

The Story
of a

NEW

One[®]
Minute
Manager[®]

LEADER GUIDE

Based on the
Best-Selling Book by:
Ken Blanchard, Ph.D.
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Training Preparation

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*“People Do Not
Care What You Know,
Unless
They Know
You Care”*

Program Overview

The Story of a New One Minute Manager training program is based on the video *The Story of a New One Minute Manager*. The timeless management secrets taught in this program originated in the book *The One Minute Manager*® by Ken Blanchard, Ph.D., coauthored by Spencer Johnson, M.D., published in 1982. It is still on best-seller lists, has sold more than 10 million copies worldwide, and has been translated into more than 25 languages. It is regarded as one of the most successful business books of all time.

The “three secrets” of One Minute Management are imperative tools in today’s business environment. They help managers produce greater results in less time. Participants will learn to get results through One Minute Goal Setting, by giving One Minute Praisings, and by giving One Minute Reprimands when appropriate.

These materials are designed to help the leader provide an efficient and effective training program for anyone who manages—whether they manage a home, a family, or a business.

This program has been laid out in two formats—2½-hour and 4½-hour training sessions. We strongly recommend using the 4½-hour training session, because it includes important skill-building roleplay exercises. Practicing the skills dramatically increases participants’ retention. The 2½-hour session teaches the key secrets and allows participants to discuss them.

Program Facilitation

The Story of a New One Minute Manager training program is designed for trainers who are comfortable interacting with participants. It is important to be familiar with the content and to encourage discussion.

In addition to presenting the materials and managing the learning experience, facilitators ought to be alert to the dynamics of participant interactions with each other and in teams. Be ready to facilitate and support the learning and development of each participant.

To ensure the success of The Story of a New One Minute Manager training program:

- Study the leader guide, along with the participant workbook and companion materials. Make sure you thoroughly understand the basic concepts.
- Gather relevant examples and stories to personalize your training.
- Make sure you are *modeling* the three secrets during the training session.
- Practice your presentation until you are comfortable with the materials and can cover it within the recommended time frames.

Leader Guide

The leader guide provides complete step-by-step instructions for facilitating both the 4^{1/2}-hour and the 2^{1/2}-hour training programs. The leader guide includes the following:

Training Preparation

The Training Preparation section contains information to prepare for a successful workshop. It includes an overview of the workshop, a list of required materials, orientation to the leader guide, and relevant information to facilitate the workshop.

Program Materials

The Program Materials section contains exercises for both the 4^{1/2}-hour and the 2^{1/2}-hour training programs. Each exercise is designed to help the trainer effectively facilitate the session in order to obtain the greatest participant retention. If you are doing the 2^{1/2}-hour session, you will have the opportunity to effectively discuss each of the three secrets. If you are doing the 4^{1/2}-hour session, participants will have the opportunity to practice each of the three new skills.

Equipment and Supplies

Training Equipment and Supplies

- TV/VCR monitor
- Cassette/CD player (with appropriate music)
- Two flip charts
- Masking tape

For Each Table

- One round table and four to six comfortable chairs, depending on the size of the group
- Name tents
- Name tags

Activity Supplies

- Flip chart paper
- Sets of color markers
- Masking tape

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Prework Packets

Three weeks before the training, send

- A memo or letter, inviting participants to the training.
(See the sample letter on page 7.)
- A pretraining assessment form.
(See the sample form on page 7.) This is to help you determine the experience level and dynamics of your audience. Be sure to take plenty of time to review the completed pretraining assessments *before* the training program because they may give you the insight to address a particular aspect of the training in more detail than you had originally planned. Make sure you are meeting the needs and expectations of your audience. Please keep specific examples confidential.

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(Today's Date) _____

Dear (Participant's Name),

You are invited to attend a training program based on the three timeless management secrets of one of the best-selling management books of all time. The training is entitled, *The Story of a New One Minute Manager*. The material is based on the original book *The One Minute Manager*,® by Ken Blanchard, Ph.D. and Spencer Johnson, M.D.

This training takes the lessons from the best-selling book and presents them in a modern setting through the video *The Story of a New One Minute Manager*. You will learn how the simple but powerful tools can be the answer to many people feeling that managing people is complicated. The tools you'll acquire will help you solve your toughest management problems and increase the productivity of your staff. These three secrets have helped millions of people all over the world get greater results in less time.

Please join us on _____ (Date) at _____ (Time). We will hold the training session at _____ (Location).

Attached, please find a pretraining assessment. Fill it out and return it by _____ (Trainer's Name) by _____. This assessment will allow us to adapt the training session to better meet the needs and expectations of the group. Your comments will be kept confidential.

Thank you!

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Pretraining Assessment

Instructions: Answer the questions below and place your answers in the space provided. If necessary, you may attach a separate page with your answers. This is not a test—there are no right or wrong answers. Your comments will be kept confidential. The information is being collected only to help us design the workshop to be most effective for you.

1. How long have you been a manager?
2. What is the most difficult aspect of being a manager in the 21st century?
3. What do you think is the number one reason employees don't do what they are supposed to do?
4. When was the last time you received positive feedback from your boss? How did that make you feel?
5. Have you ever had to reprimand an employee? If so, what was the most challenging part of the reprimand?
6. Circle the term below that best describes your management style:
 - A. Results-oriented
 - B. People-oriented

One day before the training, send

- A fax or email to confirm the date, time, and place of the program. If the training is scheduled for Monday morning, be sure your confirmation goes out by Friday morning. (See sample fax/email below.)

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One Minute Manager Training Program

To: (Participant's Name) _____

This is a reminder to join us on _____ (Date) at _____ (Time) for the New One Minute Manager training program to be held at _____ (Location).

You will have the opportunity to learn the following:

- How to use One Minute Goal Setting to clarify expectations with your employees
- How to use One Minute Praisings to increase productivity
- How to use One Minute Reprimands to redirect employees when they get off track

(Add any additional information here.)

Thank You!

Leader Guide Pages

Certain leader guide pages are used only for the 4½-hour agenda. These pages are identified by this “4½-hour” icon.

To aid you in preparing for your session, as well as to keep you on track during the session, a list is provided that identifies what materials will be needed to effectively conduct each session. Make sure you have reviewed the Materials Needed section for each exercise you plan to present.

Each exercise lists a specific learning objective. Keep this objective in mind when conducting your session.

Participant workbook page reference number.

Presentation time. Please note: these are suggested time lengths. Depending on the number of participants in your session and the different dynamics of the participants, the length of a particular exercise could vary dramatically.

The reference column is provided to give easy access to most-often-needed information.

THE STORY OF A NEW ONE MINUTE MANAGER®

4½-hour Agenda

WORKBOOK 6-8

:45 **Video Viewing and Discussion**

Materials Needed

- The Story of a New One Minute Manager Video
- Participant workbooks

Learning Objective

To gain a better understanding of the key training points.

Lead Products

1. Make these remarks ...

- You are about to view the video, The Story of a New One Minute Manager. The video does an excellent job of communicating both the importance of these management principles and how to effectively utilize these key principles in our jobs.

On page 6 in your workbook, we have provided a One Minute Notetaking page for you to record your thoughts and ideas during the video.

Review the video discussion questions on pages 7 and 8 of your workbooks and be prepared to discuss them after we watch the video.

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Each exercise has a “Make these remarks ...” step. These sections can be read directly from the leader guide or can be paraphrased by the trainer. Read over these sections several times before the training to familiarize yourself with the content.

Pretraining Checklist

- Send out invitation letters and pretraining assessments to participants at least three weeks prior to the workshop.
- Order a workbook for each participant.
- Prepare extra copies of the pretraining assessment as backup.
- Gather information on participants and their organization in order to focus the workshop on their needs.
- Make arrangements to have the basic equipment and supplies (flip charts, pens) provided during the training program.
- Arrange for refreshments and lunch if appropriate.
- Check equipment and room setup the day before the training.
- Cue up the video.
- Create flip charts.

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Training Agendas

<i>2 1/2-Hour Training Agenda</i>	<i>Time</i>
Introduction and Overview	:10
One Minute Notetaking	:10
Video Viewing and Discussion	:30
Break	:10
One Minute Goal Setting Discussion	:20
One Minute Praising Discussion	:20
One Minute Reprimand Discussion	:20
One Minute Action Plan	:20
Debrief	:10

<i>4 1/2-Hour Training Agenda</i>	<i>Time</i>
Introduction and Overview	:10
One Minute Notetaking	:10
Video Viewing and Discussion	:40
Break	:10
One Minute Goal Setting Discussion	:20
Video Viewing and One Minute Goal Setting— Case Study Discussion	:30
Break	:10
One Minute Praising Discussion	:20
Video Viewing and One Minute Praising Roleplay	:30
Break	:10
One Minute Reprimand Discussion	:20
Video Viewing and One Minute Reprimand Roleplay	:30
One Minute Action Plan	:20
Debrief	:10

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Program Materials

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Good about
Themselves
Produce
Good Results”*

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:10

Introduction and Overview

Materials Needed

- Flip Chart

Learning Objective

To meet other participants and create an atmosphere of excitement and enthusiasm for the training

Leader's Instructions

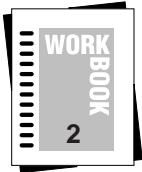
- ① Ask participants to introduce themselves and briefly explain their roles within their organization.
- ② After all participants have finished their introductions, introduce yourself to the group. Then, describe the agenda for this training session and communicate the training objectives.

③ Make these remarks to the group ...

“ During this training program our goal is to learn the three secrets of a One Minute Manager. The concepts will help you learn how to accomplish greater results in less time. Today, you will learn the following timeless secrets of management:

- How to use One Minute Goal Setting
- How to give One Minute Praisings
- How to handle One Minute Reprimands

“ Now, some of you may be thinking that these three secrets sound too basic for the 21st century. I assure you that the information within The Story of a New One Minute Manager is as crucial now as it was when the book The One Minute Manager® was first published. These three secrets are timeless and work for everybody from all ‘walks of life.’ Now let’s take a look at a notetaking method that will help you retain the information you are about to learn.



:10

One Minute Notetaking

Materials Needed

- Participant Workbook
- Flip Chart

Learning Objective

To understand and utilize an organized information-gathering and notetaking system* in order to improve retention of the training material

Leader's Instructions

- 1 Make these remarks ...

“Have you ever been to a training session and then two days later felt like you’ve forgotten what you learned? One way to help increase your retention of the training material is to take effective notes. Notetaking is a very important part of any learning process. We are going to quickly go over some tips that will help you become more effective notetakers.

- 2 Have participants turn to page 2 in the participant workbook. Re-create the notetaking page on a flip chart. Ask participants to use the first notetaking page to record their thoughts and ideas.

*Dr. Blanchard learned this information-gathering and notetaking system from his work with Dr. Walter Pauk, longtime Director of the Reading and Study Skill Center, Cornell University, Ithaca, N.Y. For more detailed information on studying, see Walter Pauk, *How to Study in College*, 6th edition (Houghton Mifflin Company, 1996).

③ Make these remarks ...

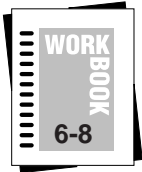
“ Notice that there are three different sections on the notetaking page. The first section is where you **CAPTURE** the majority of the notes. Use this area to take down everything. Do not evaluate what you are hearing, just write it down. If you are evaluating, you are not listening. Write the notes in your own words.

Next, note the area that says **TAKE HOME**. Use this area to summarize the information and to make it relevant and specific for you. Always be sure to complete this section within 24 hours of the learning.

Finally, look at the bottom—it says **PASS ALONG**. This section is your indexing system. You may write down key words, phrases, or good ‘one-liners’—trigger words that help you remember the information. Be sure to write big and clear. Again, be sure to complete this section within 24 hours of the learning.

This method helps us separate what we know from what we don’t know. Your workbook is laid out with this notetaking method in mind.

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:40

Video Viewing and Discussion

Materials Needed

- *The Story of a New One Minute Manager* Video
- Participant Workbooks

Learning Objective

To gain a better understanding of the key training points.

Leader's Instructions

- 1 Make these remarks ...

“You’re about to view the video *The Story of a New One Minute Manager*. The video does an excellent job of communicating both the importance of these management principles and how to effectively utilize these key principles in our jobs.

On page 6 in your workbook, we have provided a *One Minute Notetaking* page for you to record your thoughts and ideas during the video.

Review the video discussion questions on pages 7 and 8 of your workbooks and be prepared to discuss them after we watch the video.

- ② View *The Story of a New One Minute Manager* video. Stop the video before the bonus section, *Ken Blanchard on One Minute Management*.
- ③ After participants have viewed the video, facilitate a discussion utilizing the questions found on the next two pages. Encourage other questions and any personal examples participants may have experienced regarding the three secrets.

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Video Discussion Questions

1. What is the difference between an “autocratic” and a “democratic” leader?

Managers who are interested in results are called autocratic, and managers who are interested in people are called democratic.

2. Which type of leader is more effective?

Being only a democratic or an autocratic leader is like being half a manager. One Minute Managers are interested in both results and people. They have learned to balance the two leadership types.

3. Did the One Minute Manager believe in participative decision making? Why or why not?

The One Minute Manager did not believe in helping his people make decisions. Once the goals were clearly laid out for them, he let them take control of their jobs and make their own decisions.

4. What is the number one reason employees don't do what they are supposed to?

They don't really understand what is expected of them.

5. What is the 80/20 goal-setting rule?

80 percent of your people's results will come from just 20 percent of the activity.

6. What does the One Minute Manager say about why goal setting works?

Goal setting works because it helps employees understand what is expected of them.

7. Why is praising your people important?

1. It makes you feel good.

2. It makes your employees feel good.

3. It creates good results.

8. What is the number one motivator of people?

Feedback.

9. When is it inappropriate to reprimand?

It is never appropriate to reprimand a learner.

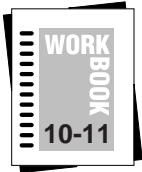
10. What is “gunnysacking?”

“Gunnysacking” is saving up all the negatives and then just dumping your feelings all at once.

11. Why does the One Minute Reprimand work?

When you end a reprimand with a reaffirmation, a person’s “okayness” is still intact. The person learns from it, and it prevents him or her from diverting the blame to you.

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:20

One Minute Goal Setting—Discussion

Materials Needed

- Participant Workbooks
- Flip Chart

Learning Objective

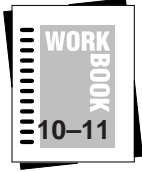
To review the main points and increase understanding of One Minute Goal Setting

Leader's Instructions

- 1 Make these remarks ...

“According to the video, the first secret to One Minute Management is One Minute Goal Setting. Let's review some of the characteristics of One Minute Goal Setting and then identify the specific steps a manager can take to create One Minute Goals.

- 2 Have participants turn to page 10 in their workbooks, where we have provided a One Minute Notetaking page for them to record their notes on One Minute Goal Setting. As you discuss the characteristics with participants, write down their responses on a flip chart.



REFERENCE

Characteristics of One Minute Goal Setting

- *80/20 Goal Setting Rule—80 percent of people’s results will come from 20 percent of their activity. Set goals based only on that 20 percent.*
- *The manager should get agreement on the goal with the employee.*
- *Write goals in behavioral terms—goals that can be seen and measured, e.g., the number of calls a person makes.*
- *Write goals on one page in 250 words or less. You should be able to read them in about a minute.*
- *Managers need to focus on doing the right things, not just doing things right.*

③ Have participants turn to The One Minute Manager Game Plan on page 11 in their workbook. You may want to re-create a blank One Minute Manager Game Plan on a flip chart and fill in the action steps. A copy of the One Minute Manager Game Plan is provided on page 25 of the Leader Guide.

④ Make these remarks ...

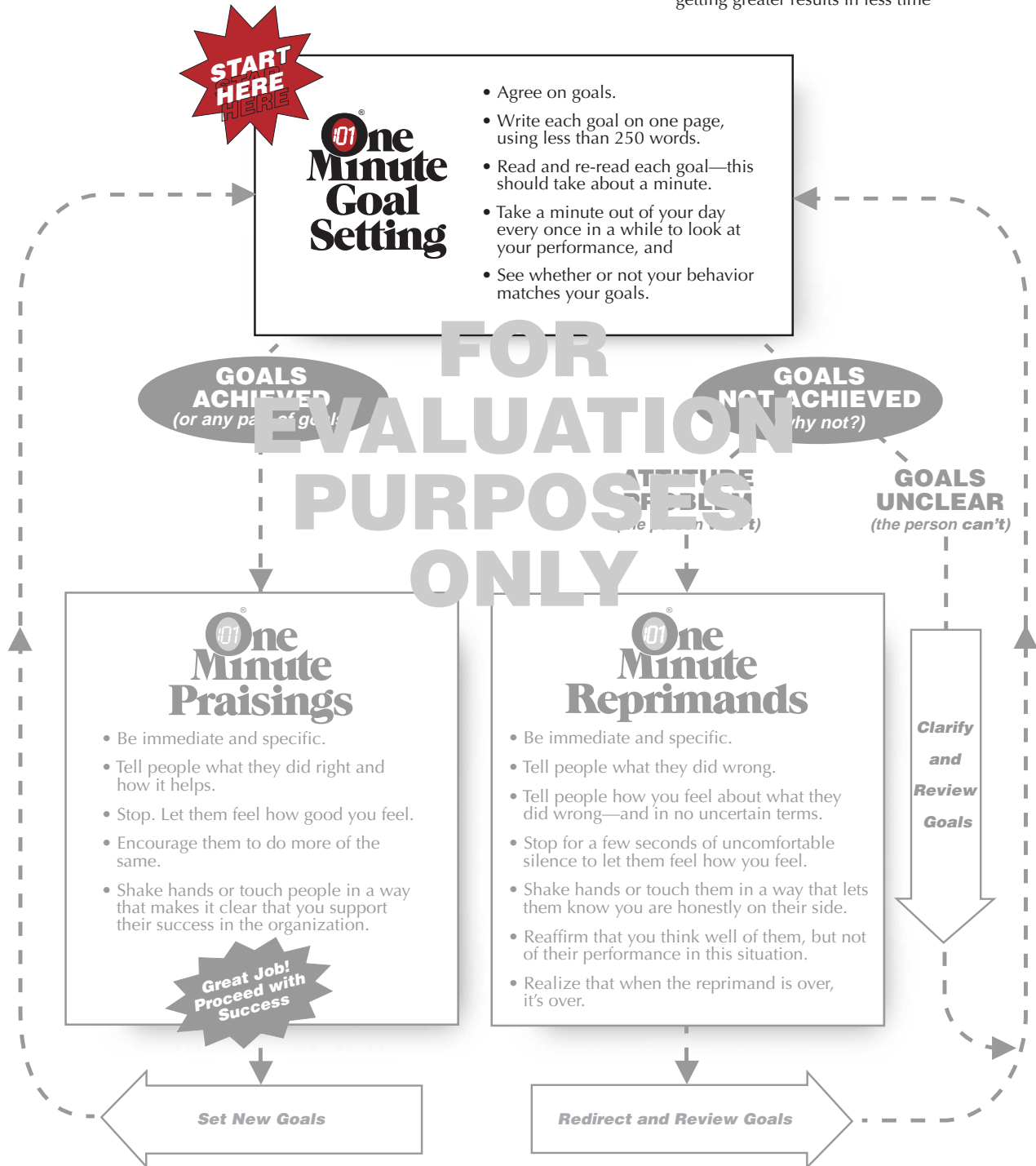
“ Turn to page 10 in your workbooks. What are the characteristics of One Minute Goal Setting? As I write the answers on the flip chart, you may want to copy them into your workbooks.

⑤ If participants have trouble remembering the characteristics, ask them to review their notes from the video discussion. The answers are provided for you in the sidebar.

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Game Plan

How to give yourself and others the gift of getting greater results in less time



REFERENCE

**Steps to Create
One Minute Goals**

1. Agree on goals.
2. Write each goal on one page, using less than 250 words.
3. Read and reread each goal—this should take about a minute.
4. Take a minute out of your day every once in a while to look at your performance, and
5. See whether or not your behavior matches your goals.

⑥ Make this remark ...

“Now that we have reviewed the characteristics of One Minute Goal Setting, let’s identify what specific steps should be taken to create one minute goals.”

- ⑦ Ask participants to identify the steps to create One Minute Goals. Write their answers on another flip chart page. Answers are provided for you in the sidebar.

⑧ Make this remark ...

“Now, turn to the person sitting next to you and share with him or her three new things that you learned about One Minute Goal Setting.”

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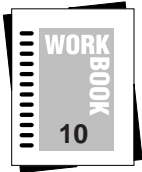
If you are using the 2 1/2-hour session**9** Make these remarks ...

“As you learned from the video, the number one reason that employees don’t do what they are supposed to do is because they don’t clearly understand what is expected of them. One Minute Goal Setting will help get you and your employees moving in the same direction, with the same destination in mind. Remember the bowling analogy in the video—if you want your employees to ‘get a strike,’ you must first ‘uncover the pins.’ Now, let’s look at what happens once your employees understand the goal.

10 Skip to page 35 of your leader guide; One Minute Praising—Discussion***If you are using the 4 1/2-hour session*****9** Make these remarks ...

“As you learned from the video, the number one reason that employees don’t do what they are supposed to do is because they don’t clearly understand what is expected of them. One Minute Goal Setting will help get you and your employees moving in the same direction, with the same destination in mind. Remember the bowling analogy in the video—if you want your employees to ‘get a strike,’ you must first ‘uncover the pins.’ Now, we are going to hear more about goal setting from Ken Blanchard and have an opportunity to practice setting goals.

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4½-HOUR
AGENDA

:30

One Minute Goal Setting— Case Study Discussion

Materials Needed

- *The Story of a New One Minute Manager* Video
- Participant Workbooks
- Flip Chart

Learning Objective

To practice applying the skills needed for One Minute Goal Setting

Leader's Instructions

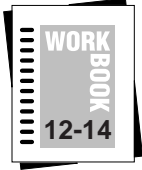
- 1 Make this remark ...

“ Before we begin practicing goal setting, let’s hear some additional information from Ken Blanchard. You can record more notes, if you like, on page 10 of your workbook.

- 2 Ask participants to view the first section of Ken’s talk on One Minute Goal Setting. When you see the graphic for One Minute Praising, stop the tape.

- 3 Ask this question ...

“ Ken just described the kind of goals that we should be developing with our people. What are SMART goals?



REFERENCE

SMART Goals

- S** - Specific and Measurable—if you can't measure something, you can't manage it.
- M**- Motivational—if you aren't excited about the goal, you probably won't accomplish it.
- A** - Attainable—be sure to set a goal that you know is achievable.
- R** - Relevant—remember the 80/20 Rule. 80 percent of people's results will come from 20 percent of their activity.
- T** - Trackable—you must be able to observe progress over time. Tracking will enable you to know when to praise people for their progress, redirect them if they get off task, or even reprimand them if necessary.

- ④ Ask participants to identify the meaning of the SMART acronym. Record their answers on another flip chart page. Answers are provided for you in the sidebar.
- ⑤ Have participants turn to page 12 in their workbooks.
- ⑥ Have the participants form groups of two or three. Ask them to review the following case study and then discuss the questions on page 14. Have each group designate a leader to share their findings with the large group at the end of the exercise. Record their answers to the case study questions on a flip chart page.

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One Minute Goal Setting—Case Study

For the past decade, Joe Williams has been a productive and valued employee at Ranger General. Until recently he managed one of the company's smaller departments. His duties included the day-to-day managing of six employees, two of whom are equal in seniority to Joe but have less formal education. Under Joe's leadership, the department was looked upon as one of the best.

Late last month Joe was promoted and given direct responsibility for one of Ranger's largest divisions. The division includes five departments, one of which is the department previously headed by Joe himself. Each department consists of one department head and three employees.

During his promotion interview with the president of Ranger General, Joe was specifically charged with getting his new division organized—a division that, with the exception of Joe's former department, has a history of poor performance. The president also directed that a team spirit be created amongst Joe's management team. He further stated that the managers had not been getting along for some time.

Upon beginning his new assignment, Joe was introduced to his five department heads: Kim Stark—Accounting; Brenda Montgomery—Marketing; Ray Guy—Production; George Ramirez—Administration; and Leona Washington—Quality Control. Prior to making any major interventions with his managers, Joe observed their individual performance and the performance of their departments for thirty days.

This is what he saw:

In Accounting Outdated equipment, manual procedures, reports three to five days late, commission checks inaccurate, department manager always sick

In Marketing Several contracts recently lost due to sloppiness, no update on market research report for the last two years, excessive number of expense reports, very little client contact, failure to meet sales projections for three of the last five months

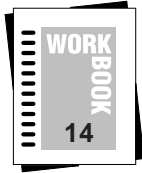
In Production Manager new, production up, quality down, 50 percent increase in on-the-job inquiries, high turnover, extended coffee breaks, drinking while on the job

In Administration Well-organized, understaffed employees working 12-hour days, outstanding leadership, all reports on time, no vacations taken for past three years, no promotions for past two years

In Quality Control Returns up, just experienced major recall, QC manager has requested transfer, new equipment being installed in 30 days

Now, it is time to create One Minute Goals. If you were Joe Williams, what would you do?

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4 1/2-HOUR
AGENDA

One Minute Goal Setting— Case Study Questions

DIRECTIONS

Use participants' suggestions to guide a discussion around goal setting.

1. If you were Joe, what goals for your division would you establish with the president?

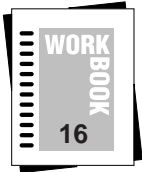
2. What would be your top three priorities?

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3. How would you build a team through the goal setting process?

4. What goals would you establish to improve communication among the five managers?

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:20

One Minute Praising—Discussion

Materials Needed

- Participant Workbooks
- Flip Chart

Learning Objective

To review the main points and increase understanding of One Minute Praising

Leader's Instructions

- 1 Make these remarks ...

“From the video we learned that once people understand goals, it’s important to catch them doing something right and praise them for it. It makes them feel good and it makes you feel good. It’s also important that you praise progress—when they achieve any part of the goal. If you wait for people to be perfect, you’ll be waiting a long time.

Let’s take a look at the characteristics of effective praising and then discuss how to effectively put those characteristics into action.

- 2 Have participants turn to page 16 of their workbooks, where we have provided a One Minute Notetaking page for them to record their notes on One Minute Praisings. As you discuss the characteristics with participants, write down their responses on a flip chart.

R E F E R E N C E

**Characteristics of
One Minute Praising**

- *Catch people doing something right and accent the positive.*
- *The number one motivator in people is feedback.*
- *Be immediate—don't save it for later.*
- *Describe what they did right.*
- *Share your feelings.*
- *Encourage them to do more of the same.*
- *If you neglect positive feedback, performance has a tendency to decline.*
- *It's human nature: people lose interest in what no one cares about.*
- *Praise people while they are learning something.*
- *Exactly right behavior is made up of approximately right behaviors.*

③ Have participants turn to page 17 in their workbook—The One Minute Manager Game Plan. If you have re-created the game plan on a flip chart, fill in the action steps. A copy of the game plan is provided on page 37 of the leader guide.

④ Make these remarks ...

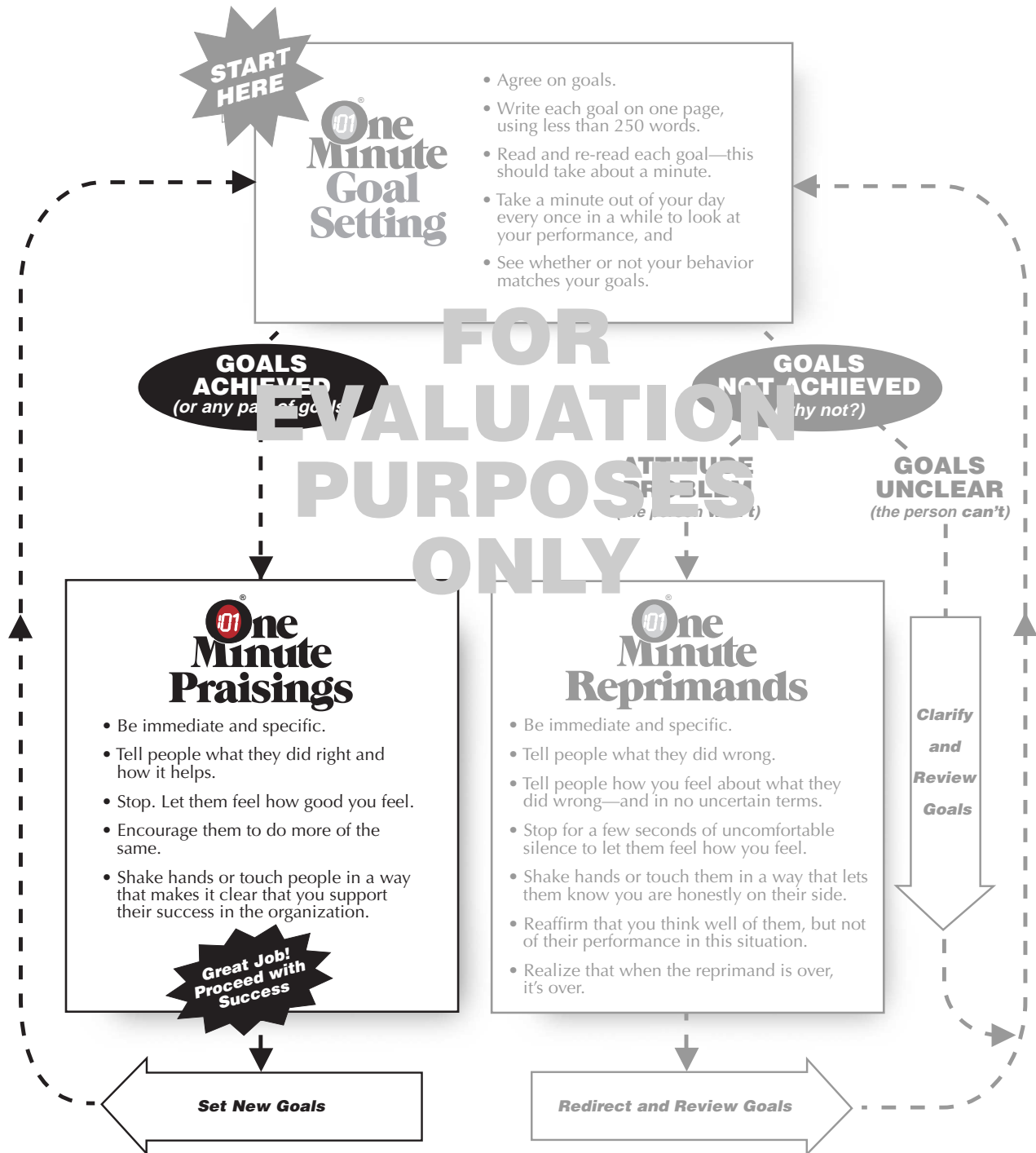
“ Turn to page 17 in your workbooks. As I write the characteristics of One Minute Praising on the flip chart, you may want to write the answers in your workbooks.

⑤ If participants have trouble remembering the characteristics, ask them to review their notes from the video discussion. The answers are provided for you in the sidebar.

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Game Plan

How to give yourself and others the gift of getting greater results in less time



REFERENCE

Actions to Remember for a One Minute Praising

1. Be immediate and specific.
2. Tell people what they did right and how it helps.
3. Stop. Let them feel how good you feel.
4. Encourage them to do more of the same.
5. Shake hands or touch people in a way that makes it clear that you support their success in the organization.

⑥ Ask this question ...

“ Now that we have reviewed the characteristics of One Minute Praisings, what are the specific actions we need to remember when praising employees?

⑦ Ask participants to identify the actions to remember when praising. Write their answers on another flip chart page. Answers are provided for you in the sidebar.

⑧ Make this remark ...

“ Now, turn to the person sitting next to you and share with him or her three new things that you learned about One Minute Praisings.

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If you are using the 2 1/2-hour session**⑨** Make these remarks ...

“The One Minute Manager in the video told us that we need to encourage people to continue good performance. “Catch People Doing Things Right.” If we neglect doing this, performance has a tendency to decline. Think about your own experience as a manager. Have you ever seen performance decline because you were too busy to give positive feedback or were waiting for the employee to achieve perfection first? One Minute Praisings will help motivate and encourage your employees to produce good results. Remember, don’t wait for perfection or you could be encouraging your employees’ performance to decline.

Next, we need to consider what happens if praising isn’t getting the performance you need. What if an employee has an attitude problem?

⑩ Skip to page 43 of your leader guide; One Minute Reprimand—Discussion.

If you are using the 4½-hour session

⑨ Make these remarks ...

“The One Minute Manager in the video told us that we need to encourage people to continue in good performance. “Catch People Doing Things Right.” If we neglect doing this, performance has a tendency to decline. Think about your own experience as a manager. Have you ever seen performance decline because you were too busy to give positive feedback or were waiting for the employee to achieve perfection first? One Minute Praisings will help motivate and encourage your employees to produce good results. Remember, don’t wait for perfection or you could be encouraging your employee’s performance to decline.

To make sure we are all comfortable praising, we are going to have the opportunity to practice praising one another.

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:30

One Minute Praising—Roleplay

Materials Needed

- *The Story of a New One Minute Manager* Video
- Participant Workbooks

Learning Objective

To practice the skills needed for One Minute Praising

Leader's Instructions

- 1 Make this remark ...

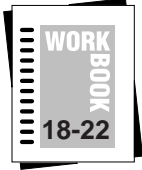
“ Before we begin this praising exercise, let's hear some additional information from Ken Blanchard.

- 2 Ask participants to view the second section of Ken's talk— Praising. When you see the graphic for One Minute Reprimands, stop the tape.

- 3 Discuss the following questions with participants:

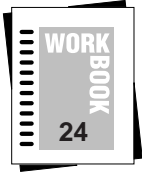
“ Ken stated that praising is the key to developing people—the key for all relationships is to catch people doing something right. If we asked your staff how they know whether they are doing a good job, how do you think they would respond?

Ken also discusses wandering around. Why does he suggest making a schedule for wandering around?



“If the goal is to keep people enthusiastic and excited about their work, why do you think managers struggle with providing positive feedback to employees?”

- ④ After the discussion, have participants form groups of three for a roleplay activity. Call the groups Roleplay 1, Roleplay 2, and Roleplay 3. One person will be the manager giving the praising, the second person will be the employee receiving the praising, and the third will be an observer to provide an outsider’s perspective on the situation. If you end up with one or two people left over, have them each join one of the other roleplay groups and play the part of an additional observer.
- ⑤ Ask the “managers” to turn to page 18 and the “employees” to turn to page 19. Have them review their part of the roleplay. Then, explain that there are three observation forms. The “manager” will use the first observation form to do a self-appraisal. The “employee” will use the second observation form to provide feedback to the manager. Ask the “observer(s)” to turn to their observation form on page 22. They will provide feedback to the manager.
- ⑥ Give participants five minutes to complete the roleplay, and have them fill out the observation forms immediately following the roleplay. Do not allow discussion until the observation forms have been filled out.
- ⑦ Allow each group a few minutes to provide feedback regarding the roleplay. Then, ask the observer(s) of each group to provide a short report of how the roleplay was perceived by the group.



:20

One Minute Reprimand—Discussion

Materials Needed

- Participant Workbooks
- Flip Chart

Learning Objective

To review the main points and increase understanding of One Minute Praising

Leader's Instructions

- 1 Make these remarks ...

“According to the video, if you want to get an employee to stop doing something, you need to reprimand and redirect the employee. Let’s take a look at the characteristics of effective reprimands and then discuss how to effectively communicate those reprimands so that you can correct the behavior and get the employee back on track.”

- 2 Have participants turn to page 24 of their workbooks, where we have provided a One Minute Notetaking page for them to record their notes on One Minute Reprimands. As you discuss the characteristics with participants, write down their responses on a flip chart.

R E F E R E N C E

**Characteristics of
One Minute Reprimands**

- *Be immediate.*
- *Never gunnysack—deal with one behavior at a time.*
- *Don't reprimand learners.*
- *Be tough on performance—never tough on the person.*
- *Describe the poor performance.*
- *Let employees feel how you feel.*
- *Encourage employees.*
- *Let employees know they are still valued.*
- *Let employees know that it's over.*
- *Sometimes you have to care enough to be a little tough.*
- *Be open and honest with them.*
- *When you end a reprimand with a reaffirmation, a person's "okayness" is still intact. They learn from the situation, and it prevents them from diverting the blame to you.*

③ Have participants turn to page 25 in their workbook—The One Minute Manager Game Plan. If you have re-created a One Minute Manager Game Plan on a flip chart, fill in these action steps. A copy of the One Minute Manager Game Plan is provided on page 45 of the leader guide.

④ Make these remarks ...

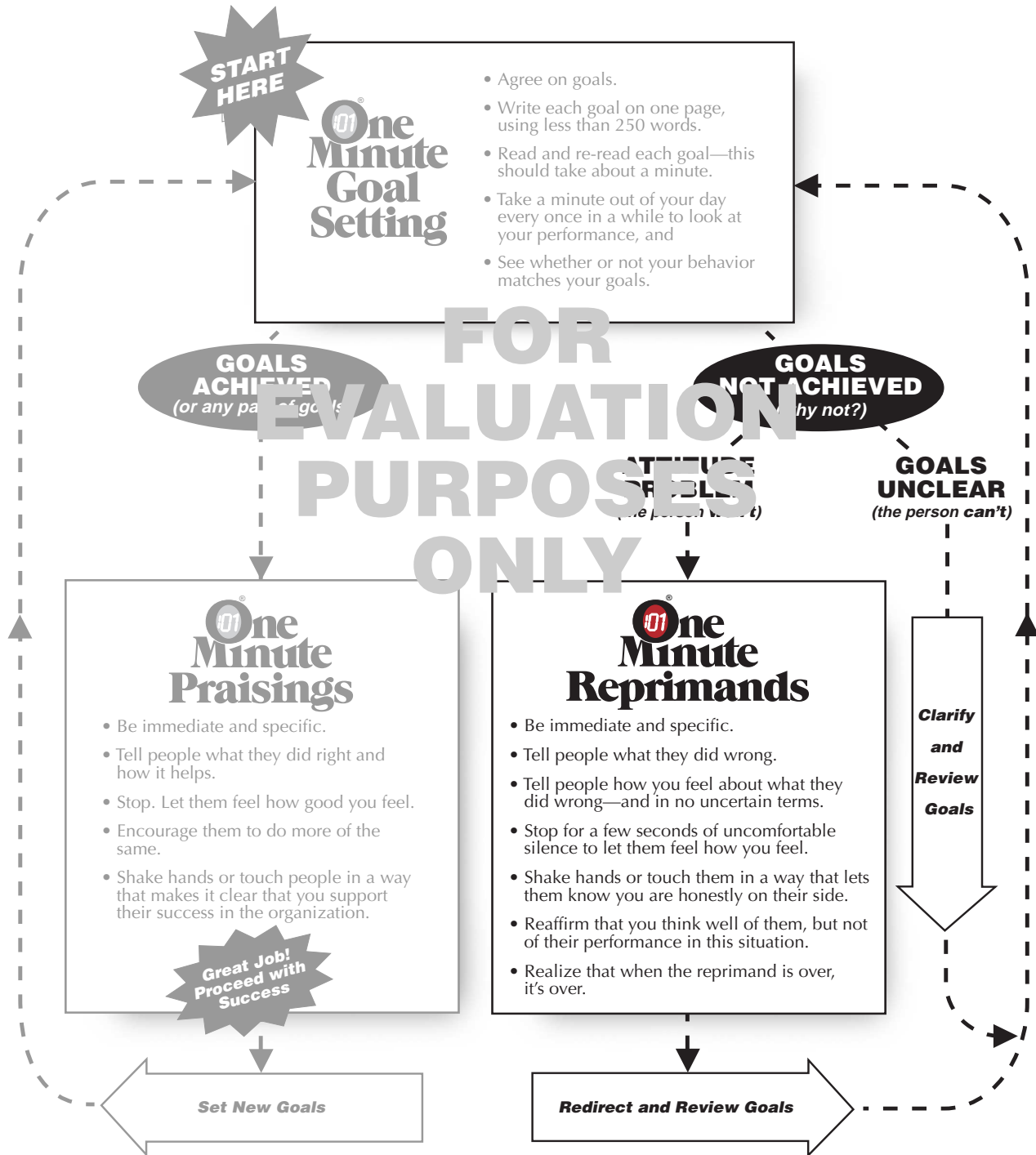
“Turn to page 24 in your workbooks. What are the characteristics of One Minute Reprimands? As I write the characteristics on the flip chart, you may want to write the answers in your workbooks.”

⑤ If participants have trouble remembering the characteristics, ask them to review their notes from the video discussion. The answers are provided for you in the sidebar.

FOR
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Game Plan

How to give yourself and others the gift of getting greater results in less time



REFERENCE

Actions to Remember for a One Minute Reprimand

1. Be immediate and specific.
2. Tell people what they did wrong.
3. Tell people how you feel about what they did wrong—and in no uncertain terms.
4. Stop for a few seconds of uncomfortable silence to let them feel how you feel.
5. Shake hands or touch them in a way that lets them know you are honestly on their side.
6. Reaffirm that you think well of them, but not of their performance in this situation.
7. Realize that when the reprimand is over, it's over.

⑥ Ask this question ...

“ Now that we have reviewed the characteristics of One Minute Reprimands, what do we need to keep in mind when communicating a reprimand to an employee?

⑦ Make this remark ...

“ Now, turn to the person sitting next to you and share with him or her three new things that you learned about One Minute Reprimands.

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If you are using the 2 1/2-hour session**8** Make these remarks ...

“ In the video Melissa says, ‘Sometimes I just can’t say it.’ She avoided giving negative feedback. Then, she would wait until she was upset and really give it to them.

When you gunnysack, your reprimand will likely just ‘let off steam,’ rather than deliberately attempt to correct behavior. This lets the employee focus on your behavior, rather than their own. Obviously, gunnysacking creates a hostile response from employees and probably doesn’t help their behavior improve.

Why is it important to end a reprimand with a reaffirmation that the employee is okay? Remember, if their ‘okayness’ is still intact, employees have a greater chance of learning from the experience. It also prevents them from diverting the blame to you.

Now, let’s set up an action plan to help us follow through on these three secrets when we are back at our jobs.

9 Skip to page 53 of your leader guide; One Minute Action Plan.

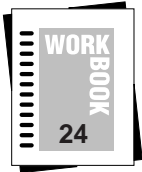
If you are using the 4½-hour session**8** Make these remarks ...

“ In the video Melissa says, ‘Sometimes I just can’t say it.’ She avoided giving negative feedback. Then, she would wait until she was upset and really give it to them.

When you gunnysack your reprimand will likely just ‘let off steam’, rather than deliberately attempt to correct behavior. This lets employees focus on your behavior, rather than their own. Obviously, gunnysacking creates a hostile response from employees and probably doesn’t help their behavior improve.

Why is it important to end a reprimand with a reaffirmation that the employee is okay? Remember, if their ‘okayness’ is still intact, employees have a greater chance of learning from the experience. It also prevents them from diverting the blame to you.

One thing that helps managers feel more comfortable when reprimanding employees is having an opportunity to practice the reprimand before they actually have to give it. Next, we will practice giving One Minute Reprimands.

4½-HOUR
AGENDA

:30

One Minute Reprimand—Roleplay

Materials Needed

- *The Story of a New One Minute Manager* Video
- Participant Workbooks

Learning Objective

To practice the skills needed for One Minute Reprimands

Leader's Instructions

- 1 Make this remark ...

“ Before we begin practicing how to communicate effective reprimands, let's hear some additional ideas from Ken Blanchard.

- 2 View the final section of the video, Ken's talk on Reprimands.

③ Discuss the following questions with participants:

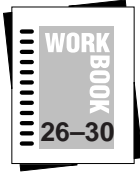
“ Ken tells a very funny story about his friend’s attempt at dog training. His message is simple: don’t punish someone who is learning. What does Ken suggest should be done instead?

Ken talks about attitude problems and ability problems—what is the difference?

The goal is to be tough on the behavior but not tough on the person. What do you need to remember to do in order to help people keep their self-esteem intact?

④ After the discussion, have participants form groups of three for a roleplay activity. Call the groups Roleplay 1, Roleplay 2, and Roleplay 3. One person will be the employee receiving the reprimand, the second person will be the manager giving the reprimand, and the third will be an observer to provide an outsider’s perspective on the situation. If you end up with one or two people left over, have them each join one of the other roleplay groups and play the part of an additional observer.

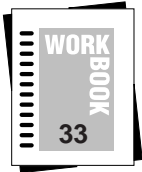
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- ⑤ Ask the “managers” to turn to page 26 and the “employees” to turn to page 27. Have them review their part of the roleplay. Then, explain that there are three observation forms. The “manager” will use the first observation form to do a self-appraisal. The “employee” will use the second observation form to provide feedback to the manager. Ask the “observer(s)” to turn to their observation form on page 30. They will provide feedback to the manager.
- ⑥ Give participants several minutes to complete the roleplay, and have them fill out the observation forms immediately following the roleplay. Do not allow discussion of the roleplay until after the observation forms have been filled out.
- ⑦ Allow each group a few minutes to provide feedback regarding the roleplay. Then, ask the observer(s) of each group to provide a short report of how the roleplay was perceived by the group.

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:20

One Minute Action Plan

Materials Needed

- Participant Workbooks

Learning Objective

To develop an action plan for using the “three secrets” when on the job

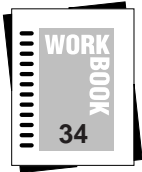
Leader’s Instructions

- ① Make this remark ...

“Now that we have had an opportunity to review the three secrets, let’s identify how we are going to use this information when we get back to work.”

- ② Have participants turn to page 33 in the workbooks. Give participants several minutes to fill out the One Minute Action Plan. As they are filling out the action plans, walk around the room and review how participants are doing. Answer any questions they may have.
- ③ Once participants have completed their action plans, ask each participant to share one example of how he or she is going to use this information back on the job.

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**:10**

One Minute Debrief

Materials Needed

- Participant Workbooks

Learning Objective

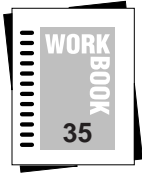
To review the material, and provide feedback about the session

Leader's Instructions

- ① Make these remarks ...

“Now that you have completed the action plan, the three secrets you have learned have become three new skills for you to use. Effectively using these three secrets can ensure that managers and employees are happier, healthier, and more productive.”

- ② Briefly go over the One Minute Manager Game Plan and review each of the action steps. Ask participants to turn to page 34 of their workbooks, then go over the program review with them. Feel free to read or paraphrase any section of the program review that you would like to highlight to increase participant retention. The program review can be found on page 57 of the leader guide.



③ Ask the participants to turn to page 35, Posttraining Assessment, and answer the questions. Ask them to tear the page out of their workbook and return it to you.

④ As participants are finishing up, make the following remarks ...

“Thank you for attending. Use the information you learned as soon as you return to the workplace. Sit down with someone who wasn’t at the training today, and teach them the three secrets. Use your participant workbooks as a resource and a reminder of the three secrets. Remember to utilize the PASS ALONG section of your One Minute Notetaking method.”

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REFERENCE

*Posttraining Assessment
Answers*

- 1. c
- 2. c
- 3. b
- 4. a
- 5. c
- 6. a
- 7. b
- 8. b
- 9. a
- 10. c

Program Review

- The One Minute Notetaking process is an easy way to learn more in less time.
- Managers and their employees must be clear on what good performance looks like. This begins with One Minute Goal Setting.
- The key to developing people is to “Catch Them Doing Something Right.”
- One Minute Praisings will result in people feeling better about themselves, their work, their supervisor, and their environment. All this leads to greater productivity and higher-quality work.
- One Minute Reprimands will help correct employees’ behavior and get them back on track.
- It’s never appropriate to reprimand a learner.
- When a reprimand is over, it is over.
- Now you know the three secrets. They will remain secrets unless you share them with others. When you share the three secrets, it helps you to develop them into three simple yet powerful management skills.

The Personal Health Benefits of The One Minute Manager by Spencer Johnson, M.D.

The three secrets of *The One Minute Manager*® not only form the basis of a powerful and simple system of management, but are also consistent with sound medical research on how to improve your physical well-being. Not only will the three secrets contribute to your effectiveness in leading or managing others, they will also prove beneficial in reducing stress and furthering your success within the organization and your personal life.

Underlying the three secrets of One Minute Management are some profound truths which make this management system work in a number of ways. First, the One Minute Management techniques reduce the anxiety which rises out of the fear of the unknown. One Minute Goals let you know what is expected. You can review them easily and quickly compare your behavior to your goals.

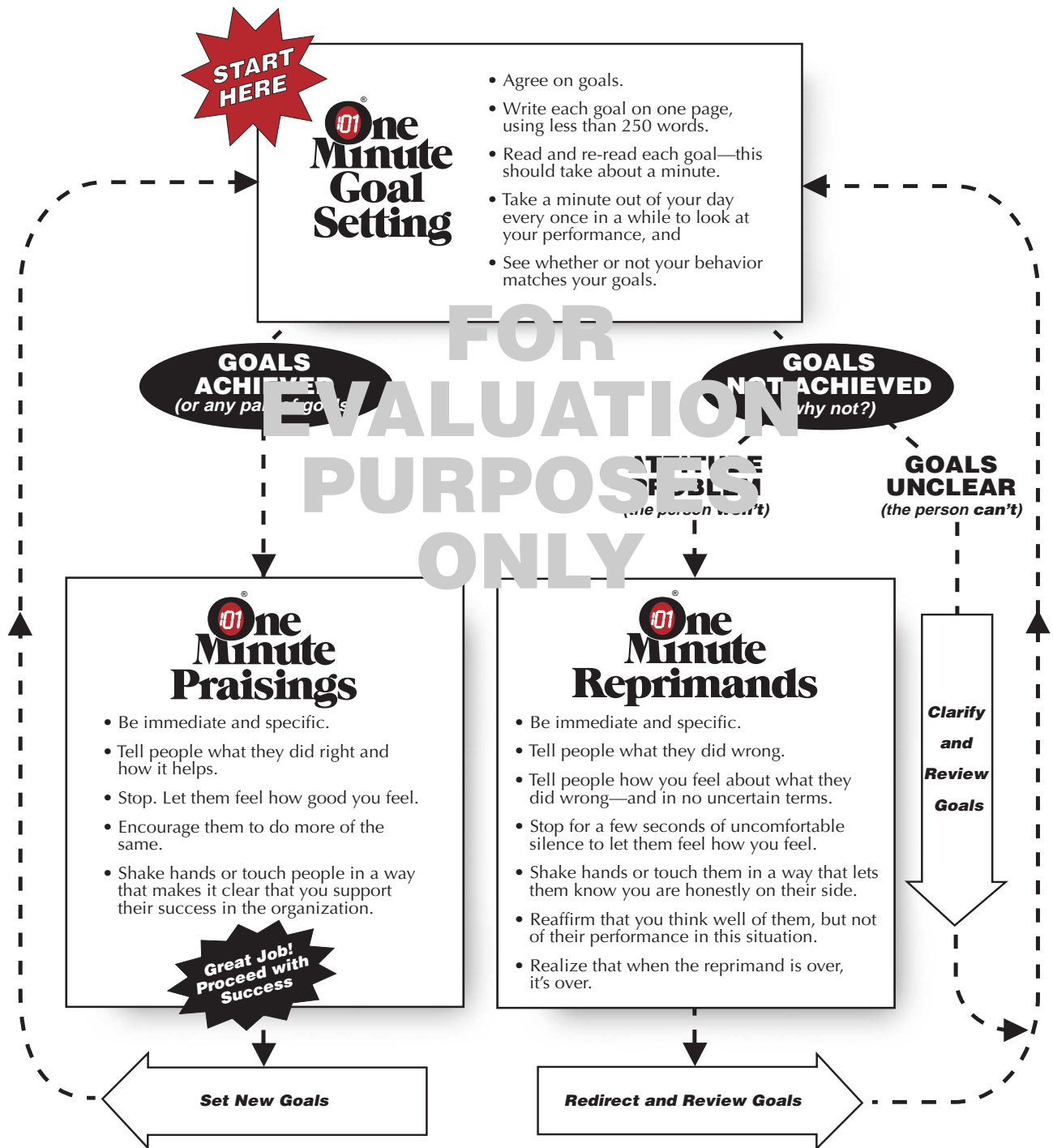
One Minute Praisings contribute to people feeling good about themselves and the work they have done. When you feel good about yourself, chemical changes take place within your body that create a feeling of more energy. Research has proven that people who feel good about themselves produce good results.

One Minute Reprimands help in correcting poor performance, preventing anger in the manager and guilt in the employee. These feelings, left alone, fester and get in the way of peak performance. One Minute Reprimands are a very safe way to correct behavior, reassure the person, and let go of any negative feelings so you can both get on with the job.

These three simple secrets literally improve your physical health and your performance at work. You become healthier, happier, and more productive.

Game Plan

How to give yourself and others the gift of getting greater results in less time



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