

## Empower

- Drive authority for decision-making and accountability down the organization as far as possible
  - Agree on desired results
  - Agree on guidelines
  - Agree on resources
  - Define accountability
  - Define rewards/consequences

## Delegate

# Key to Success

Personal Transformation is the key to  
Cultural Transformation

## Personality Trends in Large, Engineering/Manufacturing Companies

- Common Strengths
  - Analytical Thinking, Business Judgment
- What does this mean?
  - Reflects a problem solving, task focused culture
  - People are “expected” to have these competencies
  - This is a good place to learn problem solving skills as there are a lot of people to learn from; however, people are likely to be fairly good at these things already
- Common Developmental Areas
  - Strategic Leadership, Developing Talent, Communication Skills
- What does this mean?
  - We appear more task-focused than people-focused
  - Without a strong development process, these skills will not happen on their own
  - Few people excel in these particular competencies
    - People are unlikely to passively learn through exposure
    - Developing these will require more focused effort



Knack

## Change Process Guidelines

1. Creation of personal meaning for “Why change?”, “Why me?” and “How will I succeed?” is essential for moving forward.
2. Inclusive processes generate the spirit and will required to create lasting change.
3. Possibilities stay hidden until the past is released. (e.g. closure events working through shock, denial, anger, depression, bargaining, sadness & acceptance)
4. Shared beliefs, principles and power allow the simultaneous implementation of broad-based change to occur.
5. Rapid accumulation of other’s experiences through benchmarking and literature searches increases vision and accelerates implementation.
6. Procrastination, acquiescence, abdication, inaction, passive, and permission are taboo words.
7. Collective, personal vision of end-state excellence creates a pull into the future (relentlessly pursue performance).





Your behaviors are important



## Principle 2

To have my behaviors guided by a clear set of principles in a way that daily decisions can be made in the group without direct involvement from me.

## Purpose & Products

To re-center ourselves on the leadership aspect of our work

In a way that recognizes, appreciates and respects the realities of supervision

So that people would choose to work here if given a choice and be willing to give their discretionary effort.

1. Finding the balance among leading, planning and managing
2. Health Audit
3. Key drivers of unhealthy workforces
4. Fastest path to change

"They pay me just enough not to leave, so I work just enough not to get fired."

## Ready to begin?

- Let's get introduced to Boss #1 and Boss #2.
  - Develop script for #1
- What fundamental “valuing” shift must occur for a person to even begin behaving like Boss #2 ?
- What is a key assumption I need to hold about others involved in the problem?

## How to be Boss # 1

- Set the tone with confrontative, accusatory and aggressive body language... their carelessness just made your life more complicated
- Be emotional and release your frustration and anger on them since they did this to you
- Cut-off the other person's use of excuses as they try to shirk responsibility; quickly sum up the situation through interrogation and draw conclusions before they finish the story
- Immediately affix blame so they know you are serious about fixing the problem
- Too much talk erodes intensity; be concise, to the point and don't let the other person dominate the conversation
- You are now accountable for fixing the mess they created; dismiss them from further involvement with the caveat "this is not over" and make known there will be consequences and repercussions
- Leave them to think about what they just created and let them grow through stewing

Engaged employees are the product of healthy work environments

# Levels of Employee Engagement



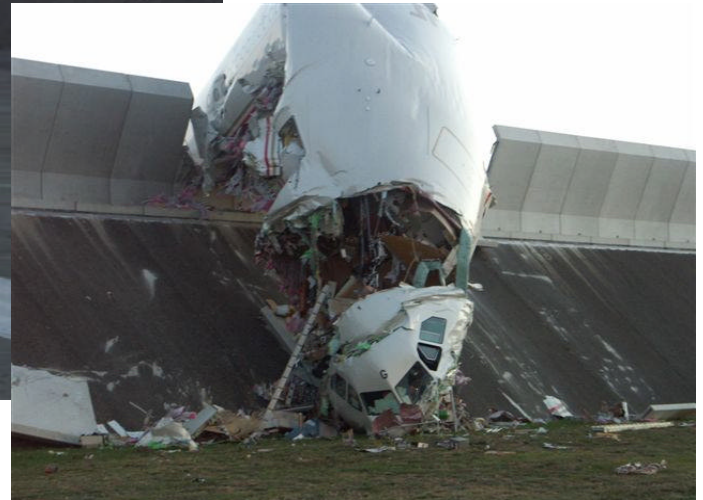


TurkAir1951



J58

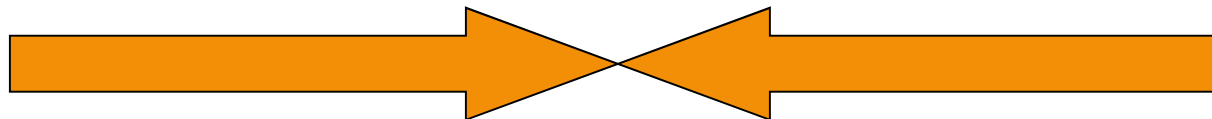




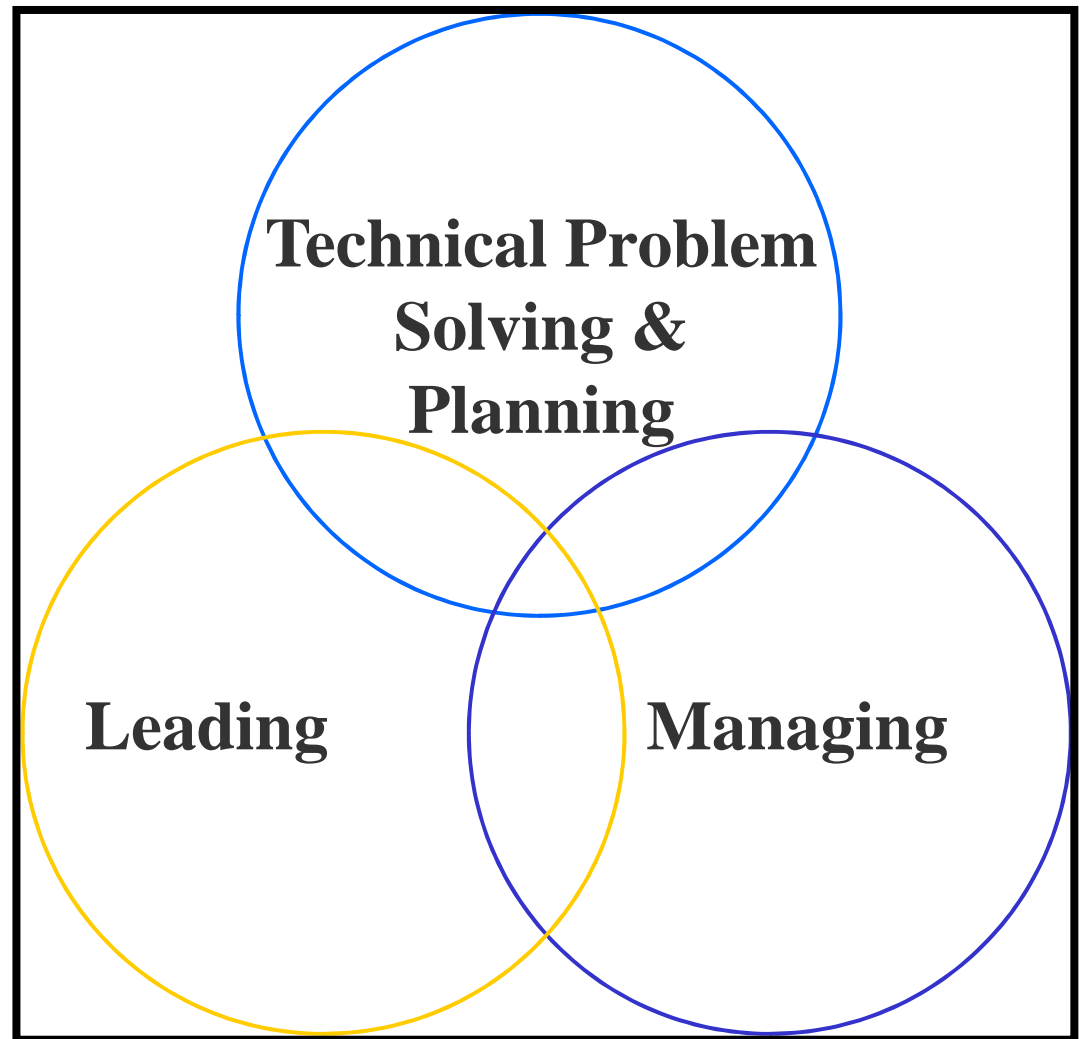
# Reality...

- Suzuki and GM...
  - Opened a new plant in Canada several years ago called CAMI and spent major effort training supervisors and employees in creating a “TEAM” environment
  - Union was brought in and received training on a “TEAM” environment
  - As soon as production began, guess what happened?

Supervisors + Production Rqmts. = Instant \_\_\_\_\_



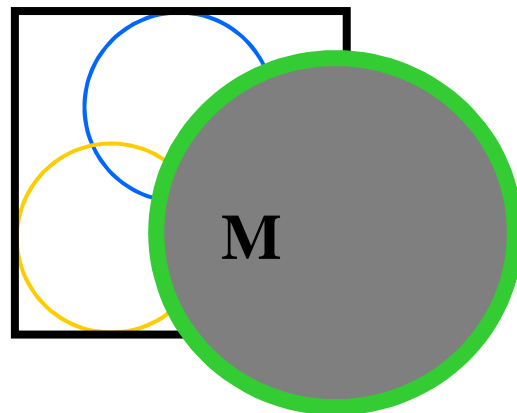
# The Roles of the Supervisor



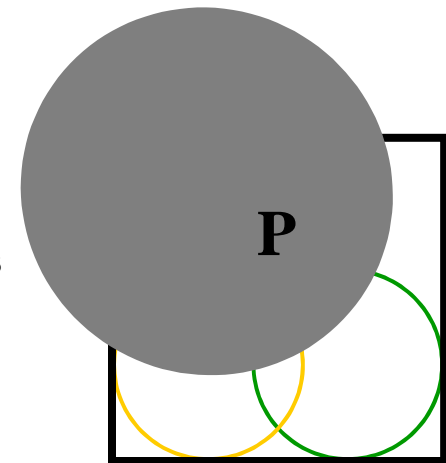
Supervisors may find that at different times their jobs require a different relative balance of time and energy in each role.

## Balancing Your Role

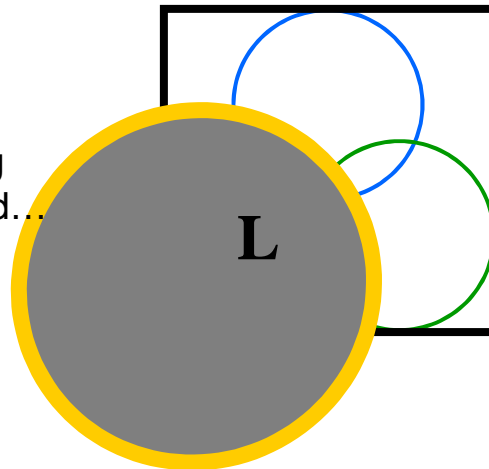
At budget time . . .



Troubleshooting a serious technical problem . . .

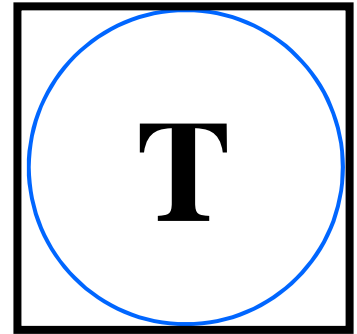


A major change is occurring and people are not engaged...



## Why Supervisors Sometimes Keep a Large “Technical” Circle:

- Within the comfort zone
- Rewarded for technical competence
- Independent vs. Interdependent
- Specific vs. Ambiguous tasks
- Oriented more towards things than people



# The Work of Leaders

- Clarify Performance Requirements
- Ensure Capacity
- Build stakeholders
- Enable possibility thinking
- Foster spirit and will
- Cultivate an appreciation in the work



## What breaks the Spirit and Will of a Supervisor?

- Not enough resources to address the requirements
- Buck does not stop with the supervisor.
- No support from upper management
- Indecision
- Not following through with a promise
- Having unilateral, unreasonable goals set without input.
- Being accountable but not in control.
- Choosing which category of chewing/reaming to absorb (production vs. OT)
- Micromanagement
- Not asked to provide input. Kicking bull.
- Ignorance to suggestions, comments, ideas brought forward.
- No appreciation of “work” performed, can’t recognize value of our work.
- Focus on failures not achievements.

“Bring your boss to work day.”



## What breaks the Spirit and Will of a Supervisor (continued)

- Getting beat-up
- Being accused
- Not being listened to
- Managers interfering
- Not being backed-up on decisions
- Over-criticizing
- Differing standards
- Dumping on
- Scapegoat
- Not having successes recognized
- Reversing decisions
- No one caring
- Not being trusted
- Mistakes more visible than successes
- Undermining
- Managers not being open, honest and up-front
- Lack of empowerment
- Managers driving process changes when they are not the ones doing the work

## Also Consider...

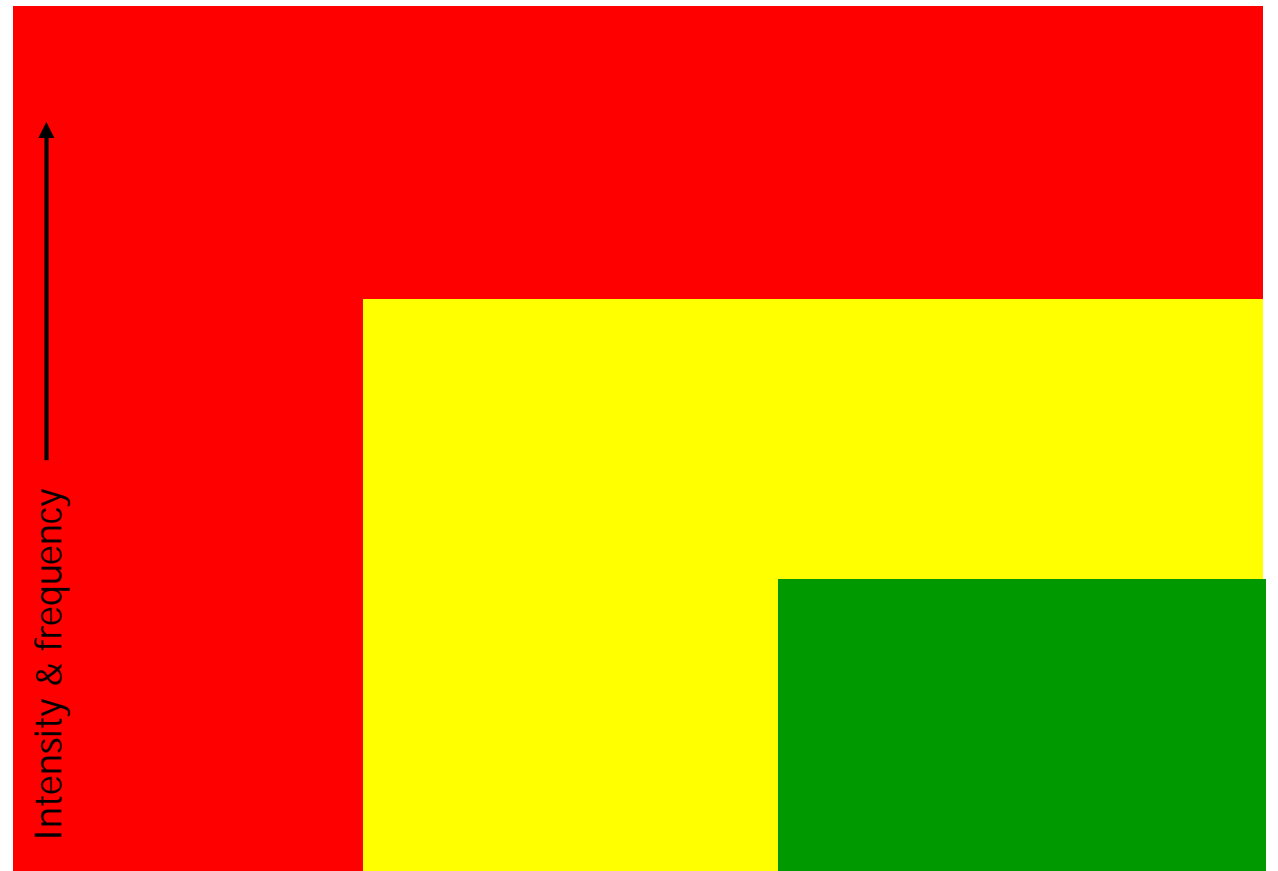
- I am willful around...
  - Doing what it takes to stay employed in this company Y N
  - Considering an opportunity outside this company Y N
  - Creating an opportunity outside this company Y N
  - Making it to my pension date Y N
  - Meeting my financial targets through this company Y N
  - Meeting my personal development goals through this company Y N
  - Pushing organizational bounds to enable business improvements Y N

# Spirit and Will 'O-Meter

## Spirit



- Not enough resources to address the requirements
- Buck does not stop with the supervisor.
- No support from upper management
- Indecision
- Not following through with a promise
- Having unilateral, unreasonable goals set without input.
- Being accountable but not in control.
- Choosing which category of chewing/reaming to absorb (production vs. OT)
- Micromanagement
- Not asked to provide input. Kicking bull.
- Ignorance to suggestions, comments, ideas brought forward.
- No appreciation of "work" performed, can't recognize value of our work.
- Focus on failures not achievements.



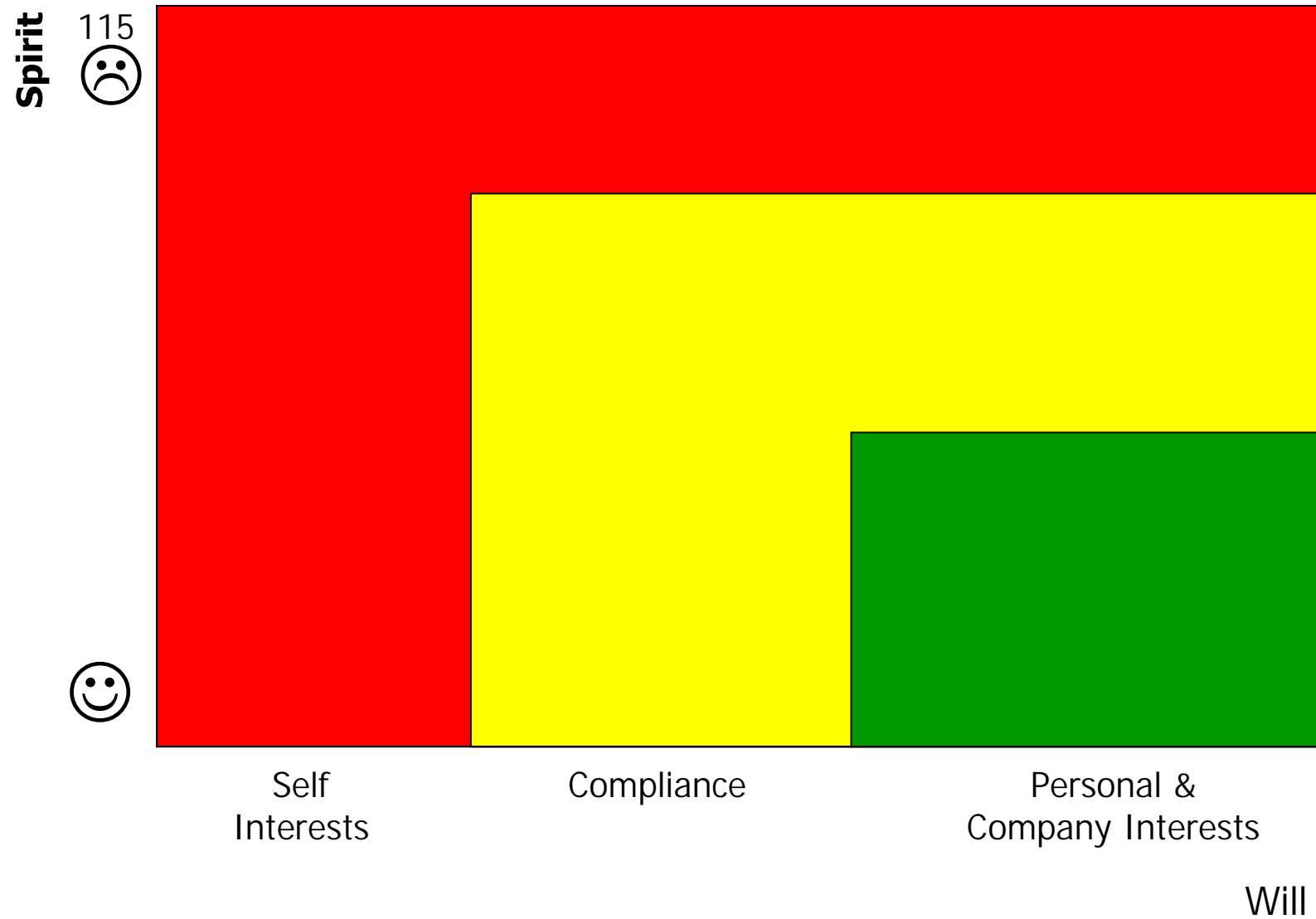
- Considering an opportunity outside this company
- Creating an opportunity outside this company

- Making it to my pension date
- Meeting my personal development goals through this company
- Doing what it takes to stay employed in this company

- Meeting my professional goals through this organization
- Pushing organizational bounds to enable business improvements
- Meeting my financial targets through this company

## Will

## My Spirit and Will Index from the Company's Perspective



# The Work of Leaders

- Clarify Performance Requirements

- Ensure Capacity

- Build stakeholders

- Enable possibility thinking

- Foster spirit and will

- Cultivate an appreciation in the work



# **Murphy's Laws**

1. **Don't Speak To The Future: You Can't Control It.**
2. **Don't Promise What You Can't Deliver.**
3. **Don't Fight With Those Who Are Equal To Or Subordinate To You In Position – Always Fight Up.**
4. **Do Not Put the Company Between An Employee And His/Her Family – If You Do, The Company Will Lose.**
5. **Take Care Of Those Who Take Care Of You.**
6. **The First Report/Information That You Receive On Any Topic Will Be Wrong.**
7. **Don't mess with an employee's spouse, pay or bereavement.**
8. **Retain A Judicious Mix of Consistency And Compassion In All Decision Making Affecting An Employee.**
9. **You Work For The People In The Plant – You Report To An Executive.**

### **DELEGATES/EMPOWERS**

- SETS REALISTIC GOALS
- OFFERS DIRECTION ON IMPROVEMENT

### **MANAGES**

- KEEPS WORK FLOWING
- UNDERSTANDS WITH OBJECTIVITY
- DOCUMENTS PERFORMANCE
- AVOIDS DIAGNOSING
- KNOWS WHEN TO GET SUPPORT

### **REWARDS**

- GIVES FAIR AND CONSISTENT TREATMENT

### **COMMUNICATES**

- LINKS MANAGEMENT AND EMPLOYEES
- GIVES CLEAR AND DIRECT EXPECTATIONS
- GIVES PERFORMANCE FEEDBACK
- OFFERS TIMELY FEEDBACK

## **AN EFFECTIVE SUPERVISOR**



## Barriers to being a good Supervisor

1. Inflexible in dealing with the unexpected.
2. Not having a clear message to deliver to the people.
3. Playing favorites and treating people unequally.
4. Discomfort with confrontation.
5. Weak “people” skills.
6. Perfectionism.
7. Insufficient training or orientation.
8. Insecurity about one’s level of authority.
9. Need to “save-face.”
10. Lack of following through



Harassing Boss CD



Weak Boss CD

**What else?**



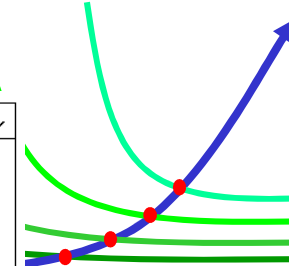
You provide the environment

## Principle 3

To provide a social and technical environment sufficient to meet all requirements in a way that continuous improvement of people and processes is a ritualized behavior.

**The Dignity and Respect Check-up Sheet**

1. The position I hold is valued and appreciated	31. I feel safe enough to admit I am wrong
2. I am included in decisions	32. When I get positive feedback
3. I am allowed to be playful about future events and not just reactive	33. When I am brought into confidence and "inside the circle"
4. Someone asks for my opinion	34. I am able to make my point without



#### Workforce Health Audit

Attribute	Description	Rating (0 low -- 5 high)
Communication	Notice boards, notification of visitors, agendas posted, metrics posted, photos, names visible, meeting areas, informed people, open and honest conversations	
Time keeping	Punctuality, disciplined start and stop times, disciplined equipment start-up and shut-down times, adequate and proper time keeping systems, audit trail of plant entries and exits	
Time management	On-time corrective action reports, on-time projects, low salary OT, punctuality	
Direction	Schedules visible, planning charts, budgets known, visible production meetings, priorities understood, commitments met	
Goals	Goals visible, logically set, understood by people	
Quality/Reject issues	Low scrap, rework, low warranty, no escapes, no cribs	
Absenteeism	Less than 2%, sick days unused	
Accidents/safety	Safety audits in use with continually improving scores, safety metrics posted and improving	
Housekeeping	5-S in use with continually improving scores, pleasant work environment, tidy exterior	
Workforce attrition	Voluntary attrition rate around 3% annually...learned-out organization with fresh insights coming in, no involuntary layoffs	
Costs	Meeting goals, improving trends, people getting raises, improving ROIC, displayed, "open-book management" approach with employees	
Personal grievances	Common themes understood, tracked for significance, surveys taken, upward assessments	
Training & education	> 40hrs/person delivered, educational assistance program with 20% participation rate, skills matrix posted, low OT in critical skills areas, processes not individual dependant	
Rumoring	Personal drama, low coverage ☹ Plant closing, wide-spread coverage ☹	
Job satisfaction	Spirit and will, smiles, body language, people saying "hi," music, people engaged, willingness to do more than job scope, willing to give discretionary effort, ability to surge	
Suggestions	Ideas are shared, openness in discussing problems for improvement, team problem solving, "tool-box" meetings, people taking action items with ability to implement	
Vehicles in parking lot	No oil pools on pavement, newer vehicles, clean vehicles, seasonal sporting equipment (people feeling that job is stable and pride)	
Management turnover	Business unit manager and above in place for 60 months minimum, workforce has sense of stability in management and direction, loyalty to company, excited about product	
Support staff attrition	Seasoned engineers, supervisors, production control people who can provide solutions	
Business name	Stability in name, recognized by community, logo exists, positive association	
People	Pride in appearance, good attire, positive personal hygiene habits, working, involved in extra-curricular activities, pictures displayed, work/life balanced, upbeat attitude, approachable, attentive to the work, self-initiated, have needed tools and resources	
Personal opportunities	Growth opportunities exist and are available, known progression system, freedom to grow	
Equipment availability	TPM program in use, equipment running, clean, capacity matches work reqmts., tools & equipment not stolen	
Plant layout	Logical, understandable, "no-hunt" signage, line-of-sight, few barriers, "management by eye"	
Management style	Yelling not tolerated, explanations readily given, willing to listen, "Leader's Window" in use, cares about the workforce by being attentive to issues, attempts are made to accommodate employee needs, unilateral actions are infrequent, fairness in policy use	
Performance mgmt.	System in place and used, expectations known, perf. Standards known, people dismissed for poor performance	
Policy administration	Time & attendance, OT distribution, vacations, make-up time, flex-time, promotion are consistently administered	
Work instructions	Available, clear, complete, success oriented, visual, current	

making the  
n choice vs. being  
n eye contact  
f intelligence, not  
ve picture when it is  
he time to argue  
onsibilities are  
bsence  
ned that I am  
essional and  
ask for my opinion  
ublicly taken-to-  
ge  
eedom to manage  
ason for decisions  
erentials are not  
gs are validated  
actoids are  
n't go around me  
he dumping ground  
rations  
tired  
it  
get stuck  
my name

Engaged  
employees are the  
product of healthy  
work  
environments



The Knack

Sum or ratings \_\_\_\_\_ ÷ 28 = \_\_\_\_\_ (5 is the goal)

# Creating Healthy Workforces

## Key Flow: Building Healthy Workforce Relations

### Core Purpose:

To create productive work environments  
in a way that builds everyone's spirit and will  
so that work is accomplished in the most energy-efficient manner.

### Core Process:

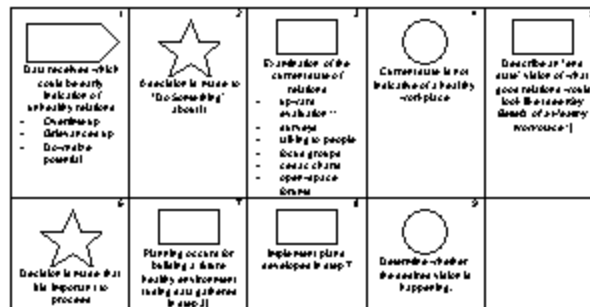
Bringing the current state of workforce relations inline with healthy workforce beliefs (\*).

### Products:

1. Openness of dialogue
2. Trusting relationships
3. Quality of work environment
4. Purposefulness toward accomplishing work

### Key Beliefs:

1. People can create healthy environments.
2. The very way in which we create "healthy environments" must model the attributes of a "healthy environment." (Not... "The fogging will continue until morale improves.")
3. Management sets the tone for healthy working relationships.



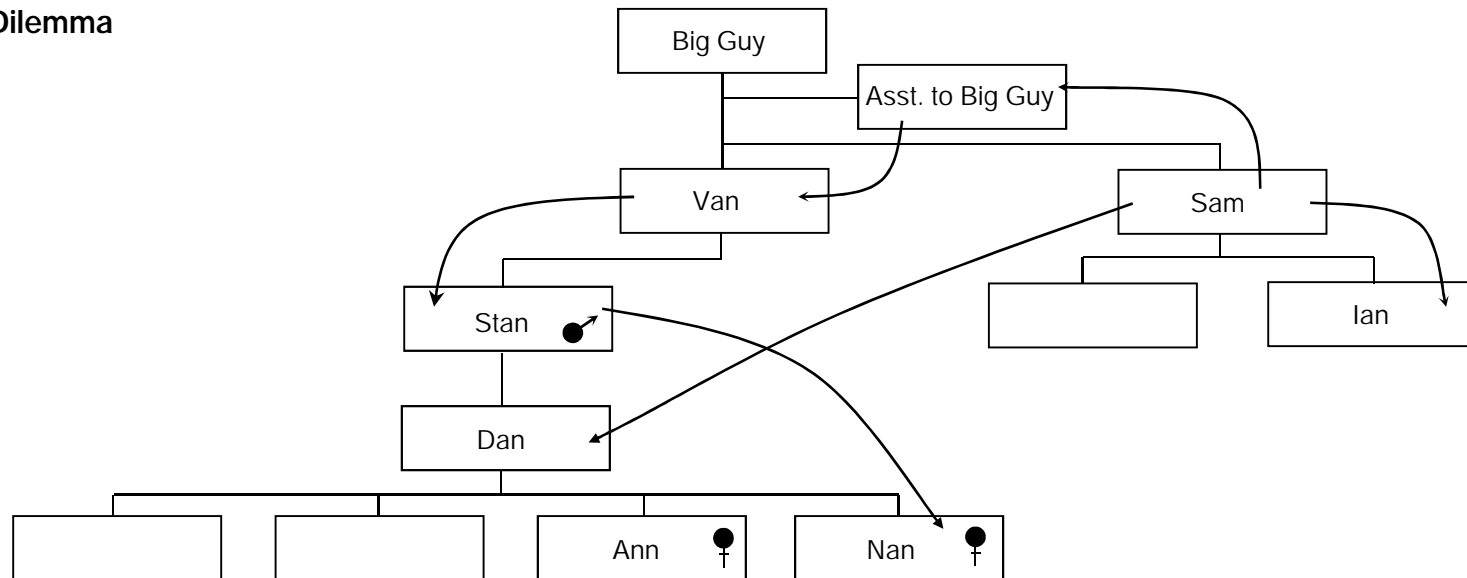
\* Key Beliefs of a Healthy Workplace

1. Inclusive relations yield better performance than exclusive relations.
2. Employees have a "voice" which will eventually find a willing ear.
3. Unfettered & unfettered create division within the workplace.
4. Inconsistent policy administration creates dogma and advantage.

— Ref. Attachment

HRHealthywork.doc

## Dan's Dilemma



Business drops and Dan must layoff a person.

He ranks his people and Nan is the weakest performer in the group.

Stan asks Dan who will go, and Dan says "Nan."

Stan is having an affair with Nan, but says he will not interfere. Until the next day.

Stan tells Dan "you can't fire Nan, pick Ann." Ann is a good performer but out she goes.

Sam is a functional head matrixed with Dan. Sam asks "who is going?" and Dan says Ann.

Sam is confused because it is well known that Ann is a performer and Nan is not. Dan dances around the issue.

Sam asks Ian "why Ann not Nan?" To which Ian replies, "Everyone knows that Stan and Nan are having an affair and it is clear that Dan was influenced by Stan."

Sam informs the Assistant to the Big Guy of the situation who in turn tells Van that he has a problem in his organization.

Van fires Stan, Dan has a near death experience with Van, Nan gets moved out and Dan, now bruised, continues on less two people as punishment.

**Moral:** Sex, power and position clouds judgment and sucks others into its impact zone.

Oops



# DDI Research Concludes

## Busting

- Sending mixed messages
- Self-welfare first
- Take no responsibility
- Jump to conclusions
- Hide information / lie

## Building

- Straight talk
- Treat others as competent
- Seek opinions of others
- Keep promises / commitments
- Live the message



## Causes of Unhealthy Workforces

- Unfairness and favoritism
- Inconsistent Policy Administration
- Poor communication
- Poor supervision
- Uncaring management

# A Closer Look at Labor Relations

# Section Two

## Interpersonal Skills for Supervisors

## Beliefs and Best Practices for Reaching and Supporting Frontline Employees

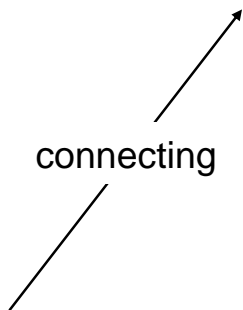
- Supervisors are the most influential people for frontline employees.
- They are the opinion leaders in the organization.
- They are critical to the success of changes in the organizational climate.
- When communicating with frontline employees be sure to:
  - Focus on the facts.
  - Make a credible business case – no fluff.
  - Be clear about the anticipated impacts.
  - Avoid slogans, pep talks, and fads.
- Employees prefer face-to-face communication over other modes.
- Be cautious about using publications to communicate changes – they are often met with suspicion.
- Shifting values is difficult to do. Keep in mind that frontline employees tend to treat discussion of values with cynicism.
- Best way to communicate values is to act in accordance with them.
- Frontline employees will adopt values only if the values enable them to attain personal goals.
- Words and actions must be consistent – values are revealed through actions.

# Foundation Skills for Effective Communication



You're not Listening

# Listening: How I choose to interact with you



**Level I**  
Dismissive  
100% Me

**Level II**  
Selective

**Level III**  
Casual  
Interpersonal  
50%-50%

**Level IV**  
Active

**Level V**  
100% Them  
Receiving all  
signals

**Level VI**  
Whose you're Daddy...  
Come to Mamma

I acknowledge your presence or existence through a greeting, head-nod, grunt, eye contact or hand-shake. I am discounting what you say, planning my weekend or generally, could care less about what you have to say or your opinion.

Data exchange: verbal facts & figures, instructions. I take-in information which I perceive as relevant. I probe and clarify that which is of interest to me. Inside my head I am busy formulating my response

Small-talk: Acknowledge a subject and chat about it. Since I am mildly interested in you or the subject I stay engaged in hearing what you say.

Problem solving: Expressing opinions, thoughts, paraphrasing and summarizing. Using 7 Problem-solving tools.

Empathetic: , Reflecting of thoughts, identifying, validating and acknowledging their feelings and emotions behind the situation. "It sounds to me like you feel..."

Trust & commitment

Personal

Conscious

Response Mode

De-valued  
Why care

Baseline  
Default

Valued  
Cared for  
Bond

Respected

Norming

The speaker has been understood

I am ignoring you... no listening going on here.

# Foundation Skills for Effective Supervisory Communication

- Paying Attention to the Person
  - using eye contact appropriately
  - demonstrating readiness non-verbally
  - conveying interest
- Listening for Understanding
  - reflecting thoughts
  - reflecting feelings
  - summarizing
- Exploring for Information
  - closed questions
  - open-ended questions
  - clarifying questions
  - focusing questions
- Offering Perspective
  - describing parallel experiences
  - demonstrating empathy
  - making real world connection

# Tips on Foundation Skills

- **Paying Attention to the Person**
  - Focus on the here-and-now by naming emotions being displayed.
  - Identify and discuss any obstacles to a constructive conversation that may surface.
- **Listening for Understanding**
  - Don't be afraid to interrupt if the employee is rambling or going off on an irrelevant tangent.
  - Reflect back the information you gather to be sure you have the facts straight.
  - Look for verbal and non-verbal clues to feelings.
  - Ensure mutual understanding by periodically summarizing what has been said.
- **Exploring for Information**
  - Use open-ended questions to find out more about the problem.
  - Use closed questions to get specific information.
  - Keep questioning and reflecting until you think you have a good understanding of the problem.
- **Offering Perspective**
  - Acknowledge legitimacy of feelings.
  - Provide a reality base.
  - Use self-disclosure to show that you can relate to the problem.



# Exploring for Information

## Types of questions

### **Open-ended**

Example:

“What do you think about...?”

“How’s the project going?”

### **Closed**

Example:

“Do you have enough staff for the project?”

“Will the report be ready tomorrow?”

### **Clarifying**

Example:

“Are you saying there is not way the project can be saved?”

### **Focusing**

Example:

“What are the expected results from this project?”

“How can you get marketing involved?”

## Purpose

*Give a lot of information or feedback.*

*Give specific information; limit the focus.*

*Helps you understand what the person is saying; may also help them say what they mean.*

*Helps the person develop ideas or thoughts in a particular area.*

# Exploring for Information

## *Some Effective Questions to Use in Supervisory Conversations*

- What options do you have? If you do that, what will the impact be?
- What are the pros and cons of your idea?
- What problems or obstacles are you facing?
- What are some ways you've thought of to deal with them? What else could you do?
- What assumptions do you have about this problem? How can you test them?
- How else might you look at this?
- What worked well? What did not work well? How can you use this knowledge?
- What did you learn from this experience?
- How does this relate to \_\_\_\_\_ ?
- How would you do this differently next time?
- How have you drawn these conclusions? What was your reasoning?

# Listening Skills Dos and Don'ts

## ***DO***

- Make sure you are ready to listen
- Stay on the topic
- Ask open ended questions
- Maintain good natural eye contact
- Convey your openness non-verbally
- Add meaning by paraphrasing what you've heard in your own words
- Demonstrate empathy by identifying the feelings the other person has expressed
- Summarize what has been said periodically to make sure you and the other person are "on the same page"

## ***Don't***

- Pretend to listen when your mind is really elsewhere
- Go off on tangents
- Interrogate with a lot of closed questions
- Stare at or away from the person
- Send "I don't want to hear this" messages with your body
- Parrot what the other has said by repeating their words back to them
- Ignore or deny the other person's feelings by minimizing them or telling them "they shouldn't feel that way"
- Allow the conversation to wander in too many directions

# Seven Listening Skills

- Attending Behavior
- Door Openers
- Active Silent Responses
- “I Hear You” Expressions
- Paraphrasing
- Reflecting Feelings
- Summarization and Integration

# Listening for Understanding

We all develop bad listening habits over time. Being aware of these habits and catching ourselves when we fall into them is the first step in becoming a better listener.

**Which of the following non-listening behaviors are you most often guilty of?**

- ☐ Assuming you understand and responding with your opinion or advice before checking for understanding.
- ☐ Rehearsing what you are going to say while the other person is talking.
- ☐ Dismissing or discounting the other person's point of view or feelings ("Don't worry about it." "You'll do fine.").
- ☐ Listening to the person's words and drawing conclusions without considering other information the person is giving through tone of voice, body language, etc.
- ☐ Attending to another task while seeming to listen.
- ☐ Ignoring or discounting what the person has to say when the speaker expresses an opposing point of view.
- ☐ Making assumptions about the value of the other person's ideas based on their age, gender, race, appearance, accent, or position.
- ☐ Developing a line of questioning based on your own agenda before first understanding what is on the other person's mind.
- ☐ Allowing hearsay or second-hand information to color your view of the other person.

# Self Awareness, Assumptions, and Supervisory Conversations

## *Questions to Explore:*

- What quick assumptions am I making about this person?
- On what are my assumptions based?
- Do I know and understand this person's values / style?
- How might their values / style differ from my own? How will I deal with these differences?
- How am I going to effectively communicate with this person?

## *Be Mindful of...*

- How you think and feel about people who are different.
- The extent to which you are willing to question your own assumptions.
- Your willingness to be open to those who are different.
- Your willingness to seek new information that informs your opinion of the other person.
- Your awareness of cultural differences that may get communicated through verbal and non-verbal communication patterns.
- Your own ability to monitor your own actions and make corrections.
- Your own biases regarding the value of feedback and how they may differ from the views of others.



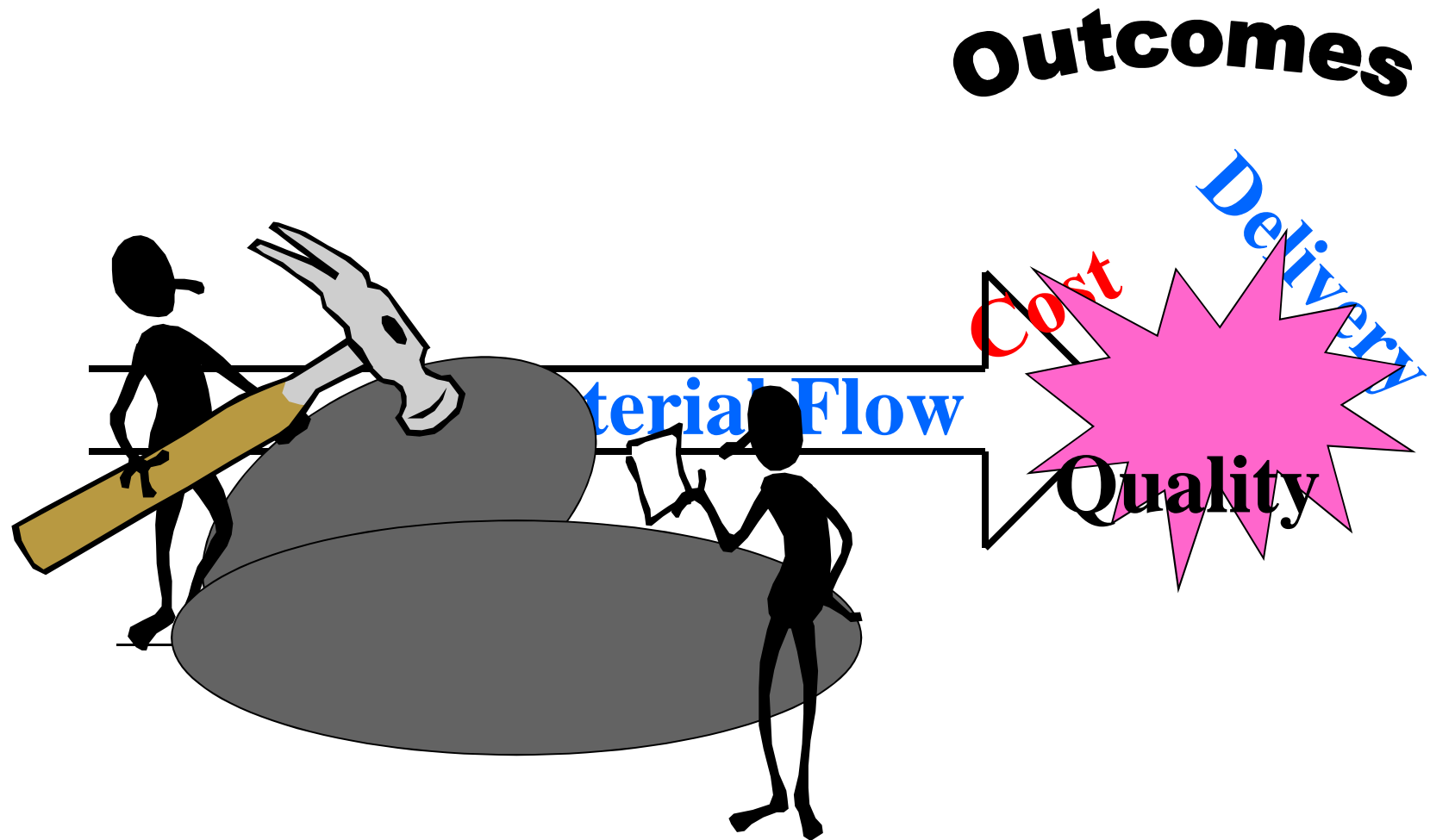
You are accountable

## Principle 4

To be accountable for the accomplishment of work in a way that ensures clarity of responsibility for the carrying out of work according to clear performance expectations.



Why is this work Important?



## Test this Belief Set

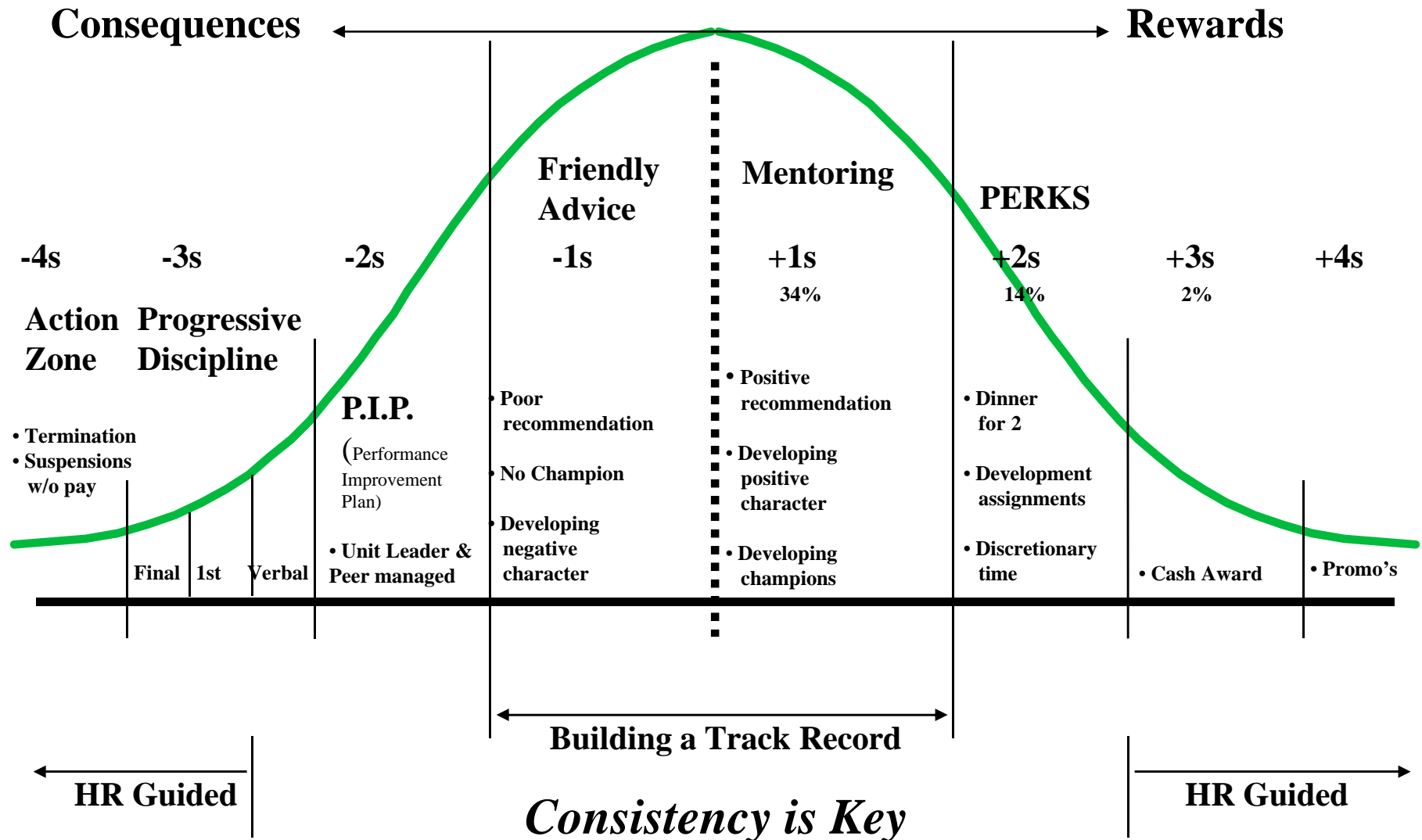
- 1. Supervisors are the face of the company to the people.
- 2. Supervisors play a significant role in establishing excellence.
- 3. Communications can be so fluid it's hard to look competent one message to the next.
- 4. Consequence reversal by HR undermines supervisory authority.
- 5. Miracles are all in a day's work for this supervisory group.
- 6. Without standards, administering consequences can become personality driven.
- 7. Supervisors regularly experience role modeling of coaching and counseling in their own career.
- 8. Supervisors can get isolated due to the daily pressures of the job.

# PERFORMANCE MANAGEMENT

ADMINISTERING POLICY WITH FLARE

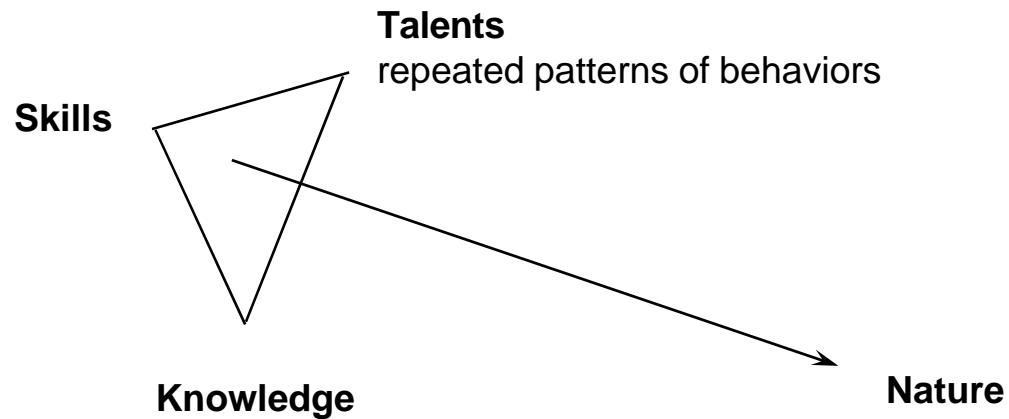
where would  
you put “failed  
drug test?”

## BEHAVIOR ZONES



## Thoughts from Gallup

“Don’t try to put in what was left out, draw out what was put in.”



# Signs of Poor Performance

## 1. Unfit for duty:

- An employee regularly comes in tired, irritable or nervous and works inefficiently.

## 2. Erratic performance:

- An employee performs unreliably, or swings between very high and low output.

## 3. Absenteeism:

- An employee is absent Mondays, Fridays, the day after payday and is often late.

## 4. Errors in Judgment:

- An employee ignores others, makes foolish decisions or makes incorrect statements.

## 5. Unsafe behavior:

- An employee is careless, distracted, ignores safety rules or takes unwise risks.

Performance Management is about...

Behaviors

not the

Person

Consequences

not

Punishment



Excessive Talking

## **Discipline Without Punishment**

- We are calling people to excellence.
- We are not about punishing people or judging them as “good” or “bad”.
- Consider punishment an unsuitable instrument for maintaining good workmanship and discipline.
- Factors producing satisfactory performance: Self respect, fear, respect for superior, job interest and financial gain.
- Factors producing unsatisfactory performance: Lack of self respect, anger, lack of respect for superior, lack of job interest and poor financial gain.
- Establish an individual’s tendency toward disruptive behavior.
- Sending a person home with pay avoids the appearance of punishment.
- Punishment is “past oriented”; managing consequences is “future” oriented.



- What are you administering and where is it located?
  - Policy...such as in the Employee Handbook or the corp. file
  - Procedures
  - Precedent
- Effective Performance Management begins with accurate documentation
  - This can be as simple as a note in the margin of the attendance sheet or as complex as a final written warning prior to dismissal

# Administering standards is freeing!

- Safety
- Quality
- Proficiency
- TPM

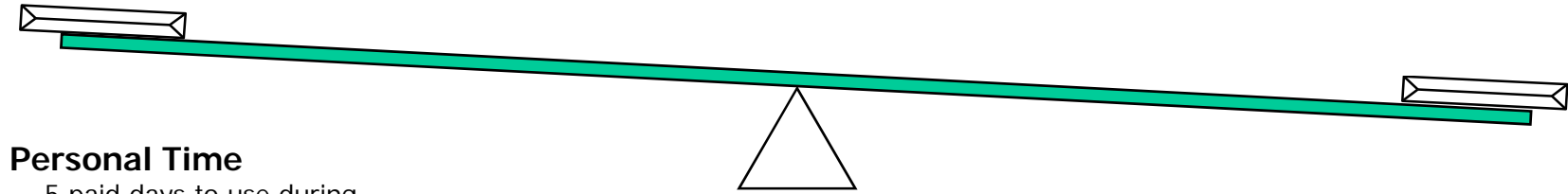
Examples from one facility:



Insufficient Production

- Quality Guidelines
  - Inability to maintain Op Cert leads to dismissal
  - Gross negligence is dismissal
- Use of Work Time
  - Pattern of S-I below 60% receives attention

## Granting Time Away from Work



### Personal Time

5 paid days to use during the year for sickness or personal business. Unused days paid at year-end.

> 5 days up to 26 weeks is short-term disability paid @  $\approx 60\%$   
> 26 weeks is long-term disability paid @  $\approx 60\%$

### Make-up Time

Flexibility to put in 40 hours during a pay period



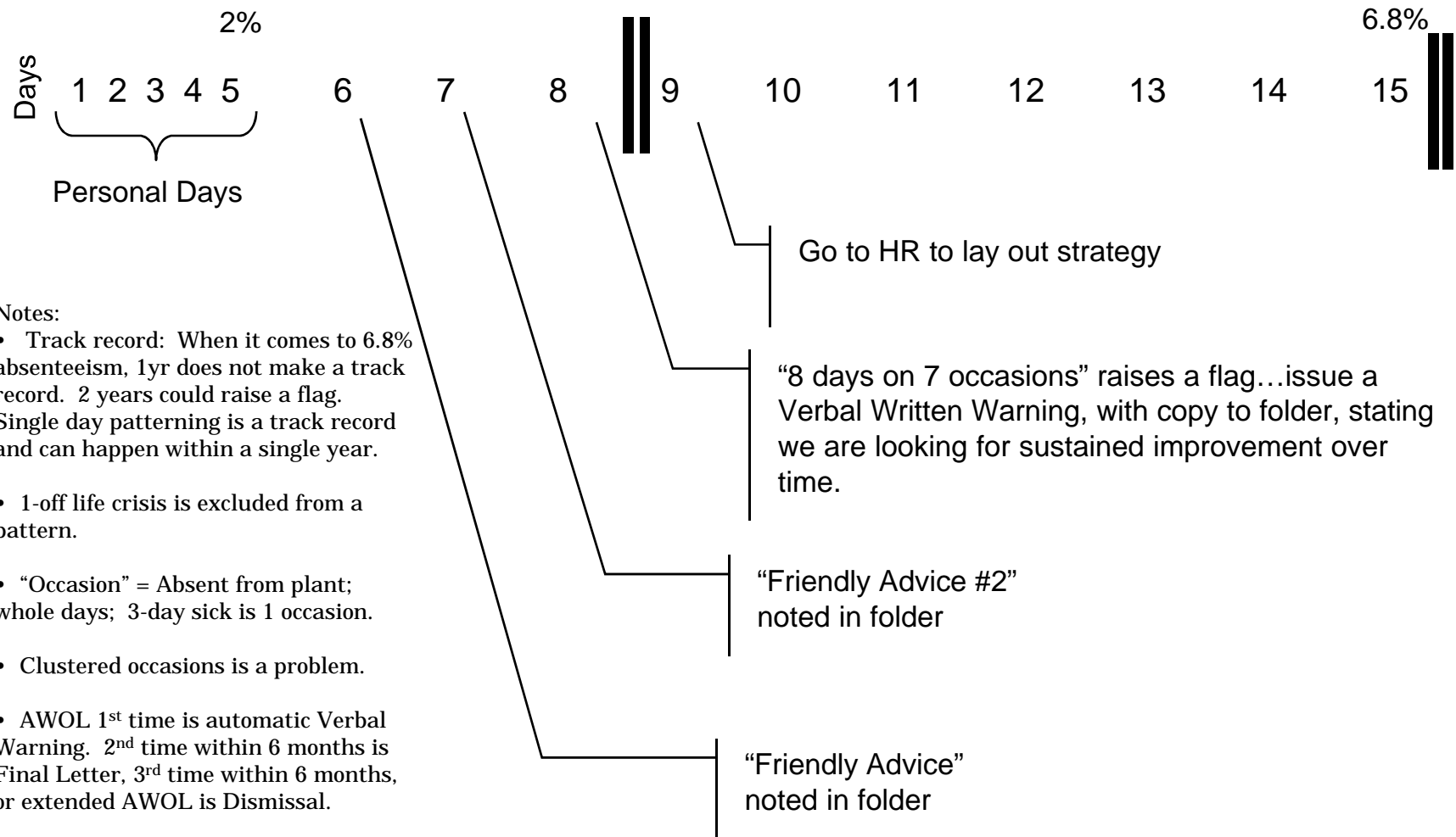
### Decision?

Is the person i  
can only be performed duri  
Can the work be safely performed on an off-shift?  
Can you be accommodating, not hassle the person  
and not make this a power struggle?

-up time.

let them get thei

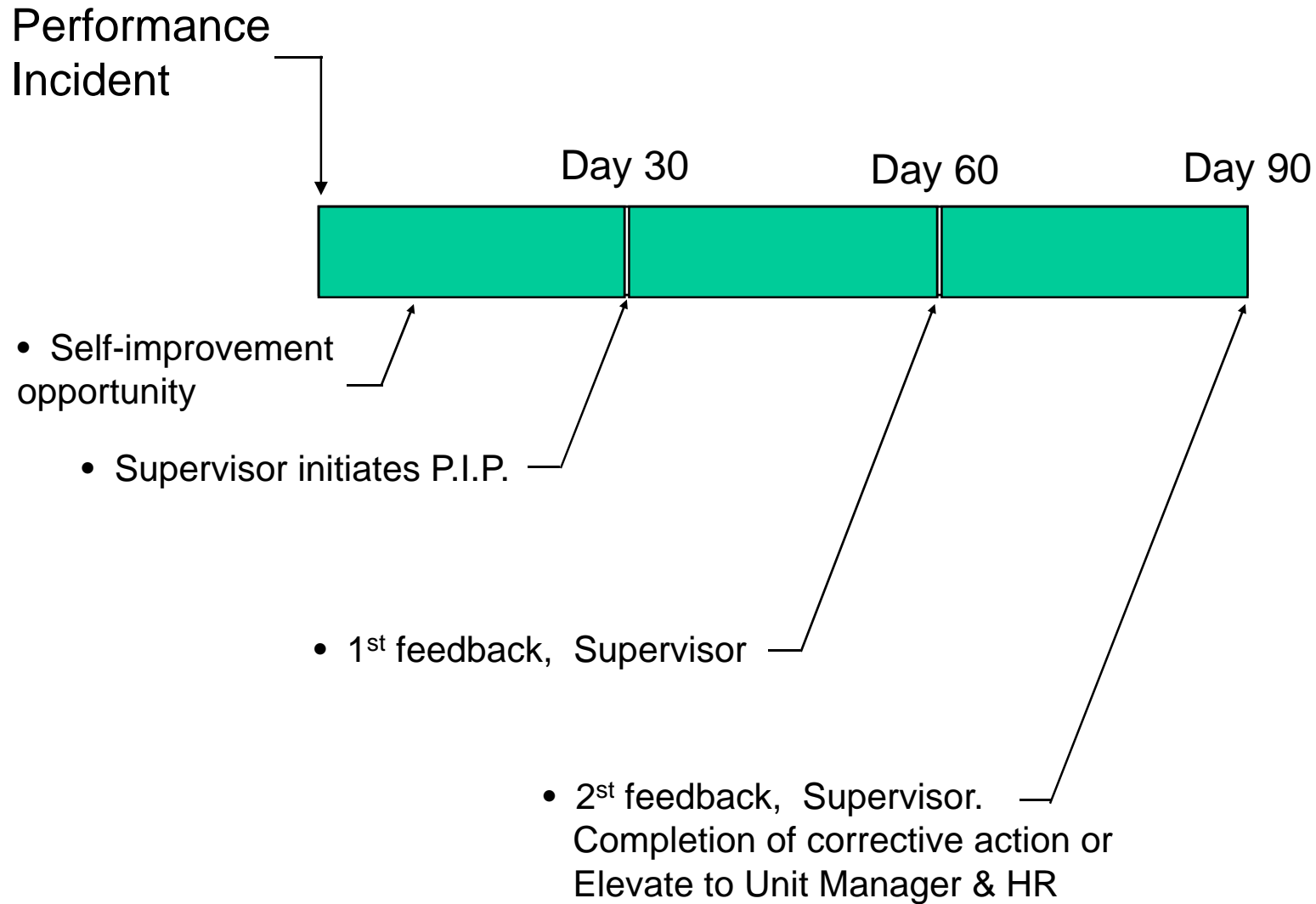
## Attendance Guidelines for your Consideration



### Notes:

- Track record: When it comes to 6.8% absenteeism, 1yr does not make a track record. 2 years could raise a flag. Single day patterning is a track record and can happen within a single year.
- 1-off life crisis is excluded from a pattern.
- "Occasion" = Absent from plant; whole days; 3-day sick is 1 occasion.
- Clustered occasions is a problem.
- AWOL 1<sup>st</sup> time is automatic Verbal Warning. 2<sup>nd</sup> time within 6 months is Final Letter, 3<sup>rd</sup> time within 6 months, or extended AWOL is Dismissal.
- 2 years on attendance final without problems, then problems does not equal Dismissal.

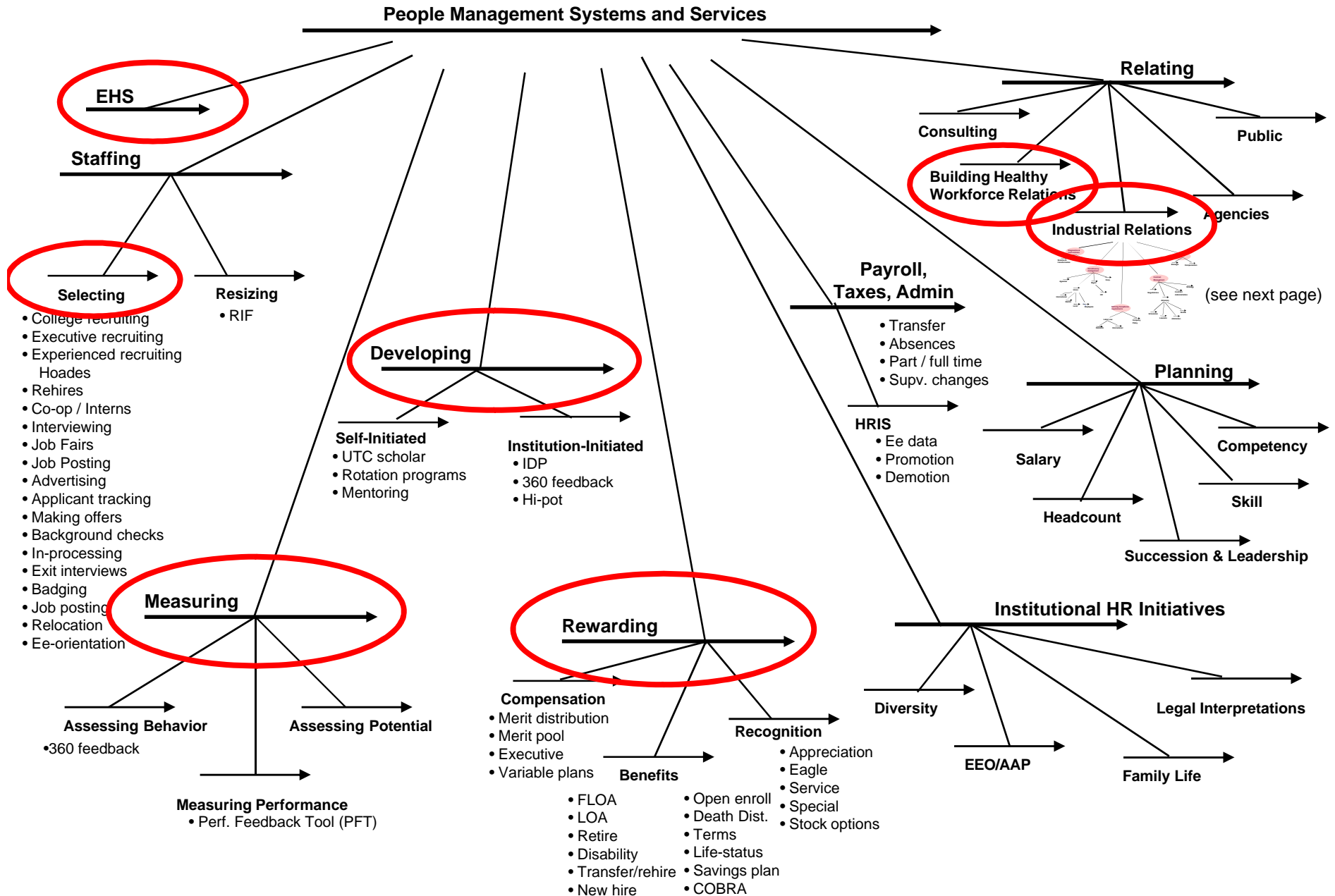
# Typical Performance Improvement Timeline



## Some thoughts about OverTime:

1. OT can be seen as a benefit or a burden
  - Either way, it must be shared equally with a process seen as fair & equitable
2. It is believed necessary for cyclical business
3. Mandatory OT can be perceived as a violation of a person's "rights"
4. Don't penalize a person who has been helping-out with voluntary OT when "mandatory OT" is required
5. Seniority gives me "right of first refusal" in declining order
6. Voluntary OT goes in declining seniority order and then by total hours offered; OT not worked gets "red dotted."
7. Mandatory OT goes in reverse seniority order
8. Equal opportunity, not equal pay for voluntary OT

# HR, Inc. Portfolio of Services





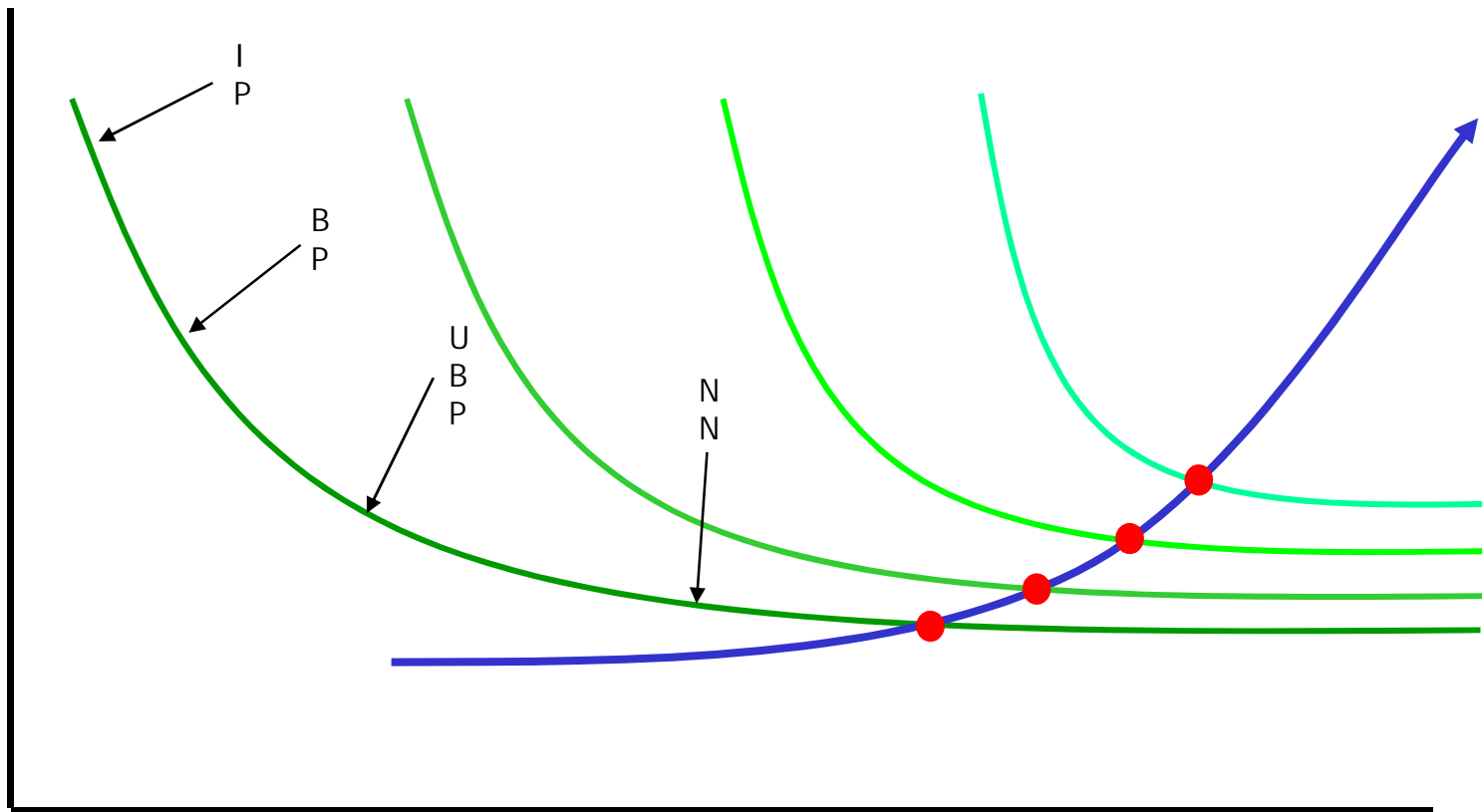
You solve problems and learn



## Principle 5

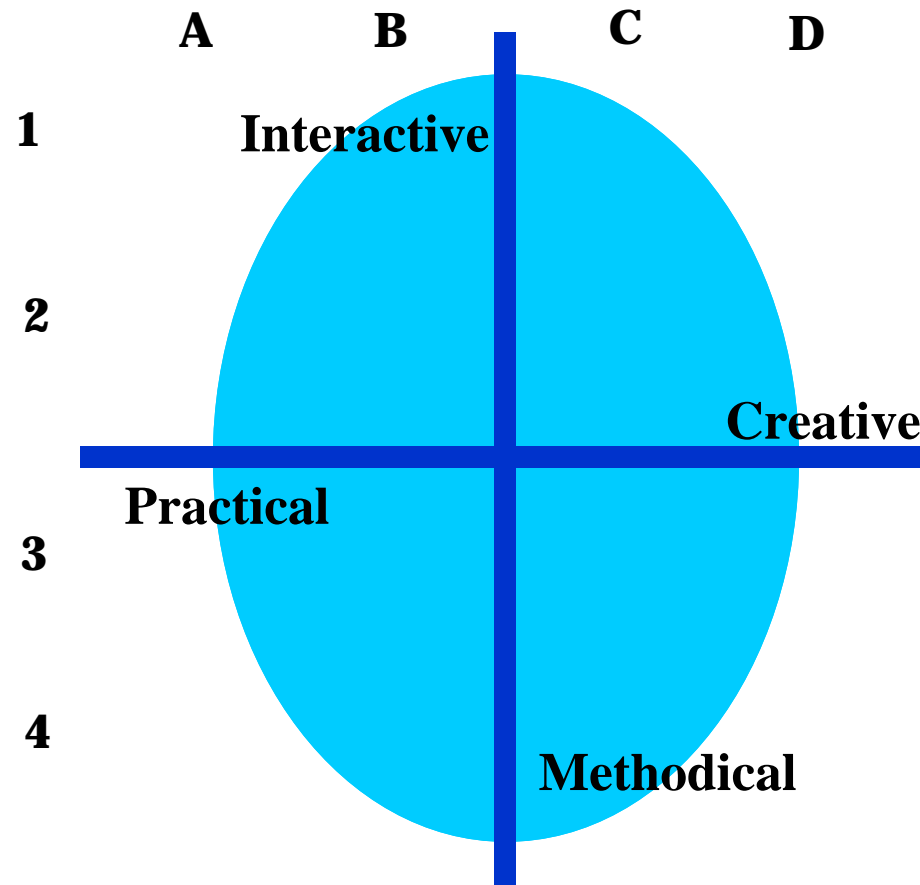
To model curiosity, problem solving and personal development in a way that these become a norm for the people in my group.

## Learning Organizations Achieve Continuously Improving Results with Greater Ease Over Time



# Preferred Work Style Inventory

# Preferred Work Style Inventory



# Preferred Work Styles & Relationship Management

One of the ways to use the Preferred Work Style data is to help you be more effective in managing your relationships with people who have a preferred style that differs from your own. People with matching work styles often find this commonality helps them to work together. Some people refer to this commonality as compatibility or “chemistry.” Regardless of what you call it, understanding the role that commonality and difference in work styles plays in the management of work relationships can help you be more effective in those relationships. Consider the following characteristics to help you be more effective with people who possess the various work styles:

How they approach significant relationships:

***Interactives:*** Engage in relationships with others actively. They rely on a great deal of verbal interaction when building and sustaining relationships. Interactives depend on frequent and deliberate contact as a means for judging the status of the relationship.

***Practicals:*** Engage in relationships with others only when necessary. They rely on a shared focus on solving problems when building and sustaining relationships. Practicalicals depend on the extent to which the relationship is helping either party achieve a desired result as a means of judging its effectiveness.

***Creatives:*** Engage in relationships with others when there is perceived meaning to be derived from the relationship. They rely on intuition when building and sustaining relationships. Creatives depend on the extent to which understanding is present as a means for judging the effectiveness of the relationship.

***Methodicals:*** Engage in relationships with others when doing so adds value to meeting a targeted goal. They rely on the likelihood of achieving measurable results when building and sustaining relationships. Methodicals depend on the extent to which a relationship is contributing to a broader goal as means for judging its effectiveness.

# Modes of Conflict Management

# Facilitating Conflict Resolution

To create environments where people can have different viewpoints without it turning into conflict

In a way that the psychology and behaviors that drive an effective interpersonal engagement are understood

So that I become more in control of my own reactions/behaviors and the effect of my behaviors on others.

## **CBO: Conflict Resolution**

Given a tense situation where opposing viewpoints are becoming out-of-control create and implement an intervention for reconciliation among the parties so that the process of improvement can continue.

# Some Thoughts and Assumptions About Conflict

- Conflict is neutral in and of itself, neither good nor bad, right nor wrong, with no inherent qualities of its own. It is a natural fact of human interaction. Expect it . . . it will happen.
- Your perceptions, thoughts and feelings dictate what conflict situations mean and what the consequences will be. Differences have no inherent qualities of their own.
- Your ability to deal effectively with conflict depends on:
  - your ability to diagnose and understand conflict situations
  - your awareness of, and the ability to select from, a variety of appropriate behaviors
  - your awareness of and ability to deal with your own feelings in conflict situations
- Basic strategies, skills and techniques can be learned but will work effectively only when they are adapted to fit your own personal style.



Large topic with many entrée points

Negative emotional energy

Attachments

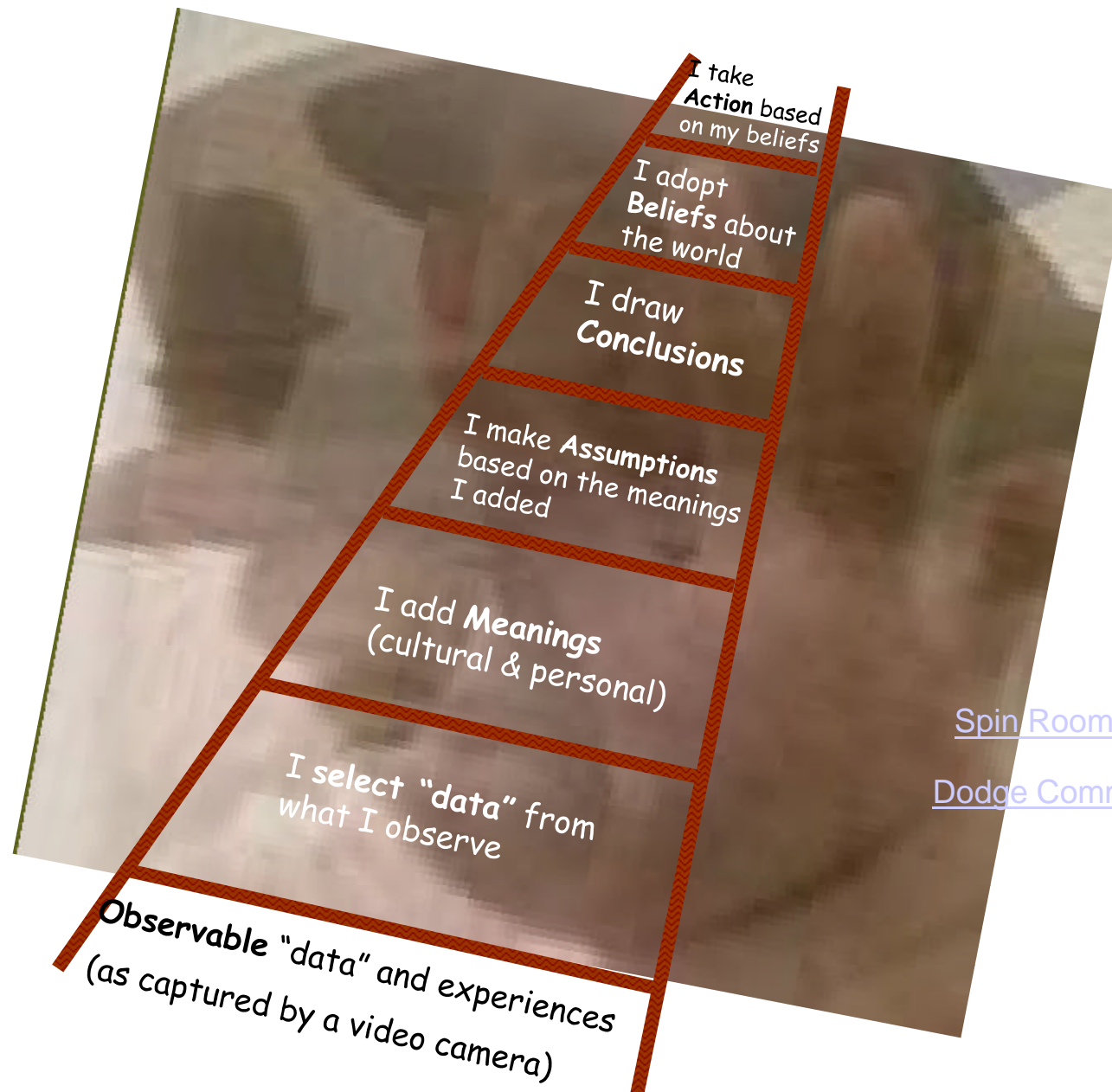
Personal distress sequence

Modes of Conflict Management



Cut in Time

# Chris Argyris' Ladder of Inference



1923 – Present  
Cambridge, MA  
Harvard

[Spin Room](#)

[Dodge Commercial](#)

# Some Thoughts and Assumptions About Conflict

- Though some conflict is positive and produces growth, much of it is unnecessary and unwarranted and can be productively avoided.
- Sometimes it is not possible to manage conflict in a way which makes everyone a winner, but it still must be dealt with.
- Mastering of skills is not easy without considerable practice.
- The most common and unproductive conflict management trap of all is trying to change the other person.
- Intellectually understanding all of this, however, is not enough. True self-knowledge requires examining yourself and your impact on others.

# Confronting vs. Criticizing

**Confronting**

**Criticizing**

**Problem**



**Person**

**Specific**



**General**

**Change**



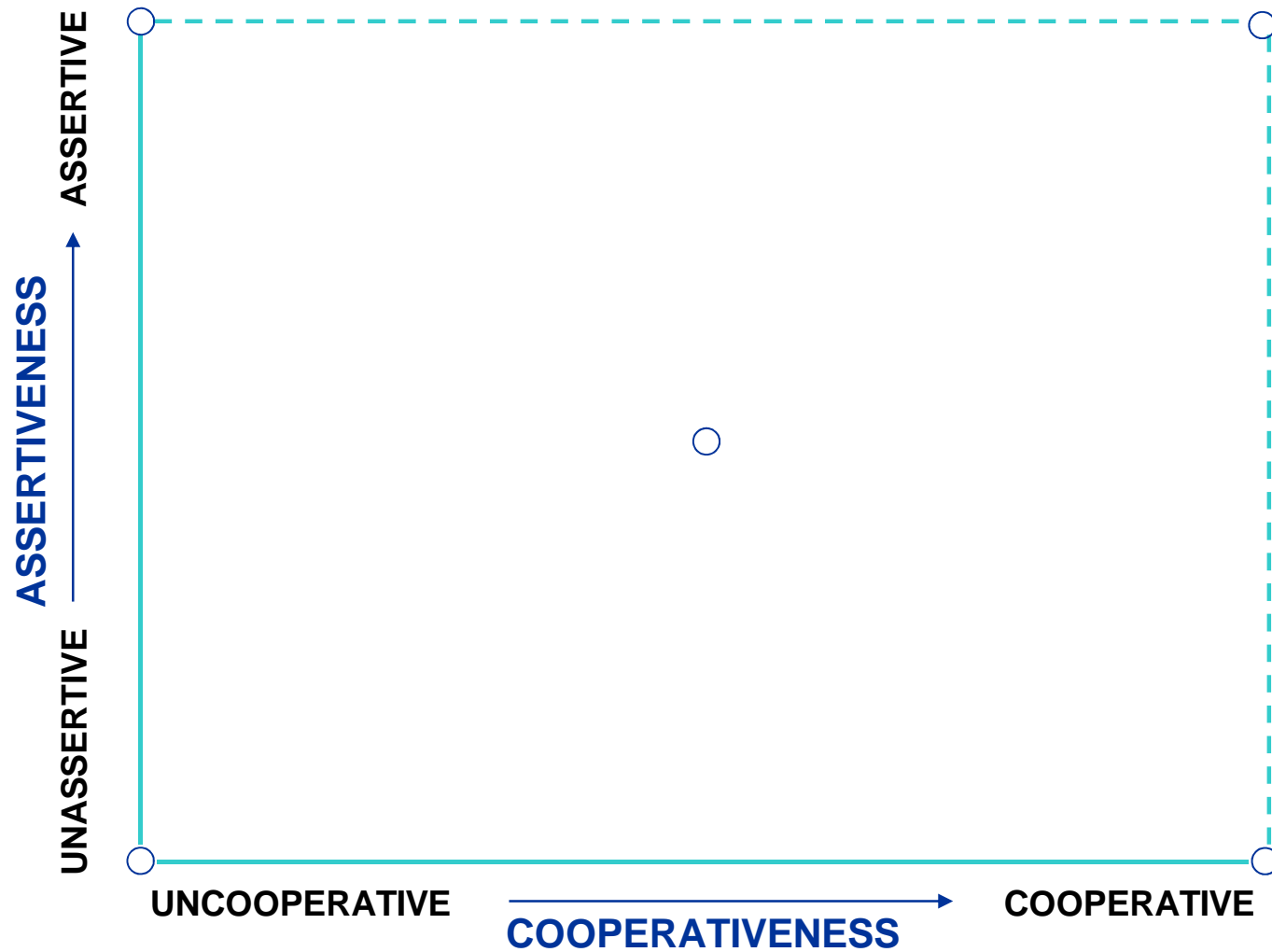
**Blame**

**Relationship**

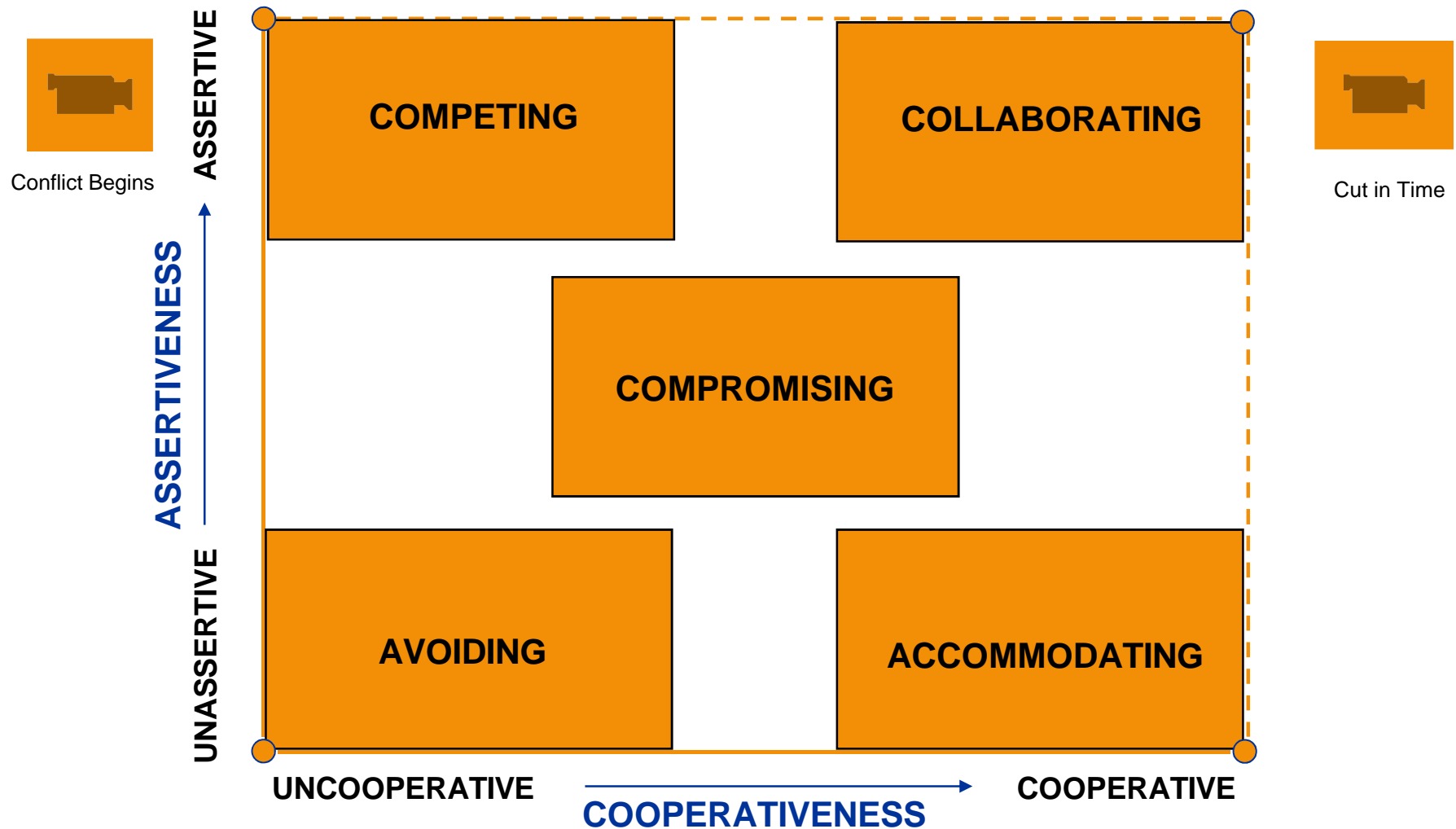


**Self**

# Thomas-Kilmann Conflict Mode Instrument



# Thomas-Kilmann Conflict Mode Instrument



## Competing

- Quick decisive action is critical
- Unpopular course of action
- Vital issues for welfare of the company
- Protection

## Collaborating

- Seeking an integrative solution when issue is too important to be compromised
- Learning is the objective
- Merging different perspectives
- Gaining commitment by incorporating others concerns
- Strengthening interpersonal relationships

## Compromising

- When goals are moderately important yet not worth effort to collaborate
- Two opposing perspectives, equal power and strong commitment
- Temporary settlement to complex issues
- Expedient solution due to time pressures
- Back up mode when collaboration or competition fails

## Avoiding

- More important issues take priority
- No perceived chance of resolving issue
- Potential damage of confronting outweighs benefits
- Let people's emotions cool down
- Important to first gather additional information
- Other can resolve it more effectively
- When issues seem symptomatic of another issue



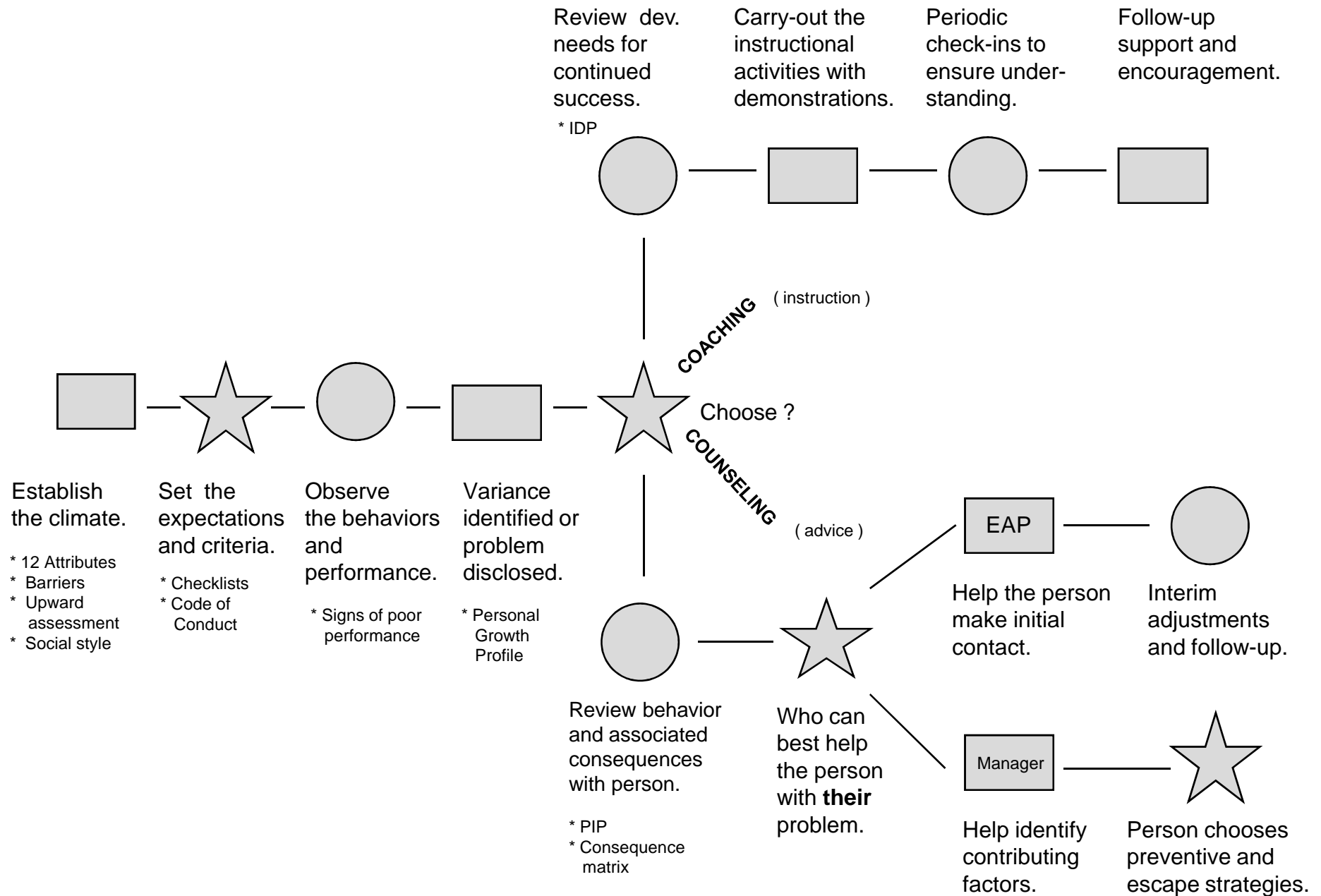
## Accommodating

- You realize you are wrong...allow better position to be heard...reasonableness
- Issue is more important to other person, goodwill gesture
- Continued competition is damaging
- Harmony is of higher importance
- Development opportunity for others to learn from own experience/mistakes

# Easiest yet Hardest Way to Improve

UPWARD ASSESSMENT	
MY SUPERVISOR	
My Supervisor: _____ (Name) (Dept. #)	<div>Exceptional</div> <div>Fully Competent</div> <div>Development Needed</div> <div>Unsatisfactory</div>
(Please check ONE response)	
1. Is a good listener and <u>COMMUNICATES</u> work assignments, group objectives, program plans, company strategies and relevant information to me in a clear, concise and timely manner. Comments: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. <u>EMPOWERS</u> me via delegating responsibilities, recognizing innovation and prudent risk-taking, "Coaching" team and rewarding accomplishments. Comments: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. <u>DEVELOPS</u> me by recognizing my abilities, providing challenging assignments, offering a variety of tasks, encouraging cross-training and providing me with visibility to customer/management. Comments: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. <u>MANAGES TIME</u> effectively, is available when I need him/her, plans for short-term and long-term activity and manages resources. Comments: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Demonstrates <u>EMPLOYMENT COMMITMENT</u> through a candid performance appraisal of me, career development, frequent feedback, acknowledging a job well done and recognizing merit. Comments: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Exhibits strong <u>LEADERSHIP</u> abilities through using sound judgment, innovative problem solving, accepting responsibility and striving for high performance; understands the tools/methods required to perform my job and demonstrates technical problem solving. Comments: _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
OVERALL RATING: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Based on the above 6 questions, my supervisor is best suited to be:	
<input type="checkbox"/> Supervisor/Team Leader	
<input type="checkbox"/> Individual Contributor (non-supervisor)	
Repeat this process every <input type="checkbox"/> 6 months <input type="checkbox"/> 12 months	

O:\engtest\data\assess.ppt 10/22/96 Page 1 of 3



# The One-Minute Coach

---

**Purpose:** to use daily situations as teaching platforms where you can share skills learned during your career.

**1. Set up a teaching moment with the other person**

Introduce the moment and get the other person involved by asking the question:

**“What do you think is going on here?”**

**2. Assess their level of understanding and identify skill gaps**

Target your teaching by determining what they do and don't know. Use the question:

**“What led you to that conclusion?”**

Seek evidence which supports their observations.

**3. Share the general rules and principles you use**

Instruction is remembered better and has wider application when presented as a principle applied to the current situation. Use a phrase such as

**“When something like this happens, I have found...”**

**4. Reinforce what was right**

Skills that have not become second-nature in the learner get locked-in when demonstrated correctly and recognized by the coach by saying,

**“Specifically, you did an excellent job of...”**

**5. Correct mistakes**

Mistakes left unattended get learned as acceptable behaviors and are repeated. Cultivate a safe learning environment by stating,

**“Next time, approach it this way...”**

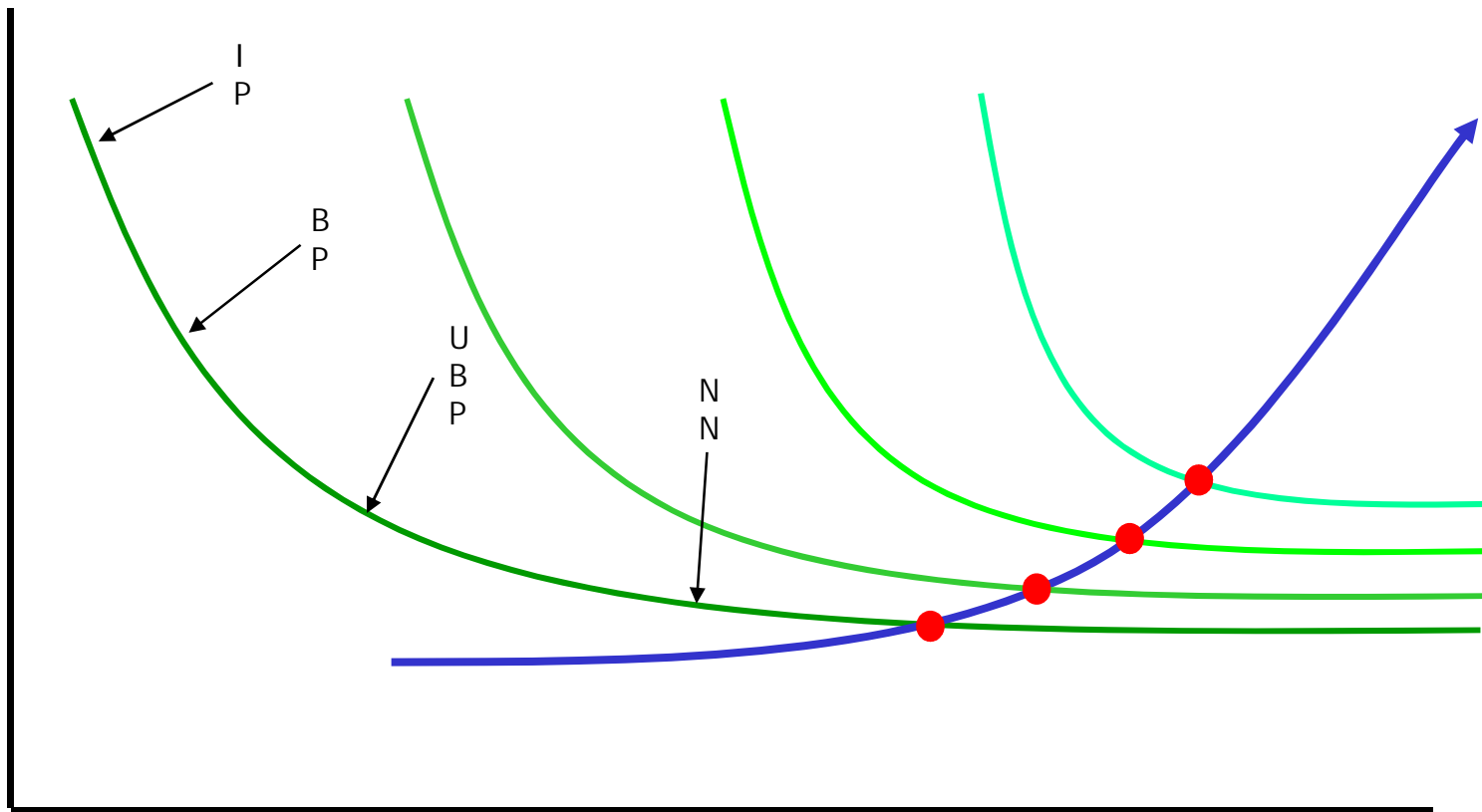
**████████████████████**  
**PRINCIPLE 0**

**You set expectations**

## Principle 6

To establish expectations and requirements in a way that encourages stretch and creative thinking within the workgroup.

## Learning Organizations Achieve Continuously Improving Results with Greater Ease Over Time



**\$hifting**  
**Performance**  
**with the *Value Tree***



## Opening Questionnaire

- |   |   |   |
|---|---|---|
| 1. Most of our workforce can personally connect their daily work and associated expenses to an Income Statement and Balance Sheet.                      | T | F |
| 2. Our financial people understand the impact of “lean” so well that they are tough negotiators when setting budget expectations for our lean projects. | T | F |
| 3. Our organization shares a common understanding of the word “value.”  | T | F |
| 4. Our lean-leaders have personal vision/understanding of value creation.   | T | F |
| 5. “Value” is realized when a lean project has been completed.  | T | F |
| 6. Pursuing lean projects make business sense because they are the right thing to do.   | T | F |
| 7. Shared understanding of the business and its finances increases peoples’ ability to “do.”  | T | F |

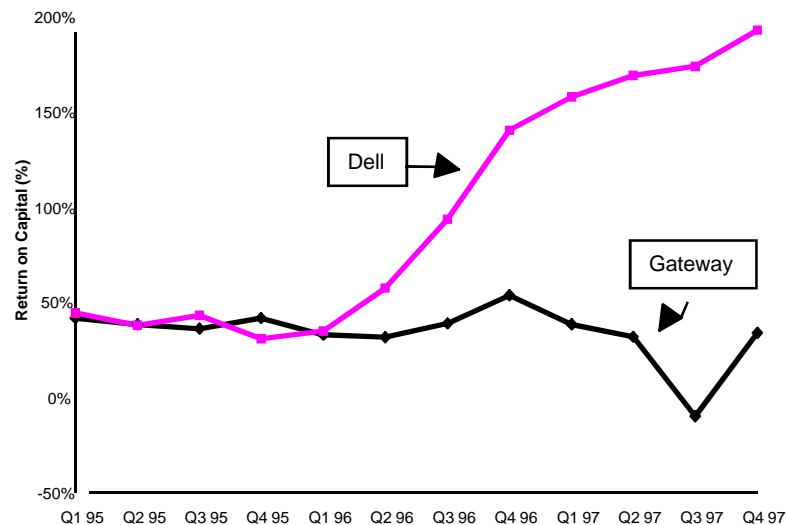
## What is the Value Tree?

- Financial model of the business on one page
  - Visually oriented
  - Interactive
  - Easily understood by people
- Financial tool for developing business context
  - Interrelationships of various dollar flows
  - Drivers of business decisions
- Financial “range-finder”
  - Target identification
  - Target selection
- Financial-world de-mystifier
- Financial guidepost helping answer the essence question...“Is the institution increasing its value (how much its worth) or destroying its value?”

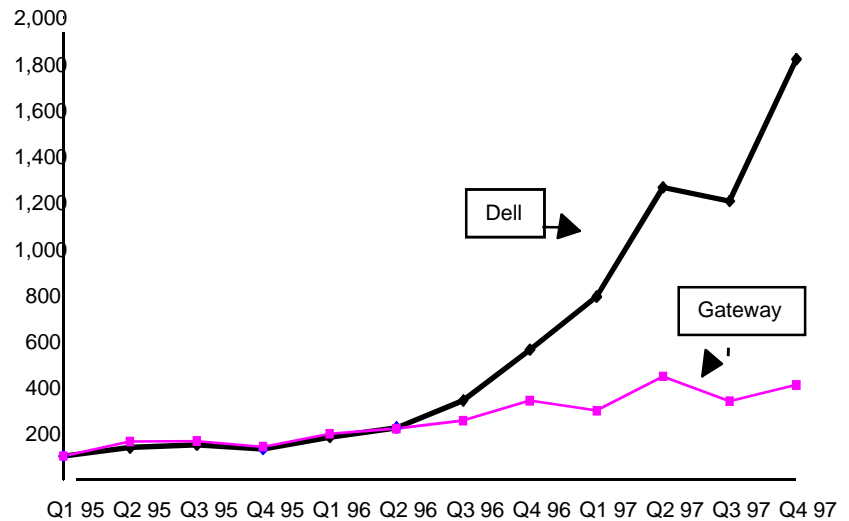
# What determines a firm's worth?

The same relationship seems to exist at Dell and Gateway; strong ROIC, strong stock price.

## Return On Invested Capital

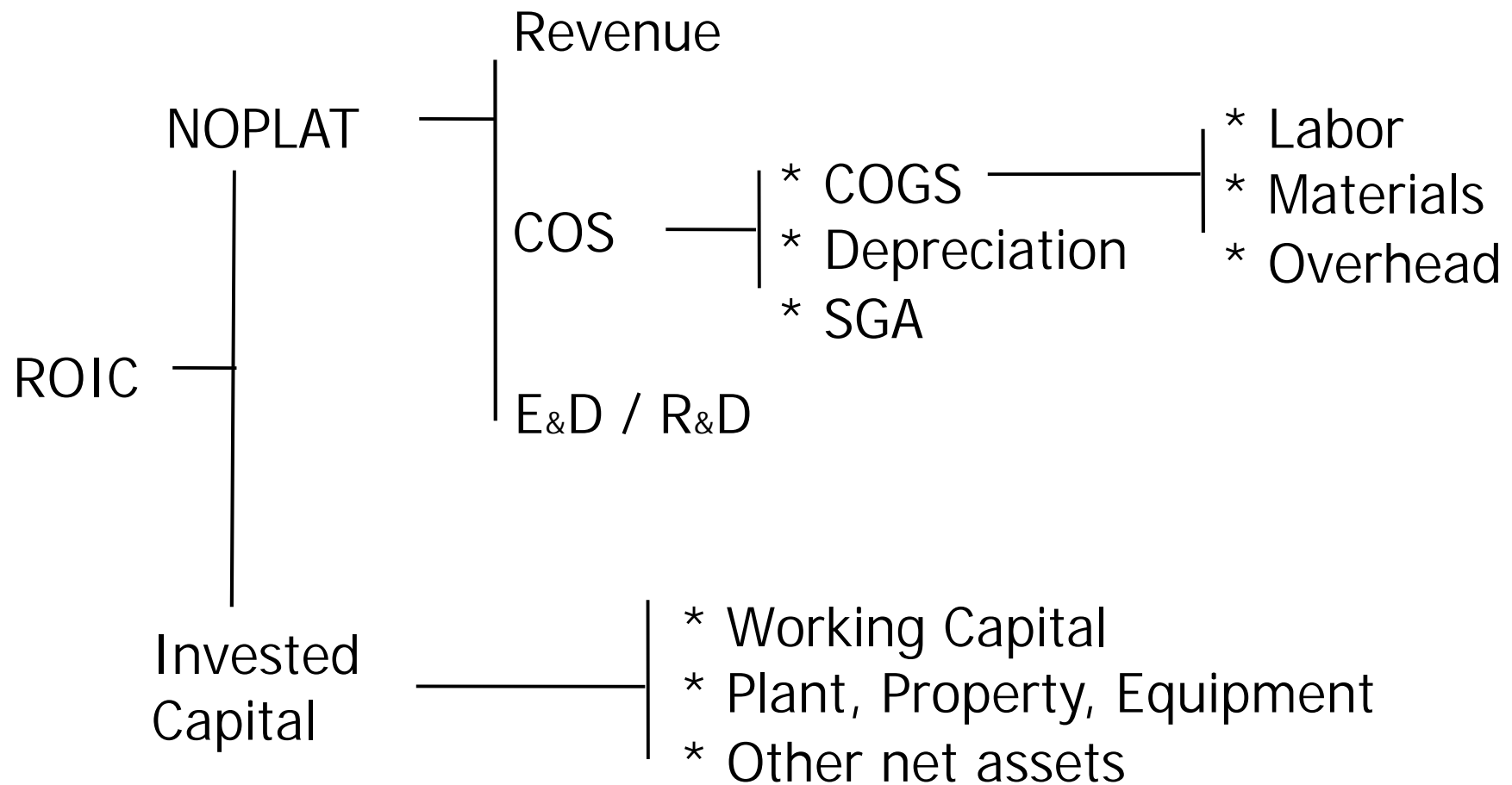


## Stock Price

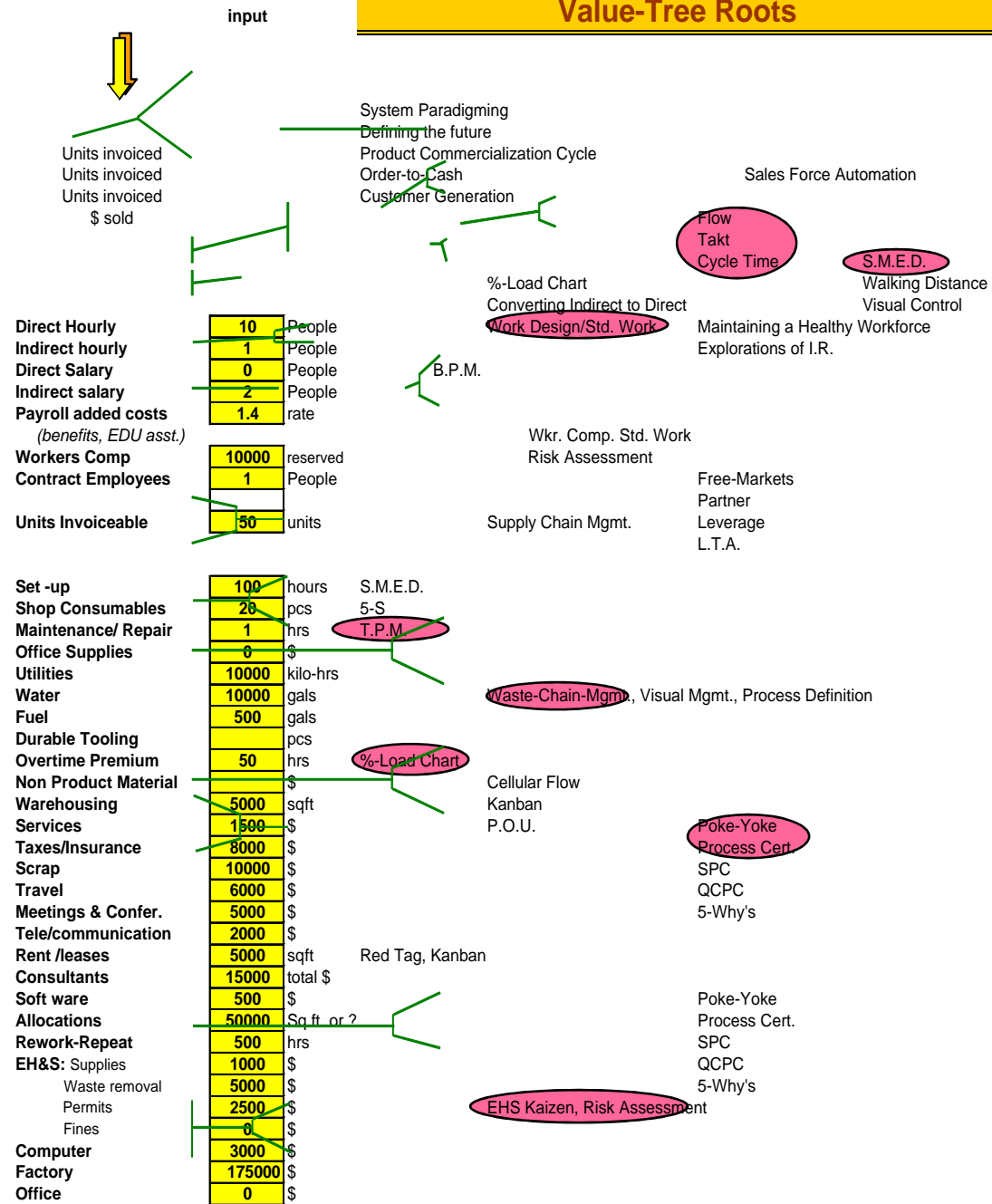


# The Value Tree Exercise

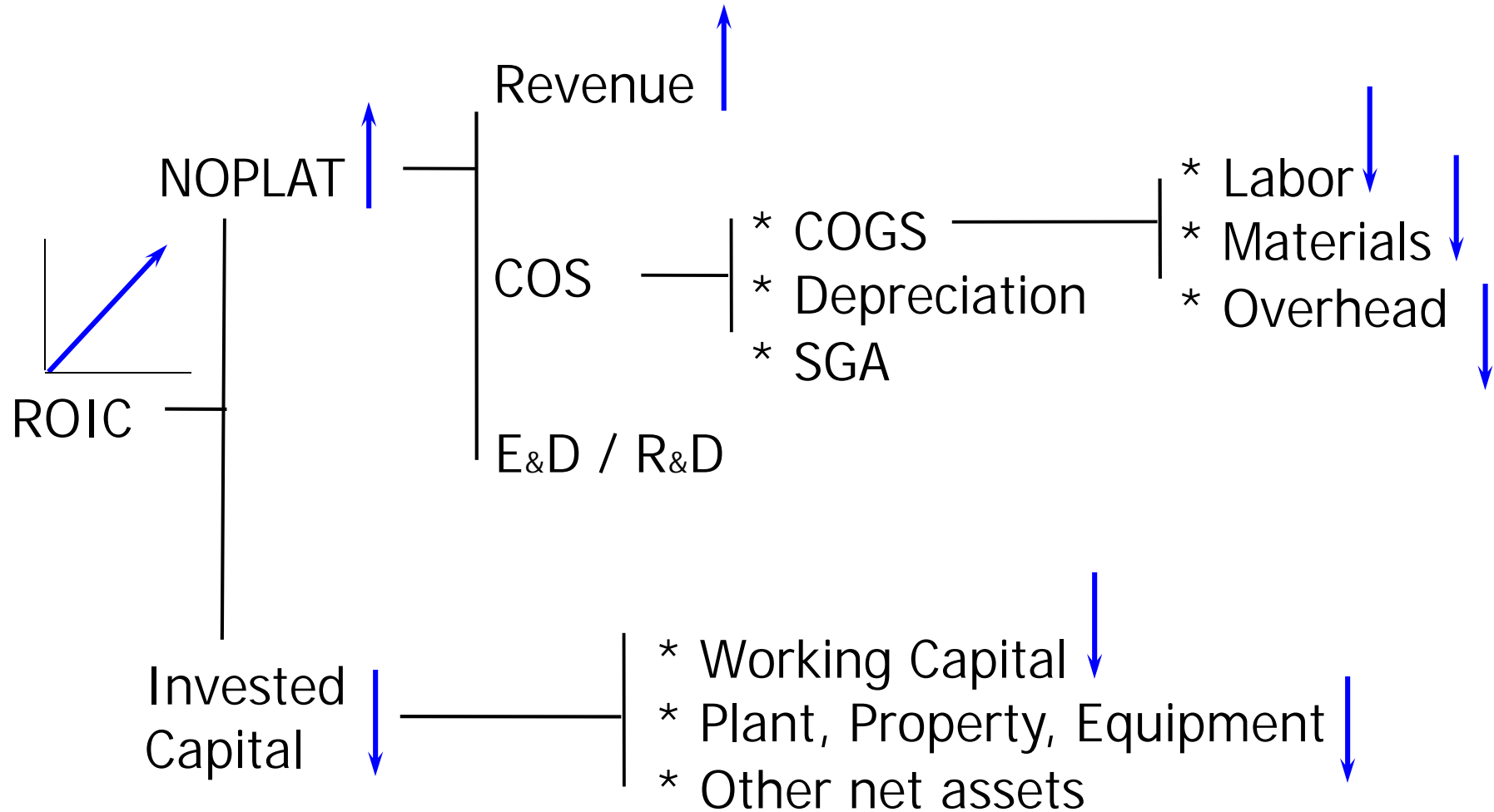
---



## Value-Tree Roots



# The Value Tree Exercise



You are the best!

Go

Be the Boss

## Alden Davis

Known by colleagues and friends as a “corporate plumber”, Alden designs, orchestrates and leads large-scale institutional change, fixing anything that does not flow. He has global expertise in leading Kaizen events (accelerated change processes), creating high performance work systems, designing organizations to support world-class material flow, facilitating collaborative labor/management relations, driving large-scale, inclusive processes for resolving site-wide policy issues, guiding merger & acquisition assimilation and visioning unmatched EHS performance. First-hand knowledge of institutional complexities coupled with expertise in analyzing work and work processes coupled with information technology savvy has launched Alden into the world of E-strategic planning and visioning. His proven track-record of creating institutional value covers a wide range of industries including jet propulsion & aerospace, tracked personnel carriers for the defense industry, elevators, electronics, well-head equipment, air conditioners, industrial chillers, automotive components, machine tool OEM's, sport league photography and financial services. The use of a "service business" model coupled with the pursuit of customer satisfaction has lead to the transformation of service functions including human resources, procurement, financial planning, E-business, contracts, industrial relations, materials & logistics management and investor relations. As a conference speaker and workshop leader, Alden has presented for Ecology of Work, Goal QPC, Automation Forum, Boston University Emerging Technologies Conference, MIT Labor Dept., IRRA Conference, IAM Placid Harbor Training Center, Connecticut Quality Conference, Young Entrepreneurs' Organization, Springfield Area Council for Excellence and Crusade. Pro bono work includes strategic planning and process improvements for UNA-USA, IAUP/UN Commission on Peace, Portland, ME schools, Hartford, CT schools, UCONN School of Business, University of Hartford, Hartford College for Women, University of Puerto Rico, Mayaguez, Hartford Chamber of Commerce, Leadership Hartford and South-end Community Services. Alden is degreed in Business and Engineering from Arizona State University, holds two patents and lives in Avon, CT.