

SMART MANAGEMENT

**RECRUITING • STAFF RETENTION
TEAM BUILDING • CONFLICT MANAGEMENT
SALES AND MARKETING**

*Strategies to Enhance and Ensure
Your Company's Success*

DR. MARC CLARK

SMART Management Workbook

SMART Management Workbook

Marc Clark, Ph.D.

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P.O. Box 624, Franklin, KY. 42135-0624

ISBN: 0-9788164-0-4

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Preface

What will this workbook do for you?

Becoming good at any level of management does not come by chance but through hard work, desire and a willingness to learn. You have the ability to reach new levels of success if you truly desire to do so. The Smart Management Workbook is specifically designed for you, the committed employee, to support you in your desire to succeed in your industry.

How to Use This Workbook

This workbook has tips, checklists, worksheets, activities, and personal development tools to help you understand and practice the skills you need to become and remain a successful supervisor/manager of products, resources, and people within your industry. For the best results in using this workbook, you should:

- ❑ ***Review the workbook*** in its entirety. You can start anywhere within the text.
- ❑ ***Underline and highlight*** those materials that are of interest to you. Personalize your workbook and make it a powerful resource tool for future use. Don't hesitate to make a mark at an area you feel is critical to remember.
- ❑ ***Write useful comments*** to yourself on the *SMART Management* notes pages found at the end of each section. If you have gained insight on something you have read, write it down immediately. You don't want to lose this moment of inspiration and creative thinking.
- ❑ ***Complete the exercises*** and gain valuable information for your personal and professional growth. Practice and apply what you have learned to the workplace. Make your new behaviors part of your everyday performance.
- ❑ ***Refer to your workbook periodically*** and reread your notes. It will be like a mini refresher course that will keep your skills sharp.

You may consider working through this text on your own; or, work through it with other supervisors, managers, or fellow employees. Whichever direction you take, remember that the only non-beneficial question is the one you don't ask.

The greatest gain you will receive from the *Smart Management Workbook* is personal gain. It will help you become self-motivated, have greater self-esteem and personal confidence, strengthen your ability to make decisions and solve problems, be efficient in any position that you hold, and be recognized as a valuable individual and contributor. And let's not forget the opportunity for personal growth through promotion and financial rewards.

Smart Management is not a destination that you will be attempting to reach. It is an ongoing process throughout your entire career.

You will acquire a variety of benefits by completing this workbook. You will:

- ❑ Strengthen your level of confidence through the use of good decision-making techniques.
- ❑ Gain personal respect from your supervisor, peers, and subordinates.
- ❑ Enhance critically needed people skills.
- ❑ Increase the possibility for financial reward.
- ❑ Build personal skills for leadership effectiveness in areas such as goal-setting, assertiveness, communications and team-building.
- ❑ Improve your reputation as a respected and reliable worker.
- ❑ Open doors for future career advancement.

To gain the most out of this workbook you will need to do more than read the written material. Take time to work through the exercises; then begin to apply the newly learned skills to the workplace. Use these skills on a daily basis until they become second nature to you. Practice does not make perfect, but practicing the perfect does.

There is nobody who totally lacks the courage to change.

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Part I

SMART Recruiting Management

Introduction

Choosing the right candidate for the job is a tough task, even if you are a seasoned and experienced interviewer. The importance of hiring accurately is best demonstrated by the results of poor hiring. The perils of hiring people who do not fit in and then fall short of being successful range from increased turnover cost and reduction in productivity and customer satisfaction, to conflict in the workplace, low employee morale and the constant need for retraining. And let's not forget those employment-related lawsuits due to poor hiring. The best way to win these is to avoid them from the very beginning.

What can you do to increase the odds of finding and hiring the right candidate for the job? Take a good look at your recruitment and hiring strategies and tools and adjust accordingly. Know the characteristics you are looking for, take time to pre-screen all qualified candidates, interview intelligently, test candidates, run reference checks and evaluate gathered information to make an informed hiring decision.

It has become increasingly difficult to recruit, select and retain the entry-level, hourly employees needed to effectively operate a business. To be effective, managers must be equipped and trained to recruit the most qualified applicants and establish policies and procedures that allow the best applicants to be selected.

Recruiting Strategies in Hiring and Retaining Employees

The need to hire an employee can arise from various events such as voluntary or involuntary termination, increased workload, or restructuring of a department or position, resulting in the need for additional skills and/or abilities that current employees do not possess.

Needs Assessment

The first step in the recruitment process should be to evaluate the need to hire a new employee. In the case of an opening resulting from a termination, the company should consider:

- ☐ Whether the job responsibilities of that opening can be absorbed by other positions.
- ☐ Whether the position should be eliminated.
- ☐ Changing the position to a part-time or temporary status.
- ☐ Restructuring the department to accommodate the changes without adding staff.

Record Keeping

It is critical to maintain accurate records of the requirements for the open position (i.e., a current job description), recruitment methods used, applications received, candidates interviewed, candidate selected and reason for selection.

In the event that a claim is filed against a company for discriminatory hiring practices, the records mentioned above will provide evidence of the valid selection criteria used by the company to make their hiring decision. In order to reduce the risks of discriminatory hiring practices, companies should use a variety of recruitment strategies.

Recruitment Program

A successful recruitment program will ensure a good pool of qualified candidates to choose from. This will increase the chances of selecting an individual with the skills, knowledge and abilities to become a successful employee and a valuable asset to your company. The quality, not quantity, of applicants should be the focus of the recruiting process.

All individuals who will be involved in the selection process must have a clear understanding of the essential functions of the job and the qualifications required to successfully perform the job.

Recruitment Strategies

In developing an effective recruitment strategy, consideration should be given to company and affirmative action goals and objectives and should be tailored to the companies needs. This can be accomplished by:

- ❑ Identifying and projecting staffing needs by department.
- ❑ Developing a budget to support projected recruitment activity for the year.
- ❑ Developing formal written procedures for the recruiting process to include job requisition forms accompanied by a current job description.
- ❑ Making sure that everyone who might have contact with a prospective candidate is aware of and trained on Equal Employment Opportunity Commission requirements and restrictions.
- ❑ Using various recruitment techniques, rather than a single method.
- ❑ Identifying the internal and external recruitment methods, which will be most effective in attracting qualified candidates.

Attracting qualified candidates can be challenging and often requires creativity and planning. When selecting a recruitment strategy, the following factors should be considered:

- | | |
|---------------------------------------|-------------------------------------|
| ❑ The company location. | ❑ Company promotion policies. |
| ❑ Labor market conditions. | ❑ Time and budget constraints. |
| ❑ Level of the position to be filled. | ❑ Affirmative action goals. |
| ❑ Pay and benefits. | ❑ Labor union obligations (if any). |

Recruiting Techniques

Internal Job Posting

- ❑ Companies that promote from within typically find it easier to attract and retain ambitious, career-oriented employees. Job-posting programs are the easiest and most accurate method of identifying qualified internal candidates. Job posting requires that a brief description of the available position including significant job duties and minimum qualifications, education, and experience required for the position be posted where all employees will be able to see it.

Employee Referral Programs

- ❑ Employee Referral Programs can be an effective and cost-efficient way of attracting qualified candidates. Typically, this type of program gives employees who refer candidates for employment a monetary reward if the candidate is hired and remains employed for at least six months. Referral programs are most effective when used in conjunction with other recruitment methods to ensure that information about job opportunities is circulated widely throughout the employer's labor market.

Classified Advertising

- ❑ Classified ads can be a cost-effective means of filling open positions if they are written properly. An effective ad contains enticing language that outlines the qualifications for the position and specific job duties to attract qualified candidates. To comply with all civil rights and labor laws, job advertisements must not include any reference to race, sex, color, religion, national origin, age or disability. Likewise, ads should not contain language that suggests lifetime (permanent) employment, or suggests termination only for cause.

Employment Agencies (Private) and Search Firms

- ❑ Employment agencies are typically used by employers to assist in the recruitment of qualified candidates and are paid a fee for their services if they refer the candidate who is ultimately hired.

State Agencies

- ❑ State employment services and unemployment offices may be a good source of recruitment for employers and can be a very cost-effective method of attracting candidates. The state agencies provide prescreening and testing of prospective job candidates at no fee to the employer.

Educational Institutions

- ❑ High schools are excellent sources of co-op students and clerical employees. Become involved in JOB FAIRS, send notices to guidance counselors, and have personal contact with teachers and coaches. Seek out participants in Work-Study Programs.
- ❑ Vocational Schools train students in a variety of skills such as secretarial, electronics, mechanics, data entry, computers, and others, which can be applied in the workplace.
- ❑ Colleges and universities are excellent sources for entry-level, professional, administrative, and sales employees. College placement offices help alumni with job placement and provide a free listing service to employers seeking job applicants. This is a great place to check when needing temporary or summer help. Contact campus social and professional clubs.

Labor and Community Organizations

- ❑ Community organizations can be a good source of potential employees. Organizations such as the YWCA, YMCA, and local churches and community centers can supply candidates with specific skills and abilities.
- ❑ Affirmative action employers may look to the NAACP or organizations such as the Urban League to supply candidates with specific attributes.

Community Job Fairs

- ❑ Industry tradeshows, consulting and search firms often hold job fairs, which allow a wide range of employers and prospective employees to have an opportunity to meet in one setting.

Trade Associations

- ❑ You can usually post job openings with the trade association that represents your industry. Trade association members are more likely to possess the job experience you are looking for, and some candidates may even have knowledge of your particular company.

Same-Chain Properties

- ❑ Consider employees at same-chain properties who may be laid off during seasonal slowdowns.

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Online Recruiting Sites

- There has been an explosive growth in the number of online recruiting venues for employers:
 - Search engines Yahoo, Excite, Google, AOL
 - Workforce.com
 - Hospitalityjobs.hcareers.com
 - Hotjobs.com
 - Flipdog.com
 - TheLadder.com
 - Dice.com (technical)
 - Agency.comCentral
 - Fish4Jobs.com
 - Numerous Newsgroups.
 - Industry-related websites.
 - Corporate websites.
 - Job and resume super sites.

IMPORTANT: Avoiding Liability

Employers and recruitment agencies are governed by laws prohibiting discrimination in employment. Recruitment agencies are often considered representatives of the employer. An employer may be liable for the illegal actions of an agency acting on the employer's behalf. This applies even to state agencies. Consideration may be given to oral and written agreements between the parties as well as the terms and conditions required by law.

Therefore, employers should be selective when choosing a recruitment agency. It is a good idea for an employer to require a written agreement from the recruitment agency and to insert protective language that will limit the company's exposure in the event of a claim of discrimination against the agency.

Winning the War for Talent: Recruiting Strategies

- | | | | |
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| 01 | Network Continually | 09 | Disabled Workers |
| 02 | Hot Job Advertising | 10 | Seeking Foreign Workers |
| 03 | Add Clout to the Hiring Process | 11 | By all means, Teens |
| 04 | Being in a League of Your Own | 12 | Veterans: Forgotten Source |
| 05 | Internet Recruiting | 13 | Welfare Recipients |
| 06 | Interviewing with Power | | |
| 07 | Keeping New Hires | | |
| 08 | Seniors: A Fantastic and Growing Group | | |

01 Network Continually

- ☐ Compensate for employee referrals
- ☐ Promote your referral program
- ☐ Offer a family-friendly environment
- ☐ Be generous with referral bonuses
- ☐ Encourage employees to recruit everywhere
- ☐ Pay referrals in installments
- ☐ Look to your top performers for leads
- ☐ Set a time limit
- ☐ Focus on your customers
- ☐ Make it easy to apply
- ☐ Take a stab at direct mail
- ☐ Hand out your business card
- ☐ Keep eye out for potential hires
- ☐ Put a plug in every piece of mail
- ☐ Make telephone contact
- ☐ Sell at every opportunity
- ☐ Use interviews to get more leads
- ☐ Throw an open house
- ☐ Recruit your suppliers
- ☐ Consider former staff members
- ☐ Be selective with job fairs
- ☐ Exhibit at job fairs
- ☐ Sponsor your own career day
- ☐ Open an on-site skills center
- ☐ Tap into state campaigns
- ☐ Build a reserve of former employees
- ☐ Ask departing staff for referrals
- ☐ Use voice-mail job hotlines
- ☐ Meet at the watering hole
- ☐ Take advantage of community events
- ☐ Raid nearby employers
- ☐ Think demographics
- ☐ Look for published experts
- ☐ Raise your community identity

- ☐ Find contingent workers
- ☐ Make an offer ... literally
- ☐ Encourage mentoring outside business
- ☐ Be gentle with rejections
- ☐ Pay a visit to the competition
- ☐ Use a recruitment bus
- ☐ Seek talent within
- ☐ Circulate multi-colored fliers
- ☐ Target laid-off employees
- ☐ Seek out grads of certificate programs
- ☐ Recruit outside consultants
- ☐ Call upon community associations
- ☐ Throw a recruiting party
- ☐ Put together a "Leads Team"
- ☐ Create a database of job prospects
- ☐ Send out the best business reps
- ☐ Hold recruiter school
- ☐ Sponsor a team
- ☐ Post openings on conference b-boards
- ☐ Go back to school
- ☐ Distribute special 'recruitment' cards
- ☐ Take your pitch on the road
- ☐ Check out colleges for teachers
- ☐ Cultivate your workforce
- ☐ Work with jail-release programs
- ☐ Proactively employ headhunters
- ☐ Use your own product to recruit

02 Hot Job Advertising

- ☐ Create a working system
- ☐ Make your ad jump off the page
- ☐ Be clear; be specific
- ☐ Find the best keyword
- ☐ Create attention-grabbing headlines
- ☐ Promote the business' strengths
- ☐ Be creative with job titles

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- ☐ Advertise community involvement
- ☐ Talk up wellness programs
- ☐ Brand the company's image
- ☐ Convey your corporate culture
- ☐ Brag about compensation
- ☐ Advertise fun through excitement
- ☐ Flaunt employee discounts
- ☐ Shout about the benefits
- ☐ Be vocal about the business
- ☐ Target the candidates
- ☐ Qualify candidates immediately
- ☐ Place ads in multiple papers
- ☐ Cross-reference recruiting ads
- ☐ Don't neglect the Sunday paper
- ☐ Place ads back to back
- ☐ Capitalize by using trade journals
- ☐ Use conference booths
- ☐ Don't underrate cable channels
- ☐ Consider radio a good friend
- ☐ Advertise using billboards
- ☐ Hang mega signs
- ☐ Advertise on trains, planes and buses
- ☐ Use ad boards at subway stations
- ☐ Use "moving" or electronic ads
- ☐ Don't forget about the locals
- ☐ Promote on the big screen
- ☐ Use a professional ad agency
- ☐ Consider hiring a ghostwriter
- ☐ Don't settle for a half-baked mailer

03 Adding Clout to the Hiring Process

- ☐ Think professional; think positive
- ☐ Drive the process forward
- ☐ Respond to candidates within 12 hours
- ☐ Hold phone interviews within 12 hours
- ☐ Set up face-to-face within 48 hours
- ☐ Actively listen; refrain from talking
- ☐ Map out employee-success profiles
- ☐ Identify the right hiring strategy
- ☐ Accelerate the offer process
- ☐ Assess applicants for strengths
- ☐ Evaluate résumés
- ☐ Match competencies against successes
- ☐ Track how you find your best hires
- ☐ Involve your HR person/department
- ☐ Hire for depth; train for potential
- ☐ Allow for the benefit of doubt
- ☐ Use a professional recruiter
- ☐ Negotiate/barter fees
- ☐ Set sights for the best

04 Being in a League of Your Own

- ☐ Offer entertainment freebies
- ☐ Add a Sony flat-screen to the pot
- ☐ Provide a shopping service
- ☐ Promote freedom of expression
- ☐ Involve the better half
- ☐ Balance work/life plans
- ☐ Have a unique selling point; discuss it
- ☐ Dangle a carrot to part-timers and temps
- ☐ Allow short-term projects
- ☐ Send interns on business trips
- ☐ Feed employees from time to time
- ☐ Cement relationships with a trip
- ☐ Extend low-cost wellness programs
- ☐ Help better half's with job search
- ☐ Offer midweek "weekends"
- ☐ Reel them in with a hiring bonus
- ☐ Assign new hires to a serious mentor
- ☐ Encourage community service
- ☐ Keep health benefits up to date
- ☐ Reward "learning" mistakes
- ☐ Be generous with time off
- ☐ Have the big dog make a pitch
- ☐ Shadow a key player
- ☐ Offer a choice in health benefits
- ☐ Establish flextime policy
- ☐ Offer employee discounts
- ☐ Throw holiday/cultural parties
- ☐ Use Web service for expatriates
- ☐ Take advantage of your buying power
- ☐ Pay attention to work/life benefits
- ☐ Offer a choice of rewards and recognitions
- ☐ Buy tickets to cultural events
- ☐ Encourage humor
- ☐ Help with money-management services
- ☐ Keep new mothers employed
- ☐ Eliminate all forms of harassment
- ☐ Pay attention to elder-care concerns
- ☐ Let employees buy/sell vacation days
- ☐ Keep business reputation spotless
- ☐ Match life interests
- ☐ Tap into stay-at-home dads and moms
- ☐ Try out telecommuting and remote offices
- ☐ Allow work spaces to be personal
- ☐ Hire a decorator for employees
- ☐ Showcase your benefits

- ☐ Sponsor an in-house contest
- ☐ Make relocation a no-brainer
- ☐ Relax the dress codes
- ☐ Offer help for employees' teenagers
- ☐ Provide tutoring to their young
- ☐ Allocate a nursing room for new moms
- ☐ Provide transportation
- ☐ Spring for a gym membership

05 Internet Recruiting

- ☐ Create compelling ads
- ☐ Anchor recruiting to your Web site
- ☐ Follow the trend setters
- ☐ Keep the concept simple
- ☐ Present an eye-popping home page
- ☐ Recycle and refresh continually
- ☐ Provide frequently asked questions
- ☐ Use descriptive job titles
- ☐ Don't forget the basics
- ☐ List every job internally
- ☐ Lure candidates with video clips
- ☐ Tack on career advice
- ☐ Make it a fun experience
- ☐ Add to community links
- ☐ Link to college and c-college sites
- ☐ Promote worldwide
- ☐ Set up a separate recruiting site
- ☐ Target specific audience with ad wording
- ☐ Provide snapshot of company's size
- ☐ Create profiles for open jobs
- ☐ Compare salary data to industry
- ☐ Broaden keywords
- ☐ Add the bells and whistles
- ☐ Tie into local online guides
- ☐ Link up with home-state governments
- ☐ Check out association sites
- ☐ Post jobs for free
- ☐ Study the Net
- ☐ Make personal contact
- ☐ Monitor b-boards and chat rooms
- ☐ Target ads to niche sites
- ☐ Watch for multiple listings
- ☐ Make your ad easy to find
- ☐ Adopt their lingo
- ☐ Test several services
- ☐ Try auction-style services
- ☐ Measure ad performance
- ☐ Track your postings
- ☐ Spread the word

- ☐ Hone in on top recruiting sites
- ☐ Post ads to 700 sites instantly
- ☐ Automate recruiting
- ☐ List your preference
- ☐ Find all-around professionals
- ☐ Update postings automatically
- ☐ Take advantage of résumé sorting
- ☐ Use e-mail to broadcast openings
- ☐ Dig for applicants
- ☐ Find college grads online
- ☐ Offer electronic applications
- ☐ Promote internships
- ☐ Check out online mentoring
- ☐ Reach out to alumni
- ☐ Go to a headhunter
- ☐ Stage trial runs
- ☐ Streamline the process
- ☐ Get on television
- ☐ Pre-select candidates
- ☐ Test skill levels
- ☐ Test for the basics
- ☐ Customize screening tests
- ☐ Prescreen applicants
- ☐ Qualify techie candidates
- ☐ Limit unqualified applicants
- ☐ Find minority candidates
- ☐ Seek bilingual workers
- ☐ Cross industry boundaries

06 Interviewing with Power

- ☐ Start with 10-minute phone interview
- ☐ Rehearse questions before you call
- ☐ Project a positive phone image
- ☐ Discuss all critical information areas
- ☐ Drive the process forward
- ☐ Keep potential hire informed
- ☐ Stagger your interviewing time
- ☐ Sharpen the process
- ☐ Use structured interview guidelines
- ☐ Brag about educational programs
- ☐ Ask open-ended key questions
- ☐ Ask for a business card
- ☐ Review résumé for a second time.
- ☐ Review application for a second time.
- ☐ Ask fact-finding questions.
- ☐ Collect contact names and numbers
- ☐ Discuss past performance appraisals
- ☐ Focus on achievements
- ☐ Focus on failures
- ☐ Ask about relationship building

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- ☐ Watch out for the 'I' person
- ☐ Team up on phone screening
- ☐ Team up on face-to-face interviewing
- ☐ Discuss future dreams and expectations
- ☐ Conquer skepticism; don't prejudge
- ☐ Use panel or cluster interviews
- ☐ Give a "character questionnaire"
- ☐ Take candidate on a workplace tour
- ☐ Place candidate in a role-playing situation
- ☐ Assign homework prior to second interview
- ☐ Don't get personal; don't get even
- ☐ Query managers about their hires
- ☐ Ask about prior responsibilities
- ☐ Stick to a structured script
- ☐ Use ratings for customer service reps
- ☐ Create a customer service questionnaire
- ☐ Challenge decision-making technique
- ☐ Write candidate assessment immediately
- ☐ Discuss real workplace issues
- ☐ Survey your candidates
- ☐ Give out company literature
- ☐ Be precise, to the point, informative
- ☐ Probe for analytical ability
- ☐ Measure tolerance
- ☐ Identify behavioral moods
- ☐ Discuss their dream job
- ☐ Ask candidates to define "stress"
- ☐ Ask rehires about dealing with change
- ☐ Use silence to gain insight
- ☐ Videotape finalists

07 Keep New Hires

- ☐ Conduct new-hire orientation
- ☐ Identify career path(s)
- ☐ Keep the job interesting/meaningful
- ☐ Personalize jobs from the start
- ☐ Collaborate with team and individual
- ☐ Reward loyalty and honesty
- ☐ Build loyalty with short-term loans
- ☐ Help with educational tuition
- ☐ Offer career-building support
- ☐ Provide money-management advice
- ☐ Expand work roles and job tasks
- ☐ Encourage team building
- ☐ Welcome innovation and creativity
- ☐ Reward ethics, attendance, common courtesy

- ☐ Offer unique benefits to part-timers
- ☐ Set up vacation savings accounts
- ☐ Join others to offer eldercare/childcare
- ☐ Be flexible to stay competitive in pay
- ☐ Think win-win
- ☐ Give them the benefit of the doubt
- ☐ Go eye-to-eye with competition
- ☐ Sponsor a work/life fair
- ☐ Reach out to single dads and moms
- ☐ Give commuter advice, maps, contacts
- ☐ Be flexible about adjusted hours
- ☐ Offer online help with errands
- ☐ Issue transportation vouchers
- ☐ Set up car pooling
- ☐ Award stock for longevity
- ☐ Hold managers responsible for remaining high touch
- ☐ Offer foreign/computer language training
- ☐ Encourage continuing education
- ☐ Become a friend
- ☐ Enlighten managers to cultural changes
- ☐ Have their grass mowed
- ☐ Clean their homes
- ☐ Cater to their palates
- ☐ Oil their trucks

08 Seniors: A Fantastic and Growing Group

- ☐ Recruit via the Internet
- ☐ Participate in senior job fairs
- ☐ Target advertising
- ☐ Tell it like it is
- ☐ Propose job sharing and cross-training
- ☐ Advertise in other paper sections
- ☐ Offer phased retirement
- ☐ Pull them out of retirement
- ☐ Offer 'temp' work
- ☐ Entice them with computer training
- ☐ Attend senior events, provide information
- ☐ Consider retirees from other industries
- ☐ Work with senior-citizen organizations
- ☐ Seek retired business owners
- ☐ Call on temp agencies
- ☐ Offer needed benefits
- ☐ Offer life-skills training
- ☐ Use a matching service

09 Disabled Workers

- ☐ Get on the recruiting list
- ☐ Accept recommendations from staff
- ☐ Provide disabled-worker-friendly workplace
- ☐ Establish a database
- ☐ Contact the disability council
- ☐ Try a résumé bank
- ☐ Post specific job possibilities
- ☐ Participate in job fairs
- ☐ Be specific in recruiting ads
- ☐ Consider positions available
- ☐ Use caution in interviews
- ☐ Be creative in job possibilities
- ☐ Equalize job tests
- ☐ Be respectful and open minded

10 Seeking the Foreign Workers

- ☐ Recruit from the Great White North
- ☐ Recruit from South of the Border
- ☐ Provide quality training
- ☐ Recruit foreigners for seasonal jobs
- ☐ Contact resettlement agencies
- ☐ Provide housing and transportation
- ☐ Find a knowledge, skills and behaviors match
- ☐ Have bilingual interviewers available
- ☐ Be respectful of cultural differences
- ☐ Offer fair compensation packages
- ☐ Offer ESL courses

11 By all means, Teens

- ☐ Educate and appeal to parents
- ☐ Offer product/service discounts
- ☐ Provide temp internships
- ☐ Become the employer of choice
- ☐ Take advantage of free ads (schools, clubs, associations)
- ☐ Work with relaxed dress codes
- ☐ Allow individuality to exist
- ☐ See from the generation's viewpoint

- ☐ Understand expectations
- ☐ Get on the Web
- ☐ Team with guidance counselors
- ☐ Partner with state governments
- ☐ Give end-of-summer bonuses
- ☐ Cultivate relations with faculty/staff
- ☐ Measure results
- ☐ Allow freedom of expression
- ☐ Make yourself the preferred employer
- ☐ Tap on-staff graduates
- ☐ Provide transportation
- ☐ Promote advancement opportunities
- ☐ Provide online career guidance
- ☐ Do an in-house review
- ☐ Groom from your current base
- ☐ Lure students with lucrative internships
- ☐ Get tabletop ads
- ☐ Be quick with job offers
- ☐ Take advantage of spring break
- ☐ Offer a “cool” work environment
- ☐ Offer stock options to interns
- ☐ Interview screened candidates
- ☐ Seek past workers
- ☐ Set up referral/bonus program

12 Veterans: Commendable Source

- ☐ Go directly to the source
- ☐ Post jobs online for free
- ☐ Check databases
- ☐ Work with government agencies
- ☐ Contact military bases for those to be discharged.
- ☐ Contact Vet Administration

13 Welfare Recipients

- ☐ Form a partnership with community agencies
- ☐ Solve transportation problems
- ☐ Work with local help programs
- ☐ Hire interns, part-timers, temps
- ☐ Check out tax savings
- ☐ Partner with state organized programs
- ☐ Go online for advice

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Recruitment Ads that Sizzle:

How much impact does your recruitment ad have on the potential hire who reads it? Does the ad capture the reader's attention? Does it urge them to read on? Does it cause excitement? Does it draw a picture of an innovative and creative company to work for?

Below is an example of the type of recruitment ad you should consider creating and using in order to draw quality candidates to your door.

*Do you have this level of excitement
when promoting your business to a potential candidate?*

Dear Prospective Manager,

We invite you to join us and our Woody's 41 community on a ***fun and exhilarating journey***. We won't promise that you will always ride in a '41 custom station wagon, ***but we can promise you that yours will be a trip unlike any other*** in the restaurant and hospitality industry.

This journey will cross time dimensions. We will take you back in time while ***accelerating your career and growth*** into the future. You will experience old time classic diner nostalgia – hint: Think tabletop jukeboxes, mile-high meatloaf and flashing neon signs.

You will also ***savor the delights of cutting-edge learning and development practices, leading industry people- philosophies, top-notch compensation rewards, and unique brand identity.***

As you make significant contributions to our company and make your contribution to our Team Members, Managers and Valuable Customers, you also will be laying a foundation for personal growth, significance at work, and joy in family-like relationships.

We invite you to come work with us, not for us. Bring your distinct, contagiously friendly personality. Bring your passion for excellence and your drive to be a winner. We will personally welcome you and develop an enduring relationship with you, and we assure you that each of us will be better for the journey together.

Woody's 41 Cafe

(Words that are in bold create a sense of bonding and partnership. They project a work environment built on relationship, team effort and career opportunity.)

Working with Temporary Agencies

Sometimes, working with a temporary agency is just the twist you need in filling a vacant position you have on your payroll. These agencies can be a vital resource of manpower when you find your business is in a pinch seeking qualified workers.

The key to getting exactly what you want in personnel from an agency is to know exactly what you're seeking for in the candidate. So before placing a call for help, consider taking the following steps to ensure a good working relationship between both businesses.

❑ ***Respect the agency and place value on the partnership.***

Do you value your co-workers? Do you value your suppliers? Do you value your attorney? If so, why not place value on the help and guidance the temporary agency is providing you. Take time to establish a solid, personable relationship with the agency. Spend quality time explaining the business and the characteristics of the workforce you're seeking. Remember, the agency becomes a representative of your business and a support function of your operations. You want to be treated as a professional; treat the agency and its staff in the same manner.

❑ ***Meet with the agency personally—your place or theirs.***

If possible take time to meet personally with the temp agency you are considering working with. Invite their representative to the business to view your working environment in action. Visit their location and introduce yourself to the key representatives. A face-to-face introduction will go a long way in bonding a lasting relationship.

❑ ***Relationships are established over time, not on the spur of the moment.***

Planning is the key. If you know that you will need labor help in several days, give the agency as much notice as possible in order for them to identify, screen and place the right candidate in your workplace. If possible, avoid "got to have them yesterday" situations.

❑ ***Be specific on the skills that the temp needs to possess.***

If you need someone to answer the office business phone, tell the agency that you are looking for someone with a professional speaking voice (tone, quality, pitch, rate of speech) and with an upbeat personality. If you have a lot of information that has to be typed into a database, inform the agency of the program(s) that the temp needs to be familiar with and the rate of logging speed you expect (100-125 words per minute). If image is important, share with the agency your dress-code policy (jewelry, suits, shined shoes, personal hygiene habits etc.). If you find yourself requiring temps with rare specialized skills, consider working with several agencies.

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- ❑ ***Identify the length of time you will need the temp's services.***

If the project you are working on will take three to five days for the temp to complete, let the agency know this up front. This will allow the agency to supply you with one temp for the duration of the job. Switching between several temps while attempting to complete a job can be counter-productive and frustrating to both you and the temp.

- ❑ ***Provide the agency with an evaluation of their services.***

If the quality of the temp sent to you was not what you would consider “up-to-par,” you need to let the agency know. If the temp’s workplace attitude is not professional, the agency needs to be informed. If the temp’s skills need more training, say so. Share with the agency what you saw as the temp’s strengths and weaknesses. Honest and constructive feedback will ensure that the agency will send you a better temp next time. Your call will probably save the agency some embarrassment for another client’s call in the future. They will be grateful.

- ❑ ***Be realistic in what you believe the agency and temp can do for you.***

Do not expect an agency to send you temp who is flawless. It is unreasonable to expect a temp to perform at a level of proficiency equal to that of a long-time quality employee. Over time they possibly could, but most will need a ramping up time to be truly productive. How much a temp will contribute to the work effort is partially dependent on how well you set up the job for them. Sometimes temps can offer great insight into how a current job could be done better. Give them good instructions and they could excel. Be open to suggestions and new ideas. Some great innovative ideas have been brought to the workplace from temps who have been around the block several times.

It is always wise to inform staff when a temp will be assisting in the workplace. Letting staff know who’s coming, how long they will be staying, what they will be doing, and the expectation you have of everyone working together, will make the bonding of those involved a smooth transition.

Intern Programs: Great Way to Lighten Your Employee's Workload

Establishing an ongoing intern program for your company can be a great recruiting tool as well as a workplace stress-reliever for your employees.

There are several important factors to keep in mind when setting up an internship program.

- ❑ The intern should take as much away from the internship relationship as your company does. Both parties should be winners.
- ❑ Interns should never be treated as second-class citizens while in the workplace.
- ❑ You should never expect an intern to be slotted into a position where he or she is only involved with routine or mundane jobs.
- ❑ A good internship program will include some "grunt" work, but it will also provide invaluable opportunities for a young person to learn about the real work world.
- ❑ Interns should expect a broad educational experience from the organization they are associated with.
- ❑ The company should involve interns in real projects and include them in management and staff meetings to listen, learn and contribute.

Intern programs should be fairly compensated for the contributions they will make to the company. Either pay them minimum wage (more if minimum wage won't cover their lunch and transportation to and from your place of business), or help them earn college credit by working for you.

A bonus of working with your company's local university to help your intern earn credit: The recruiting office at the college will get to know your company, send more interns your way and recommend you to recent grads as a place to apply for a full-time job.

Another benefit a company receives from a well-structured intern program is that the management will see first hand whether the intern can truly fit into the company culture and industry as a whole. It is a way to ensure that the shoe really fits before buying it. It also offers the intern an opportunity to make a conscious decision concerning his or her chosen career path.

Seasonal and Part-Time Employees: How to Find Them

❑ *Seasonal and Part-Time Workers*

Your best bet for filling a seasonal or part-time vacant position in your company, especially for summer, evenings, and weekends is with students. The best way to connect with this talent pool is to speak with guidance counselors or principals at high schools, and guidance counselors at colleges. Run a recruitment ad in the student newspaper or post help-wanted ads on school bulletin boards. Don't forget your local paper. Some schools house employment offices to aid students in finding jobs over holidays, semester breaks, and summer vacations.

Other avenues include temporary agencies and Websites that cater to placement of such workers.

Seniors and retirees make excellent candidates for part-time and seasonal help. Consider placing advertisements in churches, local grocery stores and with senior associations. Contact the AARP for help.

Advertise your job openings a minimum of 21 to 28 days in advance of the time you think you will need the help. This should give you enough time to interview, evaluate, hire, orient and train someone. Depending on the position being filled, you can usually make a decision on prospective part-time or temporary employees after one quality interview. If the labor market for students is tight, or if competition for student labor in your area is tough, you might want to advertise the job opening more than five weeks in advance. When you place your ad, "sell" the benefits the candidate can gain by working for you.

Prior to the interview, have an established set of fact-finding questions that will be asked of all applicants. This will allow you to compare apples to apples in the final hiring decision. If the applicant has no prior work experience, try to determine their qualifications from other personal/school involvements and experiences. Seek references.

❑ *Employment of Teens*

There are certain U.S. labor restrictions companies and their management must abide by. These stipulate when and how long a teenager can work. Individuals 18 years of age and older are exempt from child labor laws. Individuals 16 and 17 years of age can perform non-hazardous jobs for an unlimited number of hours.

Individuals 14 and 15 years of age can work outside school hours for no more than 3 hours on school days, 18 hours in a school week, 8 hours on a non-school day and 40

hours in a non-school week. In addition, they can work only between 7:00 a.m. and 7:00 p.m. (or until 9:00 p.m. from June 1st through Labor Day).

As an employer, you must record the birthdates of employees under the age of 19, their starting and quitting times, the number of daily and weekly hours worked, and their occupations. If you violate child labor laws, you can be fined up to \$10,000.

Management should check with their state's labor department on a regular basis to stay abreast of any changes in the state's labor laws. This is management's responsibility and should be taken seriously.

❑ ***Part-Time Worker Pay***

Most part-time employees are paid by the hour. There are several ways to find out the average hourly wage that is being paid in your local business community: Contact the local Chamber of Commerce for statistics, review competitor ads in the local paper, speak with other local business operators.

As of September 1, 1997, minimum wage is \$5.15 an hour. (If you employ workers younger than 20 years old, you can pay \$4.25 per hour during the first 90 consecutive days of employment.) Part-timers must fill out a W-2 form: Income, Social Security, Medicare and unemployment taxes are withheld just as they are for full-time employees.

Company perks can be a great way to complement a part-timer's wages. If you own a theater, you can issue free tickets; a clothing store, discount of purchases; a fast-food establishment, free meals during employees' shifts.

Recruitment Sources

- ☐ Local youth groups
- ☐ Ads in daily newspaper
- ☐ Ads in community "Penny-saver"
- ☐ Ads in local weekly newspaper
- ☐ Apartment/Townhouse complexes, housing developments
- ☐ Ads in Sunday's newspaper (unconventional positioning)
- ☐ Direct mail (email)
- ☐ College campus visits
- ☐ Local/Regional human resources associations
- ☐ Businesses "GOING OUT OF BUSINESS"
- ☐ Military agencies (Reserves/National Guard)
- ☐ Direct mail (fax)
- ☐ Exercise Centers
- ☐ Direct mail (postal)
- ☐ Child care centers
- ☐ Diversity referral sources
- ☐ Internships
- ☐ Job hotlines
- ☐ Open house
- ☐ Personal networking
- ☐ Promotions
- ☐ Radio advertising
- ☐ School-to-work programs
- ☐ Temp-to-hire
- ☐ Libraries
- ☐ Trade school visits
- ☐ Walk-ins
- ☐ Welfare-to-work programs
- ☐ Senior Citizen groups (AARP)
- ☐ Agencies for the disabled
- ☐ Any high school or college student organization.
- ☐ Chamber of Commerce
- ☐ Community welcome groups
- ☐ Internet recruitment locations
- ☐ Your company website
- ☐ Recruitment business cards
- ☐ Home placement agencies
- ☐ Real estate companies (agents to new arrivals)
- ☐ Women and men's social groups
- ☐ Social Services organizations
- ☐ Competitor's establishments

Relationships Are Built on Loyalty and Commitment

Today's workforce definition of loyalty and commitment is quite different from that of just a few generations ago. At one time companies and employees treated employment as a marriage, it worked best when each party gave one hundred percent and were strongly committed to one another for the long term. However, this type of thinking has changed, and the employee/employer relationship is now more of a business partnership.

Both employer and employee will stay in the partnership as long as their expectations are being met and personal goals are being achieved. As for loyalty and commitment, workers today will exhibit these traits if the workplace provides them an opportunity to grow in their personal endeavors and professional careers.

What are the characteristics that an individual must possess in order to be loyal to a person, an organization, an idea or a cause?

What are the characteristics that an individual must possess in order to become committed to a person, an organization, an idea or a cause?

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Why Would I Work for Me?

Review the list of potential applicant/hires in the left column below. Think about special concerns each of the categories might have about working for your business. Now consider ways that your business can address these concerns.

<i>Type of Potential Applicant/hire</i>	<i>Special Concerns</i>	<i>How Can Your Business Address These Concerns?</i>	<i>Implementation Procedures*</i>
Applicants under 21			
Disabled Persons			
Women			
Legally Authorized Immigrants			
Persons in Career Transition			
Applicants over 40			

*Implementation Procedures: Think about policies/procedures helpful for implementation. Also think about training and educational needs, the impact upon other employees, and timelines.

What Makes Employment at Your Business Desirable?

You should clearly identify and communicate the most desirable features of the jobs you offer. Eliminate any misconceptions about the business or industry from the minds of the applicants. Remember, you are competing for the best workers available—the same workers that the competition wants to employ. Competition is defined as any people-service-oriented business. You must establish in the mind of the applicant WHY your business is the best place to be employed and that their decision to work for you was the best career choice that could have been made.

Who knows better than your employees the most desirable features of your place of employment? Conduct focus-group discussions to find out what makes them want to stay year after year, and what is it they like best about working at your location. Use this information in the development of recruitment pieces to highlight why the jobs at your business are great. Take time to update periodically.

In the Eye of the Beholder

List in the space provided as many desirable features as you can, which could be used to encourage an applicant to apply for a position available at your business.

Job Title: _____

Features

1. _____

2. _____

3. _____

4. _____

5. _____

Ask several employees to evaluate the features you have identified; ask them to contribute additional ideas. Select the five most positive features and begin using them in all recruitment/marketing pieces.

In-House Recruiting Packet

You attend a career day at the local high school or junior college recruitment fair. You participate in a community employment fair. You deal with a number of walk-in applicants. Your employees discuss employment possibilities with their families and friends. Questions: What type of information can you make available in these situations? What is the best way to present and deliver this information?

An in-house Recruiting Packet can organize information necessary to enlighten applicants about your business and the positions you are attempting to fill. Such a packet will support your recruiting efforts with consistency to all applicants. The packet (possibly a folder with pockets) can contain such items as a company brochure, fact sheets about the business, the management's philosophy on customer service and a blank employment application. However, it also could be a single sheet containing “must know” applicant information. The best way to ensure that this packet will be beneficial to your recruiting efforts is to keep it current and up to date.

Build Your Own

Creating your Recruiting Packet. Use the following checklist to identify components of your in-house Recruiting Packet and complete the matrix for the components you will utilize.

Recruiting Packet Element	Will Include		If Yes, Necessary Activities		
	Yes	No	Already Available	Need to Develop Who	By When
Company brochure or fact sheet that provides a general description of your business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Recruitment brochure, which includes: <ul style="list-style-type: none"> • Current job descriptions for entry-level positions • Responsibilities of the positions • Desirable features of the positions • Why the company is a preferred employer • Employee compensation information 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Copies of recent job advertisements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Copies of employment testimonials from several current employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Job application form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Business cards with information about the business hours and contact times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Map of your business location(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Bus schedules pre-marked with points closest to your business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Brief list of employee benefits (i.e., holidays, insurance, discounts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
INS I-9 form (with application)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
1-5 year career path/available training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

It's the Law

There are some important laws regarding the recruiting and selecting of employees. It is critical that you keep them in mind when hiring. It is equally important that all persons in your business operations who participate in the hiring process are aware of the laws and what they mean.

❑ ***The Age Discrimination in Employment Act***

Prohibits discrimination on the basis of age against any person between the ages of 40 and 70 in hiring, firing, compensation or other conditions of employment and applies to all employers, public and private, with 20 or more employees.

❑ ***The Equal Employment Opportunity Act of 1972***

Prohibits discrimination based on race, color, religion, sex or national origin. The act makes it unlawful to discriminate in hiring or firing; wage; fringe benefits; classifying, referring, assigning or promoting employees; extending or assigning facilities; training, retraining or apprenticeships; or any other terms, conditions or privileges of employment.

❑ ***The Fair Labor Standards Act (FLSA)***

Also known as the federal minimum wage and hour law. This act covers the great majority of workers. The law permits tips actually received and retained to be counted for up to 40% of the minimum. The tip credit can be claimed only for workers who are engaged in an occupation in which they regularly and customarily receive tips of more than \$30 a month. If your operation is small enough that the federal law does not cover it, check your state labor department to find out if there is a state minimum.

❑ ***Title VII of the Civil Rights Act***

Prohibits sex-based discrimination in employment unless the worker's sex is a "bona fide occupational qualification, reasonably necessary to the normal operation of that particular business or enterprise." Title VII also prohibits employers from discriminating in the hiring, promotion and firing of a pregnant woman.

❑ ***Rehabilitation Act 1973 as Amended***

Employers covered by the act must take affirmative action to employ, and advance in employment, qualified handicapped individuals without discrimination based on their physical or mental handicap or disability.

They Could Come Back: Consider Re-hires

If you haven't already begun, start to use exit interviews to track why good employees leave your employment. There are as many reasons for leaving as there are people. Some leave due to getting married and raising a family, while others leave for reasons of divorce and/or relocation. Some might head back to school to earn that advance degree or simply to take time off for themselves. Still others leave because of personality conflicts at work, lack of transportation, or scheduling problems. However, time and circumstances have a way of changing things around and getting back to normal.

When and if situations change, make it as easy as possible for good past-employees to be re-hired. This is a winning opportunity all the way around.

To Tell the Truth

Do you believe that most people share the real reasons they are leaving their jobs during an exit interview? Explain your answer.

Do you think most people would be truthful during exit interviews with managers that they have come to like? Explain your answer.

What can managers do to make “good” employees who are leaving their jobs comfortable during an exit interview?

Authorized for Rehire: Confirmation Sheet

Employee's Name & DOB		Employee Contact Number:	
Position Held:		Name/Phone number of Relative:	
Dates of Employment		Last Day of Employment:	
Employee Address:		Authorized to Rehire: <input type="checkbox"/> YES	
Circumstances for Resignation:			
<hr/>			
<hr/>			
<hr/>			
<hr/>			
Comments:			
<hr/>			
<hr/>			
<hr/>			
<hr/>			
<hr/>			
<hr/>			
Completed by & Date: <hr/>			

Duplicate this "Authorized For Re-Hire Confirmation Sheet." Use during exit interviews with all employees who are eligible for rehire. One copy should be placed in the employee's personnel file and a second copy in a special recruiting file that can be accessed as vacancies occur.

Top Interviewer Strategies

To truly be successful as an interviewer, you have to plan and think through the interview process. The process is broken into three stages: pre-interview screening, personal interview and post-interview follow-up. The success of each stage is dependent upon the other.

In each of the stages there will be useful information gathered that, when reviewed in its entirety, will help guide management in making a decision regarding whether or not the applicant is the best candidate for the job (compatibility).

❑ ***Pre-interview Screening***

Before arranging for an actual face-to-face interview with a candidate, take time to screen the candidate by phone. A few well-placed questions will inform you whether you want to proceed. Use the telephone call as an evaluation tool, looking at such criteria as:

- The attitude and image projected by the applicant on the telephone. (What mental picture has been drawn by the candidate?)
- The initial voice (tone, quality, projection, grammar, pitch rate of speech), language and professionalism displayed by the candidate on the telephone.
- The quantity and quality of information given over the telephone by the candidate.
- The manner in which the candidate accepts or declines the opportunity to talk openly about past job responsibilities.
- The candidate's flexibility in scheduling a meeting time between the two parties.

❑ ***The Personal Interview***

In the initial stages of a face-to-face interview, the next seven points are helpful in evaluating the personality of the candidate. Revelations about the candidate's humor, listening skills, communication ability, common courtesies, and appearance begin to surface.

- How would you rate the candidate's overall appearance? Is he or she well groomed, odor-free and neatly attired? Does he or she project the image that best represents the company?

- Is the candidate dressed appropriately for the interview and for the position he or she is applying for? Are their clothes pressed and shoes shined?
- What is the candidate's general attitude? Is he or she polite, courteous, friendly, cheerful, well mannered and prepared?
- Does the candidate have strong verbal and non-verbal communication skills? Is he or she an active listener?
- Is the candidate's sense of humor non-sexist, non-racist and devoid of cultural stereotyping? Can the candidate laugh at himself or herself?
- How much does the candidate try to control the interview? Is there a strong capacity to listen?
- What quantity and quality of questions does the candidate ask during the interview? Were questions well thought out? Reasonable? Relevant to the interview?

The real art of interviewing is in skillfully and diplomatically asking questions and interpreting the answers. As an example, consider asking questions that would provide information about the following:

- How much working knowledge of the industry does the candidate have?
- What can the candidate share about the company's competition?
- What knowledge of company products and services does the candidate exhibit?
- What steps has the candidate taken to stay on the cutting-edge of industry changes?
- Is the candidate aware of opportunities the position offers?
- What is the candidate's attitude towards his or her current and past employers, including both the people and the organization?
- Is the candidate discreet and respectful when disclosing information about a past employer?
- How will the candidate's personality and work ethics match the workplace standards?
- Is this candidate able to describe his or her job responsibilities accurately?
- How much foresight did the candidate show regarding previous career changes?

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- How much flexibility does the candidate have regarding business travel and willingness to relocate?
- What is the candidate's educational background, including colleges attended, degrees received and honors awarded?
- How would the candidate describe his or her analytical abilities?
- How would he or she evaluate their interpersonal skills?
- If there is a track record of work experience, what is the candidate's compensation package level relative to years of experience in the industry?
- What have been the candidate's contributions to community groups and industry affiliations?
- What is the extent of travel and understanding of other cultures and their ideals?
- Does the candidate participate in any employer-sponsored recreational activities or community services?

□ *Post-interview Follow-up*

After the personal interview process has been completed, the interviewer should spend quality time evaluating the meeting and the information shared between both parties. Reflection will allow for a fair evaluation of the candidate:

- Making a comparison of relative achievements and position levels attained for individuals in the candidate's age bracket.
- Determining the candidate's willingness to provide meaningful and objective references.
- Evaluating the person as a whole.

Once you have considered the data collected, the information can be weighed against the culture, ethics and morals of the management team with whom the prospect would be working. The big question to ask is, "Is this truly the best candidate to consider and will he or she be a good fit for the company?" Although a candidate may look like a "hot prospect, a perfect match on paper," there could be a number of small, insignificant things that could add up to a negative decision. Ultimately, it is how an individual would blend into the business and company culture that deserves the utmost consideration.

Screening: The Power of 10

The objective of a screening interview is very simple, it is to save you from wasting valuable time with an applicant you have no intention of hiring. Prior to conducting a detailed sit-down interview, a 10-minute screening interview should be completed. This can be held either face-to-face with an applicant or over the telephone.

Always include behavioral and fact-finding questions specific to your business, questions that will address the primary objective of a pre-screening: to distinguish qualified applicants from non-qualified applicants.

Let's Think About This

Think about your business. Now think about the positions you recruit for. Have there been times when applicants have had a misconception about your business or about the positions and jobs that you are seeking to fill?

What are some misconceptions applicants have about the business or industry that you have to deal with?

How do you address the above issues in a positive manner?

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Pre-Screening Phone Interview Questionnaire

The benefit of conducting a pre-screening phone interview is to save both the interviewer time and the company money. Such questionnaires help identify and qualify employment candidates in order to move them to the next lever of the recruiting process. Questions should address goals, personal skills, talent, team issues and interest.

IMPORTANT: Be inquisitive. Ask pointed questions in order to generate specific responses. Hone for facts. Look for weak links in information provided. Do not assume anything. Listen 80 percent—Talk 20 percent!

<u>Probing Questions</u>	<u>Quick Fact Finding Checklist</u>
<input type="checkbox"/> Provide me some facts pertaining to your current work situation:	Collect the following information on each accomplishment for validation.
<input type="checkbox"/> How do your talents, skills, and knowledge fit into our current workplace needs?	<input type="checkbox"/> Discuss accomplishment and specific clarifying example.
<input type="checkbox"/> Describe the biggest contribution you have made to your workplace. Why do you feel that way?	<input type="checkbox"/> Measure of success—When? Why? Impact? Statistics?
<input type="checkbox"/> Tell me about a team task you participated in that failed. Where did things go wrong? How did you rectify the situation?	<input type="checkbox"/> Collect names of supervisors, direct reports, peers, dates of employment.
<input type="checkbox"/> Explain your concept of exceeding customer expectations.	<input type="checkbox"/> Seek information on business, standards of performance, and quality of leadership.
<input type="checkbox"/> What is most significant individual accomplishment (award or recognition) you have achieved up to this point in your career?	<input type="checkbox"/> If candidate is applying for a management or supervisory position ask:
<input type="checkbox"/> Describe your strongest internal emotion and what it would bring to our workplace.	<input type="checkbox"/> "What were the greatest challenges involved in dealing with your assignments?"
	<input type="checkbox"/> "Describe the techniques you used to energize, bond and to build pride in your staff or team."
	<input type="checkbox"/> "Why were you chosen for additional leadership responsibilities?"
	<input type="checkbox"/> "How did you personally drive the business forward and contribute to the business' bottom line?"
	<input type="checkbox"/> "What have you done in the last year in order to grow personally? Professionally?"
	<input type="checkbox"/> "How did you grow or change as a result of this effort?"
	Applicant's Name & Contact Number (Print)
	E-mail Address
	Position Applying For:
	Interviewer:
	Date:
<i>Think & Use Your Time Wisely</i>	

Resumé Mistakes: Have You Caught These in the Past?

Resumés can be a great tool for managers to get their first real glimpse at a potential hire. The way the résumé is organized, the flow of information, and the way the information is shared says a lot about how the candidate will perform should they be hired. The best indicator of future behavior is past behavior.

Following is a listing of “trigger” spots that you should be mindful of when reviewing an applicant’s résumé. If you should come across one or more of these spots, it should trigger a set of questions from you that will get to the heart and true meaning of what was or wasn’t written.

- ❑ Leaving out dates either in education or employment
- ❑ No chronological listing of work
- ❑ No contact information for past managers/supervisors
- ❑ Exaggeration of accountabilities and responsibility
- ❑ Pages and pages of task details
- ❑ Summary of work history by type rather than listing company name, job title and contact information
- ❑ Unsubstantiated overview of personal strengths
- ❑ Entitlement mentality: Job duties listed but no measurable accomplishments
- ❑ Accomplishments do not describe where and when they were made
- ❑ Positions out of line with level of personal qualifications
- ❑ Accomplishments separate from work history so it's not clear what was done where
- ❑ Fancy hard-to-read fonts
- ❑ Graphics and clip art added to résumé pages
- ❑ Typos, spelling and poor use of grammar
- ❑ Résumé seems too duty-oriented rather than focused on accomplishments
- ❑ Performance results are hard to identify
- ❑ Fluffy words
- ❑ Incomplete sentences
- ❑ Disorganized material and lack of focus
- ❑ Too long
- ❑ Lack of clear direction
- ❑ Inaccurate information about schooling and degrees received
- ❑ Gaps between employment (covering or misrepresentation of facts)
- ❑ Poor representation of qualifications (over or under qualified)

Note: Be sure to spend an equal amount of time reviewing a filled out copy of your company’s employment application. Look for the same “trigger” spots. Also evaluate the applicant’s ability to follow directions (print here, fill out completely, sign there).

Job Applications: Make Sure They Ask the Right Questions

Job application design falls under a number of local, state and federal laws and regulations. These laws and regulations are directed toward any type of employment discrimination relating to religion, disability, age, creed, national origin, race, or sex. Businesses are held accountable for understanding and following these laws and regulations. Ignorance of them is unacceptable in the eyes of the court.

When creating an employment application for use at your company, it is extremely important and legally necessary that the application only request information that will aid you in evaluating the applicant's eligibility. The application should help qualify the candidate for the next step in the recruitment process, a personal interview.

An employment application is just one of many tools used in gathering information on which to make a solid business decision regarding whether to hire an applicant for a vacant position.

Applications can request the following information from applicants:

- | | |
|--|--|
| <input type="checkbox"/> Name and address | <input type="checkbox"/> Language skills (if required for job) |
| <input type="checkbox"/> Contact number(s) | <input type="checkbox"/> Knowledge of equipment operation |
| <input type="checkbox"/> Physical attributes necessary to handle the job | <input type="checkbox"/> Previous work experience |
| <input type="checkbox"/> Educational background | <input type="checkbox"/> Minimum age requirements (for serving alcohol or working certain hours) |
| <input type="checkbox"/> Certifications | |
| <input type="checkbox"/> Licensing and registrations | |

Applications should avoid requesting information that violates applicable discrimination laws:

- | | |
|---|---|
| <input type="checkbox"/> Marital status | <input type="checkbox"/> Country of origin |
| <input type="checkbox"/> Height | <input type="checkbox"/> Medical history |
| <input type="checkbox"/> Weight | <input type="checkbox"/> Treatment for drug and alcohol abuse |
| <input type="checkbox"/> Race | <input type="checkbox"/> Physical disabilities |
| <input type="checkbox"/> Maiden name | |

Employment Application

Print or Type Clearly

Last Name	First	Middle	Desired Position(s) 1 st 2 nd
Street Address/PO Box #			Wage/Salary Desired Date Available For Work
City	State	Zip	Country
Social Security Number			
Phone: Home Work Cell			Are you currently employed? <input type="checkbox"/> Yes <input type="checkbox"/> No May we contact present employer? <input type="checkbox"/> Yes <input type="checkbox"/> No
To verify previous employment, please indicate if you have worked under another name. <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, other name used:			

EMPLOYMENT RECORD

List your previous experience beginning with your most recent position. (Include military experience as a job)

1 Employer (Area Code) Phone Number	2 Employer (Area Code) Phone Number
Address City, State, Zip, Country	Address City, State, Zip, Country
Starting Position Starting Salary	Starting Position Starting Salary
Final Position Ending Salary	Final Position Ending Salary
Dates Employed Immediate Supervisor	Dates Employed Immediate Supervisor
Duties & Responsibilities	Duties & Responsibilities
Reason For Change	Reason For Change

EDUCATION AND SKILLS

School	Location	Date of Graduation	Major
High School			
JC/College			
Trade Schools/Other Training			

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Languages that you speak fluently:	
If Job Related: Typing Speed, Computer Skills, other business machines operated:	
Are there any hours, shifts, and/or days of the week that you will not be able to work? Please specify.	
I am able to work (check the following) FT PT On-Call Evenings Overnight Weekends Holidays Overtime <div style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>	
Are relatives or acquaintances working here? <div style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</div> If yes, please indicate their name and relationship.	Have you ever been convicted of a felony? <div style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</div> If yes, please indicate dates and details. Do you have any felony charges pending against you? <div style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</div> Conviction of a felony will not necessarily disqualify you from employment
Are you under the age of 18? <div style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</div>	Are you authorized to work in the United States? <div style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No</div>
Can you perform the essential functions of the job for which you are applying, with or without accommodation? Is there anything that can hinder you from performing the job that you are applying for? Please explain. _____ _____ _____	

PERSONAL REFERENCES (Other than employers or relatives)

Name & Position	Company	Current Address	Phone

Certification and Signature – Please Read Carefully

I declare that my answers to the questions on this application are true, and I give (_____) the right to investigate all references and information given. I agree that any false statement or misrepresentation on this application will be cause for refusal to hire or immediate dismissal. I agree that my employment will be considered “at will” and may be terminated by this company at any time without liability for wages or salary except for such as may have been earned at the date of such termination. I understand that (_____) is a drug-free workplace and has a policy against drug and alcohol use and reserves the right to screen applicants and test for cause. I acknowledge that if I need reasonable accommodation in either the application process or employment, I should bring the request to the attention of the interviewer immediately.

I authorize you to make such legal investigations and inquiries of my personal employment, criminal history, driving record and other job-related matters as may be necessary in determining an employment decision. I hereby release employers, school, or persons from all liability in responding to inquiries in connection with my application.

I understand that an offer of employment and my continued employment are contingent upon satisfactory proof of my authorization to work in the United States of America.

Applicant's Signature _____

Date (mm/dd/yy) _____

Power in Employment Interviewing

The employment interview is a key component in the recruiting, hiring, and retention process. In order to identify the best-qualified applicant, management must be well skilled in how to effectively conduct interviews. In addition, management must have a solid understanding of federal and state legislation that precludes them from asking certain questions during an interview. This is a responsibility that management cannot neglect.

Styles of Interviewing

❑ *Structured Interviewing*

- Interviewer has a set agenda to follow and a list of questions prepared from which to work.
- Pre-planned questions are asked in either a set order or in a relaxed approach.
- This style of interviewing normally provides the interviewer with the type of information needed to make an informed hiring decision.
- Because all applicants are asked the same questions, structured interviewing becomes a defense against claims of discrimination in hiring and selection.

❑ *Unstructured Interviewing*

- No prepared agenda is in place.
- Applicant is allowed to set the pace of the interview.
- Information gathered is not always beneficial for a hiring decision.
- Lack of structure makes it difficult to compare and rank applicants because they are not responding to the same list of questions.

Panel Interview

- Several individuals interview the applicant at the same session.
- Each interviewer has an opportunity to ask the applicant a set of questions.
- Panel shares their thoughts on candidate for hire.
- Panel interviewing can either be structured or non-structured.

Have a Seat and Let's Talk: Conducting an Interview

Conducting an employment interview properly and professionally will provide significant information about the applicant. It will support the hiring of the right candidate for the right position, while minimizing the possibility of future turnover. Effective interviewing is a skill that can be learned and mastered over time.

Interviewers try to gain as much information as possible from the applicant. The easiest way to accomplish this is by creating an atmosphere that allows the applicant to speak freely. Following are suggestions for fostering an atmosphere conducive to open discussion:

- ❑ Try to put the applicant at ease at the beginning of the interview. If the applicant feels comfortable, he or she will be more likely to share information with you.
- ❑ If you find that the applicant freezes on a particular question, you may want to go on to the next question. It takes time for some applicants to relax and feel comfortable with the interviewing process.
- ❑ Try to ask questions that will facilitate discussion. Avoid questions that require a yes or no answer. Ask open-ended questions that can help you better understand the individual. ("What are your career goals?")
- ❑ Don't ask leading questions. Allow the applicant to control the flow of the conversation, but be sure to keep the conversation on track.
- ❑ Be sure to ask only job-related questions and ask specific questions relating to previous employment.
- ❑ Listening skills are essential in an interview. It is important to let the applicant speak without being interrupted. Remember that the purpose of the interview is to obtain as much information as possible.
- ❑ While the applicant is speaking, watch his/her body language and facial expressions. These expressions will provide you with additional insight about what is being discussed at the time.
- ❑ Provide enough time to allow the applicant to ask questions to clarify job-related concerns.
- ❑ In closing, tell the applicant when you will make an employment decision and always inform the applicant at least by that time.

Asking Questions: The Right and Wrong Way

The way in which questions are phrased is very important. Following are examples of acceptable and unacceptable interview questions. The NO question is unacceptable; the YES question is acceptable.

- | | |
|-----------------------------|---|
| <input type="checkbox"/> No | Are you a U.S. citizen? |
| Yes | <i>Are you lawfully employable in the United States either by virtue of citizenship or by having authorization from the INS and the Labor Department?</i> |
| <input type="checkbox"/> No | How old are you? |
| Yes | <i>Are you over the age of eighteen?</i> |
| <input type="checkbox"/> No | Do you have any children? What are your childcare arrangements? |
| | <i>Questions about family status are not job-related and should not be asked.</i> |
| <input type="checkbox"/> No | What clubs or organizations do you belong to? |
| Yes | <i>What professional or trade groups do you belong to that you consider relevant to your ability to perform this job?</i> |
| <input type="checkbox"/> No | Have you ever filed a Workers' Compensation claim? |
| | <i>You may not ask this question or any related question during the pre-offer stage.</i> |
| <input type="checkbox"/> No | What disabilities do you have? |
| Yes | <i>Are you able to perform the essential functions of the job for which you are applying? (Be sure you tell the applicant what the essential functions are.)</i> |
| <input type="checkbox"/> No | When did you graduate from high school? |
| Yes | <i>What schools have you attended?</i> |
| <input type="checkbox"/> No | What is your maiden name? |
| Yes | <i>Have you ever been known by another name? (Only ask this question if you need to contact a former employer, because a legal liability may exist if an applicant claims that you were trying to determine her ethnic background and consequently didn't hire her because of it.)</i> |
| <input type="checkbox"/> No | Do you smoke? |
| Yes | <i>Our smoking policy is _____. Can you adhere to it? (Be aware of any state laws that relate to smoking. Some states prohibit an employer from excluding applicants for off-the-job smoking.)</i> |
| <input type="checkbox"/> No | Do you have AIDS or are you HIV-positive? |
| | <i>There is no acceptable way to inquire about this, or any other medical condition.</i> |

145 Job Interview Questions that Should Do the Trick

These 145 questions include both traditional and behavioral interview questions. The key to good interviewing is the ability to ask the right type of questions in order to draw out from the applicant a response that makes sense and one on which you can make a solid business decision. The decision: whether this applicant will be a right fit for the business. Consider adding your own questions to this list.

1. What precise goals have you established for your personal and professional life?
2. How did your high school experience prepare you for the work world?
3. How has your college experience prepared you for a business career?
4. Can you describe the ideal work environment?
5. With all the places to work, why did you choose our company for possible employment?
6. What influenced you to choose this career line and industry?
7. Why have you chosen this career path?
8. What particular goals would you like to achieve in the next two years?
9. What will it take to attain your goals, and what steps have you taken toward securing them?
10. Tell me about the worst person above you whom you had to deal with?
11. What do you think it takes to be flourishing in any career?
12. What makes you the preeminent candidate to fill the position that is available?
13. How do you determine or appraise success? Give an example of one of your successful accomplishments.
14. Give an example of an undertaking that you were responsible for ... and failed at.
15. Do you have the qualifications and personal characteristics necessary for success in your chosen career? What are they?
16. What personal work attribute do you feel you can develop on?
17. What has been your most rewarding triumph?
18. If you could, how would you plan your college career differently?
19. Are you more eager by working alone or by collaborating with other persons?
20. How would you describe yourself in terms of your ability to work as a member of a team?

21. Tell us about a team venture that you worked on and its outcome.
22. What drives you to put forth your greatest effort?
23. What can you tell me about our company, services, and products?
24. Given the investment our company will make in hiring and educating you, can you give us three reasons to bring you on board?
25. Would you describe yourself as goal-oriented and determined? Explain.
26. Describe what you've accomplished toward reaching a recent goal set for yourself.
27. What short-term goals have you established for yourself?
28. Can you describe your long-range goals?
29. What do you expect to be doing three years from today?
30. Where will your career path lead you in six years?
31. How would you evaluate your ability to deal with conflict?
32. How would you evaluate your ability to deal with different cultures?
33. Have you ever had difficulty with an instructor? How did you resolve the conflict?
34. Tell me about a major problem you recently handled. Were you successful in resolving it? Why or why not?
35. Can you straightforwardly deal with high-pressure situations? Give an example.
36. What personal quality do you feel will most contribute to your career success?
37. What personal limitation has caused you the most difficulty on the job?
38. How would you evaluate your ability to understand business concepts? Explain.
39. What were your reasons for selecting the college or university you attended?
40. If you could change or improve anything about your workplace, what would that be?
41. If you could change anything about your last supervisor what would it be?
42. How will the academic program and coursework you've taken benefit your career?
43. Which school sessions or subjects did you like best? Why?
44. Are you the type of learner for whom conducting research has been a positive experience?
45. Tell us about your study routines.
46. What types of journals, magazines, books and periodicals do you frequently read?
47. Describe the type of boss that has created the most favorable learning experience for you.

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48. Who would you consider a top administrator in today's business world? Why?
49. Do you think that your grades are an accurate indication of your academic achievement?
50. What plans do you have for continued study? An advanced degree?
51. What types of rewards and recognitions have you received?
52. Before you can make a fruitful contribution to the business, what quantity of training do you feel you will require?
53. Do you prefer attending education programs with groups or studying independently?
54. Describe the personality of a successful boss. A successful worker.
55. Why did you decide to seek a position in this field?
56. What do you believe are the everyday jobs for the position that you are applying for?
57. Why did you decide to seek a position with our company?
58. Do you have a geographic location preference? Are you open to relocation?
59. Why do you think you might like to live in the community in which our company is located?
60. Would it be a problem for you to relocate internationally?
61. To what degree would you be willing to travel in this position?
62. Which is more important to you, the job itself or the compensation?
63. What level of compensation would it take to make you content?
64. Tell me about the salary range you're seeking and expecting.
65. What would be the lowest offer we could extend to you and still enable you to accept the position?
66. How much notice would you have to give your current employer before you could begin working with us?
67. Describe a state of affairs in which you were able to use persuasion to successfully convince someone to see things your way.
68. Describe an instance when you had to think on your feet to disentangle yourself from a complicated situation.
69. Can you give a specific example of a time when you used good judgment and common sense to solve a problem?
70. How strong are your time-management skills?

71. What are two things really raise the hair on the back of your neck or “get your goat”?
72. By providing examples, persuade me that you can adapt to a wide variety of people, situations and environments.
73. Describe a time when you were faced with a stressful situation that tested your coping skills.
74. What do you do to release tension?
75. Give an example of a time in which you had to be relatively quick in coming to a decision. How did the situation turn out?
76. Describe a time when you had to use your written communication skills to get an important point across.
77. Share with us a presentation that you had to make to a senior group of managers. What happened?
78. Give a specific occasion in which you conformed to a policy with which you did not agree.
79. What is the most illogical business policy you have ever heard of?
80. What do you believe are characteristics of an outstanding coach?
81. Have you ever mentored another person? What did you do to help that individual grow?
82. How do you identify priorities?
83. Give an example of a significant goal that you had set in the past and tell about your success in reaching it.
84. Describe the most significant or creative presentation you have ever made.
85. What is the most innovative and creative idea that you have ever had?
86. Tell about a time when you had to go above and beyond the call of duty in order to get a job done.
87. Share an example of exceptional customer service that you provided to a business client.
88. Have you ever lost your temper in the workplace? What happened?
89. Give an example of a time when you were able to successfully converse with another person even when that individual may not have personally liked you (or vice versa).

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90. Can you describe a situation where you had to request help or assistance on a task in which you were “in over your head”?
91. How do you deal with a person who thinks he or she knows everything?
92. Can you give an example of how you transferred knowledge from previous assignments to a project in the workplace?
93. Describe a situation where others you were working with on an assignment disagreed with your ideas. How did you deal with this? What was the final conclusion?
94. Describe a situation in which you found that your results were not up to your boss’s expectations. What happened?
95. Can you share a situation in which you had to arrive at a compromise or guide others to a compromise?
96. Have you ever had to make an ethical decision? How did you deal with the situation?
97. What do the words *value*, *worth*, *integrity*, *truth* and *sincerity* mean?
98. What steps do you follow to study a problem before making a decision?
99. We can sometimes identify a small problem and fix it before it becomes a major problem. Give an example(s) of how you have done this.
100. In a leadership position, have you ever had to discipline or counsel an employee or group member? What was the nature of the discipline? What steps did you take and how did it make you feel?
101. Have you ever had to terminate an employee? Was it someone you liked? How did you handle this emotionally?
102. Recall a time from your work experience when your boss was unavailable and a problem arose. What was the nature of the problem? How did you handle that situation?
103. Recall a time when you were assigned what you considered to be a compound task. Specifically, what steps did you take to prepare for and finish the task? Were you happy with the outcome? What one step would you have done differently if given the chance?
104. What was the most challenging assignment you have had? What was your role and what was its outcome?

105. How was your transition from school to the workplace? Did you face any particular problems?
106. How was your transition from one career path to another?
107. Tell of some situations in which you have had to adjust quickly to changes over which you had no control. What was the impact of the change on you?
108. How do you handle things in an ever-changing workplace?
109. Compare and contrast the times when you did work that was above the standard with times your work was below standard.
110. Describe a time when you were not contented or thrilled with your personal performance. What did you do to make a change?
111. What are your standards for success in the workplace?
112. How have you differed from your bosses in evaluating your performance?
113. Can you give an example of an experience at work that was gratifying?
114. What kind of superior do you work best for? Can you provide an example?
115. What kind of boss is a royal pain? Why?
116. Describe some ideas that were implemented, or carried out successfully, primarily because of your efforts. What was the end result?
117. Describe a situation that required a number of things to be done at the same time. How did you handle it? How did things turnout?
118. Share a situation in which exchanges fell through the cracks?
119. Have you found any ways to make a job easier or more rewarding?
120. How do you determine what is “most important” in the scheduling of your time?
121. Can you share with us a time when your active listening skills really paid off?
122. What has been your most successful experience in making a speech?
123. Tell of the most difficult customer service experience you have ever had to handle.
124. Give an example of when you had to work with someone who was difficult to get along with. Why was that person difficult? How did you handle that person?
125. Describe a situation where you found yourself dealing with someone who was older than you. How did you handle it?
126. Give me a detailed example of something you did that helped build eagerness and self-assurance in others.

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127. Tell about a thorny situation when it was advantageous for you to keep a positive attitude. What did you do?
128. Explain how people can give 100 percent all the time? Is this realistic?
129. Give an example of a time you had to make a significant decision. How did you make that decision? How does it affect you today?
130. Give an example of a time you had to persuade other people to take action. How successful were you?
131. Tell about a time when you had to deal with an out-of-reach expectation of a boss. How did you manage the situation?
132. Tell about a time you had to handle multiple responsibilities. How did you organize the work you needed to do?
133. Tell about a time you had to handle multiple staff.
134. Tell about a time when you had to make a critical assessment, but didn't have all the information you needed.
135. What is the most noteworthy contribution you made to a business?
136. What is the biggest oversight you've ever made at work?
137. Describe a situation in which you had to research materials to write a business report. What was the topic? How did the report turnout?
138. Give a specific example of a time when a colleague or supervisor criticized your work in front of others. How did you react?
139. Give a specific example of a time when you sold your boss on an idea or concept. How did you encourage them to move forward? How did things turnout?
140. Describe the structure you use for keeping track of multiple projects. How do you track your progress so that you can meet deadlines?
141. Tell about a time when you came up with an innovative solution to a business problem or challenge.
142. Describe a particular problem you solved for your boss. How did you approach it? What role did others play? What was the outcome?
143. Describe a time when you got co-workers who loathe each other to work to as a team. How did you manage this?

144. Tell about a time when you failed to meet a cut-off date. What things did you fail to do? What were the repercussions? What did you learn?
145. You knew that you were coming in for an interview today. What did you do to prepare yourself for our meeting?

Closing the Interview
The Five-Question-Offer Drill

After interviewing a candidate, should you be seriously considering extending an offer to him or her, close your interview with the following set of question. You will become aware of how serious their employment intentions are. Questions do not have to be asked in any particular order.

1. What would be the next promotional opportunity in your career progression if you stayed with your current company?
2. If we were to extend an employment offer to you today, when would you be in a position to inform us as to its acceptance or rejection?
3. If we were to make you an employment offer, how much notice would you need to give your current employer and when would you be able to start work.
4. At what salary level would you accept our job offer?
5. At what salary level would you reject our offer?

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Performance-Based Applicant Interview

The purpose of a performance-based applicant interview is to gather factual information in order to make a good business decision regarding whether an applicant will be a good fit for the workplace. Questions should address goals, personal skills and talent, team issues and interest.

IMPORTANT: Be inquisitive. Ask pointed questions in order to generate specific responses. Hone for facts. Look for weak links in information provided. Do not assume anything. Listen 80 percent--Talk 20 percent!

<u>Probing Questions to Benchmark Experience</u>	<u>Quick Fact-Finding Checklist</u>
<ul style="list-style-type: none">• How would you describe yourself in terms of your ability to work as a member of a team?• Would you describe yourself as goal-oriented and determined? Explain.• Please describe your most significant individual accomplishment.• Describe a state of affairs in which you were able to use persuasion to successfully convince someone to see things your way.• Give a detailed example of something you did that helped build eagerness and self-assurance in others.• Tell about a time when you failed to meet a cut-off date. What things did you fail to do? What were the repercussions? What did you learn?• Think about a very intense or pressure-packed situation. Can you tell about it and describe your role and what you accomplished?• Tell about a time you were totally committed to a task.• You knew that you were coming in for an interview today. What did you do to prepare yourself for our meeting?• We are speaking to a number of qualified candidates. What distinguishes you from the others? What makes you the best overall candidate?	<p>Collect the following information on each accomplishment for validation:</p> <ul style="list-style-type: none"><input type="checkbox"/> Discuss accomplishment and specific clarifying example.<input type="checkbox"/> Measure of success—When? Why? Impact? Statistics?<input type="checkbox"/> Collect names of supervisors, direct reports, peers, dates of employment<input type="checkbox"/> Seek information on business, standards of performance, and quality of leadership<input type="checkbox"/> Find out the biggest challenges or most difficult aspects of the job.<ul style="list-style-type: none">○ Ask, "What obstacles had to be overcome to be successful?"○ Ask, "Why do you consider this a significant achievement?"○ Ask, "Describe staff, peer, and boss challenges and how you managed them."<input type="checkbox"/> Seek examples when the applicant had to manage change while being challenged to make hard decisions.<ul style="list-style-type: none">○ Ask, "Have you been forced to grow, due to a changing work environment? How?"○ Ask "Did you finish your task in a timely manner, achieving specific goals and objectives?"○ Ask, "What would you change about your decision-making abilities?"○ Ask, "Do you consider yourself a person with high ethical standards? Explain."
<u>Notes & Comments</u>	Applicant's Name & Contact Number (Print)
	E-mail Address
	Position Applying For:
	Interviewer
	Date

Think and use your time wisely

Applicant Character Trait Assessment

The intention of the Applicant Character Trait Assessment is to identify the perceived level of adeptness that the applicant will bring to the workplace.

IMPORTANT: This form should not be the stand-alone factor regarding whether an applicant is hired. It is just one of many tools that a manager/supervisor can use in the making a sound hiring decision. Use it wisely.

Characteristic/Factor	1-2 Very Weak	3-4 Weak	5-6 Good	7-8 Strong	9-10 Very Strong	Score
Vigor, Drive, Inventiveness	Drive level low or non-existent; lazy.	Never exceeds expectations. Lethargic.	Performance good with some high-drive periods.	Self-motivated, keeps self on track. Willing to go the extra mile.	Self-starter and motivator. Exceeds performance expectations.	
Performance	Does not meet basic needs of job or task at hand.	Meets basic needs of job or task at hand, but will need mentoring.	Can grow within position. Has foundation to work from.	Meets the basic needs of the job or task at hand. Solid growth potential.	Exceeds needs of the job or task at hand. Competent, and has track record of getting things done.	
Past Achievements Reaching Objectives	No objectives are met. Not goal-oriented. Hard time staying on track.	One or two objectives are met, but not at acceptable level.	Objectives being reached with minor infractions. Will need monitoring.	Objectives being achieved on a consistent basis.	All objectives are being met. Strong track record for achievement. Focused.	
Background Industry & Education,	Weak fit. Not enough depth, education, or relevant experience.	Experience and education light. Barely meets industry standard.	Solid education and past experience a fit with the needs of the business.	Education and past experience clearly meet the position requirement. Strong background.	Positive fit. Very strong comparable experience with good industry and educational fit.	
Problem Solving & Decision Making	Slow at processing. Inability to see the big picture and put pieces together.	Not capable of dealing with complex situations. Difficulty with processes.	Can deal with basic issues and can identify some possible solutions.	Can study and evaluate issues accurately and construct alternate solutions.	Has complete understanding of issues and the ability to develop innovative and creative solutions.	
Talent, Competence Potential	High maintenance. Does not keep up with required pace.	Has some talent but will take too long to come up to acceptable performance standard and speed.	Good foundation. Competent. Capable of learning with potential of additional growth.	Strong, insightful, quick learner, hungry to learn and lead. Well rounded in numerous areas.	Very skilled and talented, learns quickly, learns correctly. Consistency is high.	
Supervisory & Organizational Skills	Weak in supervisory experience. Poor at organizing people and resources.	Some supervisory ability, but insufficient at present to make contribution to the workplace.	Acceptable level of supervisory talent, but will have to grow in various areas to be effective.	Solid supervisor and organizer. Possesses necessary skills for the position.	Has strong ability to supervise and organize similar or larger type/size groups.	
Leadership, Motivation	Little evidence of persuading or leading others.	Some evidence of team skills, but inconclusive.	Good team leadership skills but has to be tested completely.	Possesses strong team leadership, people oriented, mover and shaker.	Has talent and ability to motivate and inspire others. Visionary.	
Character & Values	Values, integrity questionable. Basically self-serving.	Some values and ethics, but questions remain regarding candor.	Appropriate values and ethics. Disciplined. Moral fiber strong.	Committed person. Strong character, values; filled with integrity and a positive outlook on life.	Has integrity; very committed person with strong values and ethics. Has a spirituality about them enjoyed by others.	
Personality	Self-centered. Egotistical. Non-team player. Focused on WIIFMe.	Partial fit, but still a bit high strung. Could create conflict within workplace.	Down to earth. Can blend in with others well. Easy to connect with.	Upbeat and positive Winning attitude. Very sociable, commendable people skills.	Personality plus. Character positive. Open attitude, Possesses strong flexibility and is open-minded.	
Total Point Score (top score 100)						

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Reference-Checking Authorization Sheet

Reference #1

Name _____

Title _____

Business Name _____

Phone _____

Eligible for rehire? ☐ YES ☐ NO

Reference #2

Name _____

Title _____

Business Name _____

Phone _____

Eligible for rehire? ☐ YES ☐ NO

Reference #3

Name _____

Title _____

Business Name _____

Phone _____

Eligible for rehire? ☐ YES ☐ NO

I give my permission for (_____) to contact my previous employers for the purpose of acquiring information regarding my employment history.

Applicant _____

Date _____

Manager _____

Reference-Checking Tool

The objective of reference checking is to confirm that the information given by the applicant is factual and truthful. Reference checking can be conducted either prior to, or just after, a personal interview. Reference checking should be performed on all employment applicants.

<p><u><i>You must qualify the individual providing you with the reference. This is paramount to the process.</i></u></p> <p>This person is identified from the applicant's employment application</p> <ul style="list-style-type: none">• What is/was the relationship between the reference provider and the applicant? How long did they work together? Position/title? Was applicant a direct report or an acquaintance?• Ask reference to explain applicant's job responsibilities within the business. (Compare with information provided by applicant during interview.)• Seek out information about workplace standards, expected levels of performance, team-playing and required worker commitment.• Determine how employee performance is evaluated and measured. What type of rating scale or matrix is used?	<p><u><i>About the Reference Giver</i></u></p> <p>Name _____</p> <p>Relationship: _____</p> <p>Time Period _____</p> <p>Position _____</p> <p>How do you measure employee performance? _____</p> <p>_____</p>
<p><u><i>Qualifying the Candidate: Fact-Finding Questions</i></u></p> <ul style="list-style-type: none">• Can you provide a rundown of (applicant's name) strengths and areas that need improvement? Something noted on their performance appraisal?• What activities did (applicant's name) excel in?• How did (applicant's name) Achilles' heel affect job performance?• Can you give some examples of personal inventiveness?• How would you rank (applicant's name) as a team player?• What was his or her greatest contribution to the workplace?• How respectful is (applicant's name) towards authority?• How would you rate (applicant's name) technical proficiency?• How well does (applicant's name) interact with peers, management, business clients?	<p><u><i>Important Notes and Facts</i></u></p>

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- How well does (applicant's name) communicate (verbal and written)? Can you provide a specific example?
- Can (applicant's name) manage stress, pressure, and criticism well? Would you share an example of positive behavior?
- How strong is (applicant's name) when it comes to problem-solving and decision-making? Example please.
- Can you give an example of an ethical situation that (applicant's name) had to deal with?
- How could (applicant's name) become more effective and efficient at work?
- What can you tell about (applicant's name) integrity and values?
- How would you compare (applicant's name) to others in his/her peer group? Above, equal, below? Why?
- How much potential does (applicant's name) possess?
- On a scale of 1 to 10 how would you rank overall performance? (One being poor—10 being outstanding)
- Is (applicant's name) eligible for rehire? ☐ YES ☐ NO

Think and use your time wisely

First Impression Notes: Who conducted ref-check? (Print) _____ Date _____

Confirmation Letter

How do you want your company to be seen in the eye of potential hires—a company that shows a high level of professionalism or just another place to work until a real career opportunity comes along? Break away from the norm. Send a confirmation letter to all applicants to acknowledge receipt of their résumé and/or application. Letters can be sent either by e-mail or USPS.

Sample Letter

Ms. Wendy Chaney
245 Elm Street, Apt. 45
Crystal Lake, SC

Dear Ms. Chaney:

Thank you for sending your résumé and application for the position of Assistant Manager at the Due Drop Inn Cafe.

We're going to be interviewing people starting May 1 and hope to settle on a candidate by June 1.

Thank you for your interest in *The Due Drop Inn Cafe*, a fun dining atmosphere for all ages.

Sincerely,

Rich Holman

Mr. Rich Holman

Due Drop Inn Cafe

Firming Up the Formal Offer

After you have formally extended an offer of employment to an applicant, either personally or on the phone, and it has been accepted, follow up by sending a letter of employment to the new staff member.

It is important that this letter details the benefits your company has offered as well as restates and clarifies the conditions of employment (hours of work, benefits, compensation, etc.). A copy of this letter should become part of the associate's personnel folder (after acceptance of conditions and the associate's signature). The example to follow is strictly for guidance, and should not be construed as legal advice or a legal opinion.

Sample Letter

January 1, 20--

*Ms. Abbigale Stickell
8701 Contee Road
Laurel, MD*

Dear Ms. Stickell, Abbigale if I may,

Welcome to the Mountain Top Tanning Salon family. I am delighted that you have accepted the job last week when we talked on the phone.

This letter reiterates the verbal employment offer for the position of XXXXXXXX at our Mountain Top Tanning location at 602 Creekwood Drive in Laurel. This is a (non-exempt) exempt position with an annual salary of \$\$\$\$\$\$ (for exempt, identify the hourly rate). Please note that we have enclosed a job description for your review.

Your starting date with Mountain Top Tanning is MM/DD/YY. There is a six-month probationary period, with interim review at both the 45- and 90-day mark and a formal review at the end of your first six months. The probationary period may be continued at Mountain Top Tanning's sole discretion. Your first 30 days will include a structured new employee orientation program as well as a number of educational sessions on the history of the tanning industry, becoming a team player, increasing your ability to sell, and delivering successful customer service.

Your employment by Mountain Top Tanning is an employment at will, and accordingly, either you or Mountain Top Tanning may terminate the employment relationship at any time with or without cause.

There are 14 days of paid personal leave (PPL) per employment year, which you begin accruing immediately. Two of the days may be used during your probationary period, as they are considered "floating holidays." You are eligible to take the remaining PPL days after the completion of your probationary period. Any earned but unused PPL days will be paid at the time of termination of employment. All other days taken during the probationary period are time off without pay.

You are eligible for the employee benefits package after the appropriate waiting periods (please note the attached timetable for benefit participation).

We are required by law to obtain documentation within the first three days of employment that you are eligible to work in the United States. Acceptable documents are listed on the benefits participation timetable sheet. Please bring copies of your documentation your first day of work.

Abbigale, we want you to know that you have made a good choice in selecting this job, and we are looking forward to having you as part of our team. I have notified the others that you will be starting with us shortly, and they are eager to meet you. You're going to be a great addition to our Mountain Top Tanning family.

Please sign the duplicate copy of this letter and return it to me in the enclosed self-addressed, stamped envelope to indicate you've accepted the terms of this employment.

Look forward to seeing you again,

Kelli Clark

Ms. Kelli Clark
Owner/Operator, Mountain Top Tanning Salon

EMPLOYMENT OFFER AND MOUNTAIN TOP TANNING SALON TERMS AND CONDITIONS OF
EMPLOYMENT ACCEPTED:

Signature

Date

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Sorry: No Thank You

Not every job applicant who participates in a personal interview receives an offer for employment. For those not selected, a simple "***NO THANK YOU BUT WE APPRECIATE***" letter helps the candidate retain his or her dignity and supports the reputation of the company as a people-sensitive, professional employer.

Such letters leave a good taste in the candidate's mouth. That candidate might be called back at a later date to fill unexpected vacancies in your associate ranks.

Sample Letter

Send this type of letter to applicants to let them know another person was selected to fill the vacant position.

January 1, 20--

*Ms. Fern Dixon
777 Bond Street
Waterbury, CT*

Dear Ms. Dixon:

I enjoyed speaking with you recently during the interview for the front desk sales position at our retail shop. It was difficult to choose from such a wide range of good candidates.

Please know that the position has been offered to one of the other candidates. Still, we encourage you to keep your eyes out for future openings at Fenamack's Collectibles as they become available.

In the meantime, we wish you the best of luck in your job search and any other endeavors.

Respectfully,

Kelli Clark

*Miss Kelli Clark
Owner/Operator, Fenamack's Collectibles*

SMART Management Worksheet

Staff Recruitment

This worksheet will help you explore and record the parameters of dealing with staff recruitment and aid you in identifying options for what steps to take in managing the process. List ideas, strategies, plans and tactics in detail.

Date:

Greatest recruitment challenge that you are facing? *(Rework until you can articulate the challenge precisely.)*

What is the worst that could happen as a result of this challenge? *(What is at stake? Who will be involved? What are the possible consequences? Short term/long term?)*

What possible good could happen as a result of this challenge? *(Are there constructive aspects? Who and what will benefit the most?)*

Individual(s) and Department(s) whose expertise/help will be required:

Options For Resolving Recruitment Challenge

Strategy to Implement Option

A

A

B

B

C

C

Future Steps to Help Eliminate this Challenge from Happening Again

A

B

C

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SMART Management Worksheet

Understanding Today's Workforce Composition

This worksheet will help you explore/record the parameters of understanding today's workforce make-up and aid you in identifying options for what steps to take in managing it. List ideas, strategies and plans in detail.

Date:

Greatest workforce challenge you are facing? *(Rework until you can articulate the challenge precisely.)*

What is the worst that could happen as a result of this challenge? *(What is at stake? Who will be involved? What are the possible consequences? Short term/long term?)*

What possible good could happen as a result of this challenge? *(Are there constructive aspects? Who and what will benefit the most?)*

Individual(s) and Department(s) whose expertise/help will be required:

Options For Resolving W.F. Make-up Challenge

Strategy to Implement Option

A

A

B

B

C

C

Future Steps to Help Eliminate this type of Challenge from Happening Again

A

B

C

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Workbook

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Workbook

Smart Management Notes



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Recruiting Management Quiz

1. The first step in the recruitment process should be to evaluate the need to hire a new employee.
 - a) TRUE
 - b) FALSE
2. In developing an effective recruitment strategy, consideration should be given to company and affirmative action goals and objectives. These should be tailored first to government guidelines, then to the company's needs.
 - a) TRUE
 - b) FALSE
3. Your best bet for filling a seasonal or part-time vacant position in your company, especially for summer, evenings, and weekends is with the vast number of seniors and retirees available in the labor market.
 - a) TRUE
 - b) FALSE
4. The Age Discrimination in Employment Act prohibits discrimination on the basis of age against any person between the ages of 45 and 70 in hiring, firing, compensation or other conditions of employment.
 - a) TRUE
 - b) FALSE
5. The interviewing process is broken into three stages: pre-interview screening, personal interview, and post-interview follow-up.
 - a) TRUE
 - b) FALSE
6. Job application design falls strictly under a number of federal laws and regulations that are directed toward any type of employment discrimination.
 - a) TRUE
 - b) FALSE
7. The objective of a screening interview is very simple, it is to save the interviewer from wasting valuable time with an applicant that he or she will have no intention of hiring.
 - a) TRUE
 - b) FALSE
8. The real art of interviewing is in skillfully and diplomatically asking questions and interpreting the answers.
 - a) TRUE
 - b) FALSE
9. An employer may be liable for the illegal actions of an agency acting on the employer's behalf.
 - a) TRUE
 - b) FALSE
10. To comply with all civil rights and labor laws, job advertisements must not include any reference to race, sex, color, religion, national origin, age or disability.
 - a) TRUE
 - b) FALSE

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SMART Recruiting Management Quiz Answers

1. T
2. F
3. F
4. F (40-70)
5. T
6. F (also state and local)
7. T
8. T
9. T
10. T

SMART Management Workbook

Part II

SMART Staff Retention Management

Introduction

Keeping employees is a distinct retention challenge for all employers. Demand for personable, quality people outstrips the available supply. In the past, businesses had the luxury of maintaining a more causal approach to employee retention; those days are now gone. The success of companies that flourish will be based on their ability to predict their future needs for talent, to cultivate those resources internally and externally, and to continuously convince employees that the company is the best possible setting for their careers.

There is no one road to success, but as many as there are those willing to build them.

Possessing a Servant's Heart

Making the transition from employee to supervisor or manager is a challenging step. Not everyone can successfully make this change. No doubt that the management you were working for identified in you the potential and character to move ahead. Now the roles are reversed. It is your turn to identify those who show a sincere desire to grow and take on additional responsibility. And so the cycle begins.

There are bosses who truly believe that the main purpose of their workforce is to make them (the boss) look good. The truth is, the best bosses (who then become respected leaders) spend the majority of their time helping make those they lead look good! A supervisor/manager must possess a servant's heart—one that will serve others first and manage/lead second.

A servant's heart facilitates the work of employees:

- ❑ by taking time to educate and train them,
- ❑ by creating an atmosphere of mutual respect and trust,
- ❑ by helping them improve their decision-making capabilities,
- ❑ by providing a work environment that is safe and well-maintained,
- ❑ by removing obstacles to success,
- ❑ by providing all the necessary resources to achieve desired results,
- ❑ by sharing conventional work wisdom,
- ❑ by establishing solid lines of communication,
- ❑ by helping resolve conflicts,
- ❑ by providing continuing opportunities to learn on the job,
- ❑ by preparing employees for promotion.

Effective managers must serve their employees first so that everyone will be successful. In order to take care of the business, a manager must take care of those who are taking care of the business.

Turnover Costs: Important to Know

Some costs of turnover can be easily calculated. For example, you can assess the cost of recruiting ads placed in the community newspaper. The time you spend interviewing and reference-checking applicants, helping new employees fill out required company paperwork and conducting new-employee orientation sessions can be easily determined.

Many, and generally the most significant, costs of turnover cannot be calculated. For the most part, they must be estimated. For example, you cannot accurately determine:

- The costs incurred by employees who know they are going to leave but continue working.
- The cost when employees fail to meet normal quality, quantity, and customer expectation.
- The cost attributed to non-compliance of standards.
- The cost of the new employee who is trained using on-job-training methods that are outdated and obsolete.
- The cost of a manager's time spent on retraining employees not appropriately educated the first time around.
- The cost of educating an employee in the wrong performance techniques.
- The cost of the honest mistakes made by the new employee who wants to do well.
- The cost incurred when the business is short-staffed and fewer employees must do all work, failing to meet quality standards.
- The cost of poor employee morale or attitude.
- The cost attributed to employee tardiness or absenteeism.
- The cost when employees do not follow established safety and security procedures.

Discuss Total Compensation Package

Do you pay entry-level workers as well as your competitors do? Remember that

$$\textbf{Wages} + \textbf{Benefits} = \textbf{Total Compensation}.$$

Some businesses and/or industries try to lure your entry-level workers away promoting a higher starting wage. These businesses may, however, offer fewer overall employee benefits. The starting wage rates of two competitors are very easy to compare, but a comparison of the *benefits* offered by two employers is much more difficult.

Make sure your job applicants and present employees know the value of *all company benefits* received from working with you. Communicate these to applicants during their initial job interview and again after hire, during their new-employee orientation program.

To succeed over the long run you will need to create and deliver benefits that are important to entry-level workers, yet which are company affordable. If your business has made a commitment to provide benefits, identify all of them and keep them visible.

For many employees, the enticement of a “higher starting wage” offered by your competition can be real. Help them understand that their “Total Pay” is higher with you.

What Is Your Total Compensation Package?

Use the following worksheet to calculate the total amount of compensation you pay to new and experienced employees and to part-time staff. Update the “numbers” as often as necessary and keep your employees current about the value of their benefits. (Note: If you work in an organization with a Human Resources Department, contact someone to help with the calculations and to assure their accuracy.)

Entry-Level Employee Weekly Compensation Worksheet

<u>Compensation/Benefit</u>	Full-Time Employee (New Hire) (A)	Full-Time Employee (-- Months) (B)	Part-Time Employee (C)
Wage (Hourly Rate x 40 Hours [full-time] and x applicable hours [part-time])	\$ _____	\$ _____	\$ _____
Employee Taxes	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> FICA (Social Security)	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Worker's Compensation	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Other:	\$ _____	\$ _____	\$ _____
Vacation Pay			
Insurance Benefits:	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Health	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Dental	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Eye Glass	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Prescription Drug	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Other:	\$ _____	\$ _____	\$ _____
Retirement Plan (401K and/or other)	\$ _____	\$ _____	\$ _____
Other Benefits	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Tuition Assistance	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Uniforms	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Meals	\$ _____	\$ _____	\$ _____
<input type="checkbox"/> Personal/Sick Days			
<input type="checkbox"/> Other:			
Total Weekly Compensation Package	\$ _____	\$ _____	\$ _____

Note other benefits (employee discounts, estimated value of free/reduced employee services, etc.).

Visions Are Meant to be Shared

A creative manager has a vision of what he or she wants his or her company to be. Level of service, variety of products, revenue goals and productivity standards are top priority. Make sure your employees know these things and their importance. Enlighten employees regarding their ownership of these priorities. Visions build value.

For most individuals, working just to earn a living is unsatisfactory. However, most do work to live and not *live to work*.

Imagine an elevator in a 100-story high-rise. The passengers all know how the elevator works, where the elevator is going, the purpose of their ride (upward or downward), why it is critical that they get to their destination (floor), and what they must do to get where they want to go.

If it is important to know these things about an elevator ride, how much more important is it for employees to understand the journey of the company they are working for?

Whether your staff is responsible for running a day-care center, catering a wedding banquet or renting videos, how you answer the questions below for your work group is critical to create an environment that encourages good workers to stay.

List two important goals (visions) you have for your employees. Under each goal write why this goal is important to all entry-level workers and explain their role in attaining the goal.

Goal #1: _____

This goal is important to my employees because:

Here's what my entry-level staff can do to help reach our goal:

Goal #2: _____

This goal is important to my employees because:

Here's what my entry-level staff can do to help reach our goal:

Now list some things you can do to help assure that all employees know about your vision.

Ways to inform new employees about our vision:

Ongoing ways to inform and to reinforce the vision to all employees:

Employee-Relations Strategies

Here is a listing of employee-relations strategies that every organization should ponder, and possibly consider implementing, in order to be seen as the "Preferred Employer" through the eyes of their employees and potential hires.

- ☐ Assess key drivers of employee satisfaction
- ☐ Share a common vision
- ☐ Balance praise and criticism
- ☐ Remove barriers to task accomplishment
- ☐ Support formal education
- ☐ Increase frequency of performance evaluations and increases
- ☐ Base amount of company paid premiums on tenure
- ☐ Provide yearly "TOTAL COMPENSATION" statement
- ☐ Allow flexible scheduling arrangements
- ☐ Develop meaningful new employee orientation
- ☐ Conduct workplace pulse surveys
- ☐ Establish in-house mentoring program
- ☐ Enhance employee reward system
- ☐ Effectively hire trainable people
- ☐ Value professionalism
- ☐ Define responsibilities and accountabilities
- ☐ Provide educational reimbursement
- ☐ Consider "pay for knowledge" program
- ☐ Allow innovative and creative work atmosphere
- ☐ Determine employee needs through effective measurements
- ☐ Provide adequate technical training
- ☐ Offer skills-based educational sessions
- ☐ Enter into performance contracts
- ☐ Offer split-dollar life insurance
- ☐ Offer supplemental retirement pensions
- ☐ Enhance company reputation in the community
- ☐ Offer re-deployment vs. termination
- ☐ Provide a strong work ethic atmosphere

Methods that Companies are Using to Retain Line Employees and Managers

Organizations have reported employing the following methods to improve the retention rates of their front-line employees and managers (order of importance at time of this printing):

Line Employees

- ☐ More care in hiring selection
- ☐ Better compensation and benefits
- ☐ Tuition reimbursement
- ☐ Improved training programs
- ☐ Stronger orientation sessions
- ☐ Casual dress code
- ☐ Flexible hours and schedules
- ☐ Health insurance
- ☐ Exit interviews
- ☐ Profit sharing
- ☐ Pre-employment testing
- ☐ Mentoring programs
- ☐ Day-care facilities
- ☐ Retention bonuses
- ☐ Telecommuting

Managers

- ☐ Better compensation
- ☐ Wider variety of benefits
- ☐ Careful selection in hiring
- ☐ Tuition reimbursement
- ☐ Stock options
- ☐ Casual dress code
- ☐ Exit interviews
- ☐ Flexible hours/schedules
- ☐ Profit-sharing
- ☐ Improved company orientation
- ☐ Retention bonuses
- ☐ Self-development programs
- ☐ Exercise facilities
- ☐ Pre-employment testing
- ☐ Telecommuting
- ☐ Day-care facilities
- ☐ Senior-care program

Tools of the Trade

Truer words were never spoken for today's management when it comes to the responsibility of recruiting and retaining a quality workforce. The level of success a manager achieves will be directly related to his or her ability to predict the company's future needs for talent, and then do something about it. He or she must have a well thought out game plan that will meet the needs, wants, and expectations set by the workers.

Retention Tools

□ ***Employee Relations Tools***

- ***In-house Focus Groups:*** Neutral facilitator, structured agenda. 6-10 participants; confidentiality critical for credibility; follow-up mandatory.
- ***Exit Interview Program:*** Joint responsibility of human resources department and department manager. Identify trends, issues, concerns, and expectations. Evaluate work environment; make appropriate changes.

□ ***Compensation Tools***

- ***Frequency and Amount of Salary Increases:*** Accelerated schedule/amount for vulnerable groups, i.e., highly technical personnel or uniquely skilled individuals. Ensure equal treatment to all workplace personnel. Establish target percentile for pay structures in the marketplace.
- ***Adaptation to Salary Structure:*** Based on available workforce, market movement, and economic factors surrounding the recruiting area. Be keenly aware of competition's pay programs. Continually access amounts of minimum, midpoint and maximum pay ranges. Correlate desired performance and percentage of pay increase. Pay for performance.
- ***"At Gamble" Compensation:*** Based on meeting objectives set on Personal Learning Plans (PLP) and tied to company business objectives. For both exempt and non-exempt personnel.
- ***Lump Sum Payout:*** Employee is at, or near, the end of salary grade. Receives a one-time payout for entire year. Results in slower movement in the grade. Allows time for salary structure to advance based on changes in the marketplace. Company saves money as amount is not added to base.

- ***Retention Bonuses and Contract Agreements:*** Company commits to lump sum or annual cash payments or non-cash perks. Employee makes a commitment to remain at company for specified period of time. Misconduct, poor performance, litigation nullify contract.
- ***Hiring/Sign-On Bonus:*** Given upon hire. Range will vary depending upon level of position. Provides extra compensation without affecting salary structure.
- ***Relocation Reimbursement Agreement:*** Employee agrees to pay back relocation benefits received if they leave the company voluntarily before a contracted period of time (six months to one year). Agreement signed before receiving benefit.
- ***Educational Reimbursement Agreements:*** Employee agrees to pay back education and training tuition funded by company if they leave voluntarily before a contracted period of time. Employee also agrees to pay back tuition if they voluntarily drop from course studies. Employee signs agreement prior to attending classes.
- ***AT-THE-MOMENT Cash Awards:*** Awarded for special accomplishments or outstanding performance. No stipulation if or when company will continue. Surprise element has great impact. Excellent morale builder and motivator.

□ ***Benefit Tools***

- ***Adjusting Benefit Waiting Period:*** Shorten or eliminate waiting period on group health coverage. Can vary with position. Best to be consistent.
- ***Company Paid Premiums Based on Tenure:*** Contribution levels are pro-rated based on years of service. After a specified period of time, company pays entire premium. Lower deductibles, higher co-pays, preventive services, spending accounts for health, child and parental care expenses.
- ***Tuition Reimbursements:*** Increase percentage of reimbursement and range of courses covered. Reimburse for books and other fees. Partner with local colleges to offer their courses on your worksite. Establish company training and education department or mini-university.
- ***Introduction of Creative Programs:*** Stock-purchase plans, stock options, long-term care insurance, legal insurance, financial planning, benefits for same sex partners, life insurance benefits for the terminally ill. Unusual plans are no longer restricted to non-exempts. Company pays all or part of cost.

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- ***Subsidized Child Care:*** Options include referrals, contractors, onsite location, and discount savings for off site. Important to research any liability issues.
- ***Employee Services:*** Dry cleaning, banking, grocery shopping, take-out catering, car washing, gift shopping. Watch for heavy administration, company liability, and legal exposure for companies with non-solicitation rules.
- ***“Total Compensation” Statement:*** Also known as the “hidden paycheck”. Issued to each employee annually. States value of all compensation and benefit plans, company-paid taxes, and any dollar spent for the benefit of the employee.

□ *Scheduling Tools*

- ***Authorized Sabbaticals:*** Both paid and unpaid. Can be earned after attainment of service level. Encourage research projects and grants. Pursue areas of special interest. Return to same or different position. Helps prevent burnout.
- ***Internships:*** Offer to high school/college juniors and seniors during summer months. Allows you to get a bird’s eye view of potential hires. Extend offer prior to graduation. Meshing of personalities is important.
- ***Leaves of Absence:*** Normally unpaid. Gives employee the opportunity to pursue personal or career issues and helps in reducing turnover. Working for another employer during employee absence should be prohibited.
- ***Flex Schedule:*** All employees must work core hours. Teamwork and communications a must. Company goals are known by all.
- ***Job Sharing:*** Split shifts, workday, or workweek. Sometimes a transitional day is scheduled where both parties work the same day. Performance expectations very clear. Exceptional interaction between individuals required.
- ***Rotational Assignments:*** Used for initial training or to enrich existing assignment. Assign specific tasks and develop checkpoints. Offer new and meaningful experience.
- ***On-Call Arrangements:*** Existing staff pinch hits for unexpected absences. Pay rates vary for being on call and for standing in.

- ***Virtual Office/Telecommuting:*** Saves office space; increased flexibility for employees (if workable for company and causes no hardship). Liability and equipment issues. Hard to control productivity. Requires skillful manager to be successful.

□ ***Workplace Enhancement Tools***

- ***Relaxed Dress Code:*** On selected days or everyday. Can be used as a team award or incentive. Be sure to define expectations.
- ***Separate Locations for Technical Groups:*** Off site, think tank environment. Liberates “techies” from traditional corporate world.
- ***Redeployment vs. Termination:*** Re-educate. Enhance skills. Structure job around skills of displaced worker. Use attrition and volunteers for transition packages to prevent terminations.
- ***Meaningful Employment Orientations:*** Promote corporate culture. Communicate values, standards, and company philosophy.
- ***On Time Performance Appraisals:*** Tie management’s raises and bonus to meaningful, timely appraisals.
- ***Effective Conflict Resolution Procedures:*** Establish peer review councils. Promote a fair hearing process that will provide a feeling of control to employees and reduce third party claims and legal expense.
- ***Effective Career Pathing:*** Review career options regularly. Strengthen management development programs. Support education and training. Offer career ladder opportunities. Make and hold employees accountable for their own future.

Change is Forever Constant

Times have changed and so have the expectations of those in the workplace. Today, people want to be appreciated for who they are and for the contributions they make. No employee ever seeks to be mediocre. All seek to have value in the eyes of others. Rewards, recognition and praise are no longer optional in managing staff.

Reward, recognition and praise are important to the business climate for the following reasons:

- ❑ Individuals entering the workplace today have a different set of values than those who came before them.
- ❑ The cultural diversity mix is much greater, which creates an enormous challenge for managers in meeting workers' personal expectations.
- ❑ Employees expect their work, at a minimum, to be purposeful, challenging and motivating.

Ways to Recognize, Reward and Praise Employees:

- ❑ Hold a meeting with employees and thank them for a job well done. Do not discuss any other issues.
- ❑ Place a personal hand written note at the employees' entrance expressing appreciation to someone for perfect time and attendance. (Hey, others might get the hint!)
- ❑ Send a thank you note to the employee's home thanking him or her for the professional way he or she handled a work situation.
- ❑ Name a continuing recognition award after an outstanding employee.
- ❑ When encountering employees, acknowledge them by using their first name and providing them a smile.
- ❑ Create an "ABOVE AND BEYOND THE CALL OF DUTY" wall with photos of outstanding employees.
- ❑ Invite employees to a special celebration and recognize them in front of their spouses.
- ❑ Offer a change in job title to an employee who has earned it. (Not necessarily a promotion but a status change within the peer group).
- ❑ Send personally selected cards on birthdays, wedding anniversaries, the birth of a child, a death in the family, purchase of a new home, a promotion, or completing of an educational degree.
- ❑ Write a personal publicity article for an employee's hometown newspaper, praising his or her outstanding performance. (Some papers provide this space free of charge.)
- ❑ Provide an employee with tickets to the movies, a sporting event, concert, amusement park, educational seminar or special local event.

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- ❑ Give an employee a three-day weekend with pay.
- ❑ On an employee's anniversary date, provide one flower for each year of service (Flowers are considered one of the most thoughtful gifts. They are always appreciated and can fit into any budget.)

“Employees are the cornerstones on which a productive, motivating and successful work environment is built.”

M. Douglas Clark

Five Proven Management-Retention Tools that Work

Praise

How can a manager express warm approval and admiration for a job well done?

Attention to Needs

How can managers support the personal and professional growth needs of their employees?

Interest

What are ways to show sincere curiosity and interest in the well-being of staff members?

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Time

What steps can be taken to ensure that workers receive personal development time with management?

Listening

What does giving "your undivided attention" mean? How does this aid in the retention of your staff?

Which is the greatest?

Which of the five management tools do you believe has the greatest impact on both workers and the workplace? Explain your answer.

Associate Retention through Personal Development Strategies

- ❑ *Career Planning* Identifying career goals, setting short- and long-range plan.
- ❑ *Mentoring Program* Learning of the organization's values and ground rules.
- ❑ *Cross Training* Becoming skilled in more than one work area while raising personal value to the company.
- ❑ *Coaching* Tutoring performance through teaching and training.
- ❑ *Shadowing* Assigning a competent trainer/peer to an employee.
- ❑ *PLP* Assessing skills, identifying strengths and areas of improvement, setting goals, scheduling training activities. Creating personal learning plan.

Making Training Work

Today, more than ever, businesses are offering their employees education and training programs. High-quality training leads to improved performance as well as product and service quality. In addition, managers who can successfully educate and train their employees will:

- ❑ Create a workforce of highly trained and motivated individuals.
- ❑ Aid employees in their achievement of personal and professional goals.
- ❑ Be rewarded with a more well-rounded and skilled staff.
- ❑ Have more time available for self-development and growth.

Associate Retention through Award Program Strategies

The reward and recognition programs listed below are examples of the types of in-house programs that can be created at your place of business in an effort to reward, recognize and retain valuable associates.

- ❑ ***Star Quality Award*** Awarded to employee for suggestions leading to the raising of quality service or standards.

- ❑ ***Associate of the Month*** Awarded two ways: For outstanding contribution in department assigned to; or for providing assistance to another department outside their area of responsibility.

- ❑ ***Team Spirit Award*** Awarded two ways: Outstanding department effort at single location or in competition with other departments throughout company.

- ❑ ***EINSTEIN Award*** Awarded to employee who has successfully completed the largest number of educational programs over a specific period of time.

- ❑ ***Team-player of the Quarter*** Awarded to employee for support given to fellow co-workers (co-workers nominate).

- ❑ ***Safety & Security Award*** Awarded to employee for contributions made in the area of customer, co-worker or workplace safety and security.

- ❑ ***Performance Plus Award*** Awarded to employee for going well beyond normal expectations.

- ❑ ***Champion Service Award*** Awarded to employee who has delivered the most unique service to a customer.

- ❑ ***Community Service Award*** Awarded to employee for personal contribution to a community effort.

- ❑ ***BRIGHT THOUGHT Award*** Awarded to employee for any idea given that helps saves money, raises service levels, increases productivity, etc.
- ❑ ***Pot of Goal Award*** Awarded to employee or department that achieves the highest percent of increase over set financial goals.
- ❑ ***Pace-Setter Award*** Awarded to any employee who exceeds established goals by considerable margin.
- ❑ ***Golden Pineapple Award*** Awarded to any employee who excels in the level of personal hospitality given to a customer.

What award or recognition programs have worked well for you in the past?

What reward or recognition programs have not worked well for you in the past?

What new and innovative reward or recognition programs are you considering for your workplace?

Reward Systems Do Have Pitfalls

Managers must realize that company reward systems are neither a cure-all nor a quick fix. Simply put, they are a management tool that can be used to aid in increasing employee performance while also enhancing employees' self-esteem and morale. Reward systems should be an indication of how the company feels about its employees, the value they place on them and the respect they openly show toward them.

What type of employee reward system(s) do you currently have in place within your company?

What types of employee rewards work the best with your employees? Why?

Do your employees believe the reward system(s) offered is fair to everyone? If not, what can be done to correct this situation?

Where would you select to spend your work-life—with a company that pours all of its funds and profits into equipment, bricks, mortar and image, or with a company that shows an equal emphasis in its human capital investments?

What actions have you taken to show your associates that they are the greatest assets you possess?

Behaviors such as arriving to work at the scheduled time, following performance standards and conserving company resources are excellent behaviors that lend themselves to being included in a structured reward system.

What other employee behaviors could become components of an in-house reward program?

Caution must be taken when administering rewards. Integrity is paramount. Rewards should be given fairly across the board. Equal reward for equal performance is required or employees will see the system as being unfair and prone to favoritism.

*Have you ever had to deal with an accusation of favoritism? If so, how **DID** you handle it? If not, how **WOULD** you handle it?*

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Systems should be designed to reward all contributors, not just cream-of-the-crop performers. Bottom line profitability does not come from individual performance; it comes from group performance.

What team reward programs do you currently have available at your company?

Rewards are a tool that managers can use to alter employee performance in order to achieve a desired result. But they will take time. A reward system should not be seen as the only solution to a business problem.

How has your reward program changed the attitude and performance of your employees?

Seven Sure-Fire Ways to Keep Talented Part-Timers

- ☐ Orient them as to their role on the team. Make them feel as if they are full-timers.
- ☐ Make sure they are included in all recognition and reward programs.
- ☐ Be sensitive to their requested schedules. They are part-timers for a reason.
- ☐ Provide first-class, ongoing, quality training.
- ☐ Place PTs on decision-making committees and have them participate on all employee committees.
- ☐ Provide them with thought-provoking work and task assignments.
- ☐ Treat as family, with respect and integrity.

Beliefs That Trigger a Productive Workplace

The following belief statements underlie the most important worker attitudes:

- ☐ I know what is expected of me at work the majority of the time.
- ☐ I have the resources and equipment I need to do my work correctly.
- ☐ At work I have the opportunity to do what I do best all the time.
- ☐ In the past week I have received recognition or praise for doing good work from either co-workers or my supervisor.
- ☐ My boss and colleagues at work seem to care about me as a person.
- ☐ There is someone at work that provides encouragement for my self-development.
- ☐ Someone at work has talked to me about my personal growth and progress sometime within the past six months.
- ☐ At work my opinions seem to count.
- ☐ My co-workers are committed to doing quality work.
- ☐ There are people at work whom I consider good friends.
- ☐ I feel I have had opportunities at work to learn and grow over the past year.

Minority Workforce: On the Way

Within the next 35 to 40 years, demographers are telling us that there will be no majority workers in the United States. All worker categories will fall under the title of minority. Therefore, it is critical that managers today seek out, recruit, and retain a business labor force that reflects the true character of the community.

Diversity isn't about ignoring cultural differences; it's about recognizing that they exist and learning how to accept them. In order for a diverse workforce to be established, there must be a sincere commitment by management. It will take effort and resources to properly implement your employee-diversity program, but in the long run the returns your business will reap will be immeasurable.

Are you on track with workplace diversity?

How would you honestly rate your efforts to recruit a culturally diverse workforce?

How would you objectively rate your own personal efforts to support diversity in the workplace you manage and operate?

What are some particular ways that cultural diversity in your work staff can help?

Your business?

Your employees?

Yourself?

What can you personally do to be more supportive in efforts to increase the cultural diversity in your place of business?

Accommodations for Those with Disabilities

The Americans with Disabilities Act (ADA) prohibits discrimination in employment against any person or persons with a disability. It is a requirement by federal law that all management complies with ADA rulings and statutes. Disabled workers are reliable as well as dependable. Their work ethic is high, as well as their desire to live a productive life.

ADA does not require businesses to hire an unqualified disabled applicant, and managers still have the responsibility to make the best recruiting decision when filling a vacant position.

By law a business must make what is known as “Reasonable Accommodation” for disabled workers. The requirements for reasonable accommodation have been met when the workplace has (1) restructured jobs in the most accommodating manner possible to allow disabled individuals to perform them, and (2) made existing facilities readily accessible to individuals with mobility impairments or other disabilities.

QUESTIONS TO PONDER WHEN FILLING A POSITION WITH A DISABLED CANDIDATE (Reasonable Accommodation Issue)

Is the individual capable of performing the essential functions of the job with or without reasonable accommodation?

- ☐ Answer “**NO**”: Then individual is not qualified and is therefore not protected by the ADA.
- ☐ Answer “**YES**”: Ask yourself ...

Is the necessary accommodation reasonable and will it create an undue financial or administrative hardship on the business?

- ☐ Answer “**YES**”: A business is not required to provide unreasonable accommodation.
- ☐ Answer “**NO**”: Ask yourself ...

Will this reasonable accommodation or the hiring of this disabled candidate create a direct threat to the health and/or safety of fellow workers or customers in the workplace?

- ☐ Answer “**YES**”: You are not required to make the accommodation and have fulfilled your obligation under the ADA.
- ☐ Answer “**NO**”: The candidate should receive fair and equal consideration for the job position to be filled.

Bad Behavior: Zero Tolerance

No one should need to tolerate any sort of workplace harassment and the stress and anxiety it inflicts. No company should have to sacrifice its resources (manpower, money and time) to confront the morale problems, turnover, lawsuits and penalties that on-the-job harassment creates.

Harassment of any type can cause the departure of good employees, which in turn will have an impact on the company's business. It is management's responsibility to notify all employees that harassment of a co-worker is prohibited and will not be tolerated. Zero tolerance means exactly that, "No Tolerance."

Title VII of the federal Civil Rights Act prohibits sexual and other forms of harassment in the workplace. The penalties for violating these laws are the same as those for other types of civil rights violations.

An effective harassment policy should include:

- ☐ A statement that the business clearly and totally supports a zero-tolerance workplace standard.
- ☐ A definition of the behaviors discussed in the statement.
- ☐ Descriptions of both acceptable and unacceptable worker behaviors.
- ☐ An explanation of the reasons for the existing company policy.
- ☐ Listing of consequences for those displaying unacceptable behavior.
- ☐ Step-by-step procedures for filing a harassment complaint.
- ☐ Listing of secure ways to bring a harassment complaint or concern(s) to management's attention.
- ☐ Name and contact information (phone, email address) of the company representative to whom complaints should be brought.
- ☐ Clear statement that all complaints and investigations will be treated in a confidential manner and handled in a professional way.

What are they saying?

Here is a list of the most common reasons workers say they stay with an employer they like.

- ☐ Development programs that aid in career growth.
- ☐ Challenging work that has value.
- ☐ Involvement in meaningful work.
- ☐ Working with great people of all ages, background, and cultures.
- ☐ Being a part of a productive and worthwhile team.
- ☐ Having a fair and honest boss.
- ☐ Being recognized and rewarded for a job well done.
- ☐ Company is a fun place to work.
- ☐ Having a feeling of control over assignments and tasks.
- ☐ Having flexibility in the workplace.
- ☐ Fair pay and benefits (for both men and women).
- ☐ Visionary leadership.
- ☐ Feeling pride in the company's products and services.
- ☐ Experiencing a friendly work environment.
- ☐ Having job security and safety
- ☐ Finding a balance between work and family responsibilities.
- ☐ Working with cutting-edge technology.

How do your employees' answers match or differ from the list? Find out what truly matters to them by asking; then create customized, innovative approaches to retaining your talent.

Worker Files: Smart Retention Also

Employers must follow stringent government guidelines concerning the legal requirements for record keeping and retention of worker files and other employment-related records. Record retention requirements come from both the state and federal level.

Some of the requirements apply to most employers, while others apply primarily to government contractors and subcontractors. Many of these requirements are dependent on the number of employees or the purposes for which the record keeping is designed.

The accompanying chart provides a reference for business owners and managers regarding what records must be kept under each federal law, the retention period for those records and the applicability of each federal law. Laws do change over time and it is wise to keep abreast of these changes. It is also recommended that you stay on top of all state laws concerning the retention of workers' files. Seek legal council regularly.

<i>Law</i>	<i>Records/Reports</i>	<i>Retention Requirements</i>
Age Discrimination in Employment Act (ADEA) Applies to employers with at least 20 employees.	Payroll or other records, including those for temporary positions showing employees' names, addresses, dates of birth, occupations, rates of pay and weekly compensation. Applications (including those for temporary employment), personnel records relating to promotion, demotion, transfer, selection for training, layoff, recall, or discharge; job advertisements and postings; copies of employee benefit plans, seniority system and merit systems.	Three years for payroll or other records showing basic employee information. One year for applications and other personnel records. Where a charge or lawsuit is filed, all relevant records must be kept until "final disposition" of the charge or lawsuit.
Americans with Disabilities Act (ADA) Applies to employers with at least 15 employees.	Applications and other personnel records (e.g. promotions, transfers, demotions, layoffs, terminations) requests for reasonable accommodation.	One year from making the record or taking the personnel action. Where a charge or lawsuit is filed, all relevant records must be kept until "final disposition."
Civil Rights Act of 1964, Title VII Applies to employers with at least 15 employees.	Applications and other personnel records (e.g. promotions, transfers, demotions, layoffs, terminations), including records for temporary or seasonal positions. Requires the filing of an annual EEO-1 Report.	One year from making the record or taking the personnel action. Where a charge or lawsuit is filed, all relevant records must be kept until "final disposition." A copy of the current EEO-1 Report must be retained.

<i>Law</i>	<i>Records/Reports</i>	<i>Retention Requirements</i>
Consolidated Omnibus Budget Reconciliation Act (COBRA)	Provide written notice to employees and their dependents of their option to continue group health plan coverage following certain "qualifying events," such as the employee's termination, layoff or reduction in working hours, entitlement to Medicare, and the death or divorce of the employee. (That would cause dependents to lose coverage under the employer's plan.)	
Davis Bacon Act Service Contract Act Walsh-Healy Public Contracts Act Applies to Federal Contractors.	Records containing the following information for each employee: <input type="checkbox"/> Basic employee data to include name, address, social security number, gender, date of birth, occupation, and job classification. - Walsh-Healy requires the retention of current work permits for minors. <input type="checkbox"/> Compensation records to include: - Amounts and dates of actual payment. - Period of service covered. - Daily and weekly hours. - Straight time and overtime hours/pay. - Fringe benefits paid. - Deductions and additions. <input type="checkbox"/> Walsh-Healy requires the retention of data with respect to job-related injuries and illnesses, specifically logs with dates and summaries and details of accidents.	Three years from the end of the contract.
Employee Retirement Income Security Act (ERISA)	Maintain, disclose to participants and beneficiaries, and report to the Department of Labor, IRS, and The Pension Benefit Guaranty Corporation (PBGC) certain reports, documents, information, and materials. Except for specific exemptions, ERISA's reporting and disclosure requirements apply to all pension and welfare plans, including: <input type="checkbox"/> Summary plan description (updated with changes and modifications). <input type="checkbox"/> Annual reports. <input type="checkbox"/> Notice or reportable events (such as plan	Employers must maintain ERISA-related records for a minimum of six years.

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<i>Law</i>	<p>amendments that may decrease benefits, a substantial decrease in the number of plan participants, etc.).</p> <p><input type="checkbox"/> Plan termination.</p>	<i>Retention Requirements</i>
Employee Polygraph Protection Act	<i>Records/Reports</i>	
	Polygraph test results/reasons for administering.	Three years.
Equal Pay Act	Payroll records including time cards, wage rates, additions to and deductions from wages paid, records explaining sexually based wage differentials.	Three years.
Executive Order 11246	Requires the preparation of an Affirmative Action Plan (AAP) for Minorities and Women.	AAPs must be updated annually; AAPs and documentation of good faith efforts must be retained for two years.
Applies to Federal Contractors.	Applications and other personnel records that support employment decisions (e.g. hires, promotions, and terminations) are considered "support data" and must be maintained for the AAP.	Personnel or employment records must be retained for two years. If there are less than 50 employees or contract is less than \$150,000, the retention period is one year.
Fair Labor Standards Act (FLSA)	<p>Payroll or other records containing the following information for each employee:</p> <p><input type="checkbox"/> Employee's name, home address, date of birth (if under 19 years of age), gender, and occupation.</p> <p><input type="checkbox"/> Time of day/day of week for beginning of workweek.</p> <p><input type="checkbox"/> Regular hourly rate of pay or other basis of payment (hourly, daily, weekly, piece rate, commission on sales, etc.).</p> <p><input type="checkbox"/> Daily hours worked and total hours for each workweek.</p> <p><input type="checkbox"/> Total daily or weekly straight-time earnings (exclusive of overtime premiums).</p> <p><input type="checkbox"/> Total additions to and deductions from wages for each pay period.</p> <p><input type="checkbox"/> Total wages per paid period.</p> <p><input type="checkbox"/> Date of each payment of wages and the period covered by the payment.</p>	<p>For at least three years.</p> <p>NOTE: For executive, administrative, and professional employees, or those employed in outside sales, employers must maintain records that reflect the basis on which wages are paid in sufficient detail to permit calculations of the employee's total remuneration and perquisites, including fringe benefits.</p>

<i>Law</i>	<i>Records/Reports</i>	<i>Retention Requirement</i>
Family & Medical Leave Act (FMLA)	<p>Records containing the following information:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic employee data to include name, address, occupation, rate of pay, terms of compensation, daily and weekly hours worked per pay period, additions to/deductions from wages and total compensation. <input type="checkbox"/> Dates of leave taken by eligible employees. Leave must be designated as FMLA leave. <input type="checkbox"/> For intermittent leave taken, the hours of leave. <input type="checkbox"/> Copies of employee notices and documents describing employee benefits or policies and practices regarding paid and unpaid leave. <input type="checkbox"/> Records of premium payments of employee benefits. <input type="checkbox"/> Records of any dispute regarding the designation of leave. 	Three years.
Federal Insurance Contribution Act Federal Unemployment Tax Act Federal Income Tax Withholding	<p>Records containing the following information for each employee:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic employee data to include name, address, social security number, gender, date of birth, occupation, and job classification. <input type="checkbox"/> Compensation records to include: <ul style="list-style-type: none"> - Amounts and dates of actual payment. - Period of service covered. - Daily and weekly hours. - Straight time and overtime hours/pay. - Annuity and pension payments. - Fringe benefits paid. - Tips. - Deductions and additions. <input type="checkbox"/> Tax records to include: <ul style="list-style-type: none"> - Amounts of wages subject to withholding - Agreements with employee to withhold additional tax. - Actual taxes withheld and dates withheld. - Reason for any difference between total tax payments and actual tax payments. - Withholding forms (W-4, W4-E). 	Four years from the date tax is due or tax is paid.

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<i>Laws</i>	<i>Records & Reports</i>	<i>Retention Requirements</i>
Immigration Reform & Control Act	INS Form 1-9 (Employee Eligibility Verification Form) signed by each newly hired employee and the employer.	Three years after date of hire or one year after date of termination, whichever is later.
Occupational Safety & Health Act (OSHA) Applies to employers with at least 10 employees.	<input type="checkbox"/> A log of occupational injuries/illnesses. <input type="checkbox"/> A supplementary record of injuries and illnesses. <input type="checkbox"/> Post a completed annual summary of injuries and illnesses. <input type="checkbox"/> Maintain medical records and records of exposure to toxic substances for each employee.	Five years. Employee's job tenure plus thirty years.
Rehabilitation Act of 1973 Applies to Federal Contractors.	Personnel/employment records (e.g., requests for reasonable accommodation, results of physical exams, job advertisements and postings, applications, resumes, tests, test results, interview notes and records regarding hiring, assignment, promotion, demotion, transfer, layoff, termination, rates of pay or terms of compensation and selection for training or apprenticeship). Data on complaints of disability discrimination and actions taken. Requires an Affirmative Action Plan for individuals with disabilities.	Two years. (Note: If a contractor has fewer than 150 employees or a contract of less than \$150,000, the retention period is only one year.) Where a charge or lawsuit is filed, all relevant records must be kept until "final disposition." AAPs must be updated annually; no current requirement to retain expired plans.
Uniform Guidelines on Employee Selection Procedures	For employers with 100 or more employees, records showing the impact of the selection process for each job, maintained by sex for each racial or ethnic group that constitutes at least 2% of the labor force in the relevant labor area or 2% of the applicable workforce. For employers with less than 100 employees, records showing for each year the number of persons hired, promoted, terminated, applicants hired for each job by sex and where appropriate by race and national origin. Records include applications, tests, and other types of selection procedures used as a basis for employment decisions, such as hiring, promotion, transfer, demotion, training and termination. Adverse impact analysis of selection process must be conducted annually.	Where adverse impact is found in the selection process, records must be maintained for two years after the adverse impact is eliminated. For federal contractors, during a compliance review from the Department of Labor's Office of Federal Contract Compliance Programs, data from the prior year's analysis must be available, and for the current year if a contractor is six months into its AAP plan year. (See also Executive Order 11246.)

<i>Law</i>	<i>Records/Reports</i>	<i>Retention Requirements</i>
Vietnam Era Veterans' Readjustment Assistance Act Applies to Federal Contractors.	Personnel/employment records (See Rehabilitation Act of 1973 above.). Affirmative Action Plan for covered veterans. Requires the filing of the annual VETS-100 report. Job openings for positions must be listed with the state employment service.	Two years. (Note: If a contractor has fewer than 150 employees or a contract of less than \$150,000, the retention period is only one year.) AAPs must be updated annually; no current requirement to retain expired plans. A copy of the current VETS-100 report must be retained.

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SMART Management Worksheet

Staff Retention

This worksheet will help you explore and record the parameters of staff and resource retention and aid you in identifying options for what steps to take next. List ideas, strategies, plans and tactics in detail.

Date:

Main source of the challenge you're dealing with? *(Rework until you can articulate the challenge precisely.)*

What is the worst that could happen as a result of this challenge? *(What is at stake? Who will be involved? What are the possible consequences? Short term/Long term?)*

What possible good could happen as a result of this challenge? *(Are there constructive aspects? Who and what will benefit the most?)*

Individual(s) and Department (s) whose expertise/help will be required:

Options For Resolving Challenge

Strategy to Implement Option

A

A

B

B

C

C

Future Steps to Help Eliminate this Challenge from Happening Again

A

B

C

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Workbook

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Workbook

Smart Management Notes



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Staff Retention Management Quiz

1. The overall cost of employee turnover can be easily calculated.
 - a) True
 - b) False
2. A servant's heart facilitates the work of employees by:
 - a) Removing obstacles to success.
 - b) Taking time to educate and train.
 - c) Both A and B.
3. A creative manager has a vision of what he or she wants his or her company to be. Vision builds:
 - a) Team commitment.
 - b) Value.
 - c) Challenges.
4. In-house focus groups are a good employee retention tool to use to measure the morale of a company's staff. Sessions are conducted by a neutral facilitator, with 6-10 participants and no structured agenda.
 - a) True
 - b) False
5. Which of the following would be considered a workplace enhancement retention tool?
 - a) Total compensation statement.
 - b) Job sharing.
 - c) Meaningful employment orientation.
6. Who said, "Employees are the cornerstone on which a productive, motivating and successful environment is built?"
 - a) M. Douglas Clark.
 - b) Henry Ford.
 - c) Ken Blanchard.
7. A mentoring program is excellent for enlightening an employee about a company's values and ground rules.
 - a) True
 - b) False
8. Which of the following is not one of the five proven management-retention tools that work?
 - a) Time.
 - b) Dominance.
 - c) Interest.
9. Which is not a government guideline concerning the legal requirements of recordkeeping of worker files:
 - a) Davis Bacon Act.
 - b) Civil rights Act of 1963, Title VII.
 - c) COBRA.
10. Diversity is not about ignoring cultural differences; it's about recognizing that they exist and learning how to cope with them.
 - a) True
 - b) False

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SMART Staff Retention Management Quiz Answers

1. False
2. C
3. B
4. False
5. C
6. A
7. True
8. B
9. B
10. False (accept them)

Part III

SMART Team Management

Introduction

Team-building, in the true spirit of the meaning, is hard work and requires management's firm commitment to do it right. Productive teams are not just thrown together, but nurtured over time. Patience is one virtue that managers and supervisors must possess to achieve the goal of creating an effective team. However, the end results will be worth the extra effort. The *SMART Team Management* section of this book will pay high dividends in the long run. Guaranteed!

This section will aid you in the development of strategies, skills and viewpoints that are essential to team building. It will help you grow personally and professionally.

Teamwork is spelled with two letters ... "US."

Guide to Teambuilding

Teambuilding, like any organizational change, takes significant time and effort to produce lasting results. In their book, *The Wisdom of Teams*, Douglas Smith and Jon Katzenbach define a team as “a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.” However true this may sound, pulling a group of people together to achieve the same goal does not necessarily make them a team.

Example: Marathoners running a 26-mile marathon all have a common goal—to finish the race; but they do this independently of one another in a competitive spirit, not team spirit. But those participating in a 400-meter relay differ. What makes these runners a team is the *passing of the baton*. It’s the *group’s* effort that either wins or loses the race.

Types of Teams

Here are some of the most common types of teams that may be found operating within a business:

- ❑ **Cross-functional Work Team (Horizontal Team).** A group of employees from different departments who may have overall responsibility for a particular customer/client, line of business, or set of processes.
- ❑ **Continuous Improvement Team.** Known in many companies as QA, Quality Circle or Kaizen teams.
- ❑ **Functional Work Team.** A group of employees from a particular department, such as purchasing or customer service, who combine their resources to serve various clients.
- ❑ **Project Team.** A group of people who come together for a specific project; and, when the project is over, separate and move on. Example: workers who get together to build a house for Habitat for Humanity.
- ❑ **Self-Directed Work Team.** This type of team often has responsibility for selecting and hiring its members, reviewing member performance, and making decisions regarding disciplinary action or even termination. The team serves clients, rather than a manager. The team may or may not have a leader.
- ❑ **Task Force.** This team’s objective is to tackle long-term strategic issues, such as implementing a new computerized information system, or developing a cultural diversity policy.
- ❑ **Work Cell:** Mostly found in a manufacturing environment. Cell members focus on meeting production requirements and may be responsible for safety and training of co-cell workers. Meetings occur daily.

Selecting the right type of team is critical for success. The type of team used should match the particular objective you want to achieve.

Stages of Team Development

As team members are selected and the team's personality begins to form, challenges and transitions will be encountered. No need to worry. These are normal and necessary stages in the evolution of team development.

□ *Stage #1: Shaping*

In this stage of team development the participants transition from individual to group or member status. Team leader capability is tested.

<i>Shaping Includes these Feelings</i>	<i>Shaping Includes these Behaviors</i>
Pride in being selected for the task at hand	Attempts to define task at hand
Excitement and stimulation	Complaints about the barriers to the task
Optimism and anticipation	Discussion of concepts
Suspicion and doubt	Attempts to deal with different team behavior
Anxiety and fear	Attempts to deal with team member behavior
Passion and value	Discussion of obstacles not relevant to task

□ *Stage #2: Turbulence*

This is the most challenging stage for a team and its members. Frustrated and impatient about the lack of forward progress, the team often argues about steps, strategies and actions it should take in order to become focused.

<i>Turbulence Includes these Feelings</i>	<i>Turbulence Includes these Behaviors</i>
Resistance to the task at hand	Establishing unattainable-unrealistic goals
Swaying attitude about the team	Becoming defensive
Lack of achievement	Choosing sides and being competitive
Lowering of self-esteem and confidence	Mounting stress and tension

□ *Step #3: Submission*

Temperament of the team changes. Individual members begin to accept the team and its role for what it is. Loyalties begin to solidify and the number of conflicts begins to dwindle.

<i>Submission Includes these Feelings</i>	<i>Submission Includes these Behaviors</i>
Acceptance of membership in the team	Relationships become more cooperative
Acceptance of members in the team	Friendship and bonding takes place
Relief that things are working out	Sense of team cohesion
Pleasure that progress is finally being made	Common objectives, goals, and team spirit

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❑ *Step #4: Execution*

Execution is the final stage in a team's development. At this stage the team has established their relationships and expectations. They begin performing—diagnosing and solving problems, and choosing and implementing quality changes. They, the team, now understand what's their role is and work as a cohesive group.

<i>Execution Includes these Feelings</i>	<i>Execution Includes these Behaviors</i>
Satisfaction at the team's progress	A lot of tasks are accomplished
Contentment on the direction taken	Increasing ability to solve problems
Pleasure in achievement	Confidence in team's decision-making

Tips for Effective Team Meetings

- ❑ Create a standard meeting date and place.
- ❑ Inform everyone in advance.
- ❑ Remind participants the day of the meeting.
- ❑ Create an agenda.
- ❑ Assign someone to be the timekeeper.
- ❑ Assign someone to take minutes.
- ❑ Make sure everyone participates.
- ❑ Draft next meeting's agenda while still at the meeting.
- ❑ Evaluate the meeting: Did we meet our objectives?
- ❑ Publish minutes from last meeting.
- ❑ Distribute to all who need to be informed of outcomes.

Role of a Team Leader: Responsibilities & Expectations

Team leading is not for the squeamish. Being a team leader requires a unique set of polished skills: educating and facilitation, persuasion, influencing, flexibility, task-focusing, negotiating and the ability to step in and perform the task for the team if necessary.

Responsibilities of a team leader may include:

- ❑ Keeping team meetings on track and focused on the task at hand.
- ❑ Establishing ground rules for teams to function by.
- ❑ Providing a point of contact for communication/progress.
- ❑ Maintaining team records of successes and failures.
- ❑ Motivating and rewarding team members and team accomplishments.
- ❑ Sharing responsibility with all team members.
- ❑ Providing project management, monitoring, tracking and evaluating.
- ❑ Securing necessary resources for the team.
- ❑ Enforcing established timetables.

Expectations of a team leader may include:

- ❑ All team members will share their expertise and experiences.
- ❑ Every team member will participate and contribute in all meetings.
- ❑ Assignments delegated to team members will be completed between team meetings.
- ❑ Completion of tasks will meet established deadlines.
- ❑ Team members will make decisions on what is best for the team, not the individual.
- ❑ Team leadership responsibilities may rotate from member to member.
- ❑ Each member will pull his or her own weight.

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Are You a Team Leader?

The goal of every manager is to get his or her staff to work effectively and efficiently. Getting a group to perform like a team means getting the group to “zero in” on producing results. When this is accomplished, the group will have a collective feeling of achievement that will fuel self-esteem and team motivation.

Do You Have What It Takes To Move a Team Forward?

Respond to each statement below by checking the appropriate box

QUESTION	ALWAYS	SOMETIMES	NO
Do you feel that establishing personal relationships is important to team success?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you keep your staff aware of developments that will affect them as a group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe it is important to delegate only minimal authority to others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you enjoy possessing absolute power?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think it is worth the time and effort to explain a decision before carrying it out?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you accept constructive criticism about your personal performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you consult with others before you implement a new program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you find it easy to discipline someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you grant decision-making authority when assigning a project or task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe in the democratic process of letting people vote on final outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel that the same amount of time should be spent on coaching both performers and non-performers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you possess biases that hinder you from treating all staff members fairly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

From your answers above, what are the area(s) of personal improvement you can address? What steps will you take? When?

How Well Do You Know Your Employees?

Interpersonal relationships are an important factor in any workplace. The exchange between workers and managers can make the difference between a department's floundering in chaos or running like a well-oiled machine. Since managers are to effectively motivate their workers, it would help to know the following types of information about each employee. Like putting a puzzle together, the more pieces that connect, the clearer the picture becomes.

Putting the Pieces Together

- ❑ Personal history
- ❑ Educational needs (knowledge, skills, and behaviors)
- ❑ Feelings about their current position
- ❑ Level of ambition, self-motivation, and commitment
- ❑ Work history (likes and dislikes, successes and failures)
- ❑ Personal expectations of self and performance
- ❑ Emotional make-up and needs
- ❑ Personal expectations of supervisor, management and organization
- ❑ Feelings about the company
- ❑ Any personal biases toward cultures
- ❑ Current state of physical health
- ❑ What is considered to be a valued reward
- ❑ Personal interest, hobbies, enjoyments
- ❑ Short term goals (within the next year)
- ❑ Dissatisfactions about the job
- ❑ Long term goals (within the next three years)
- ❑ Concerns with co-workers, supervisors and business clients
- ❑ Where true value is placed
- ❑ What a worker has a passion to accomplish

From Teams to Partnerships

What Workers Need to Know About Their Jobs

Psychologists, for the most part, agree that workers have four basic needs: 1) to be respected and treated with a sense of integrity, 2) to provide for physical necessity (food, clothing, housing from the elements), 3) to protect and better oneself; and 4) to be needed. A supervisor must be aware of these needs in order to motivate employees. It is the responsibility of the supervisor to provide a work environment that satisfies these needs.

In order for a supervisor's efforts regarding worker motivation and maximum productivity to be effective, the worker must:

- ☐ Know what her job is and what she is being held accountable for.
- ☐ Know the purpose of the job and how it impacts other individuals and departments.
- ☐ Have an interest in performing the job and performing it correctly.
- ☐ Be educated and trained to do the job and to attend refresher courses periodically.
- ☐ Know at all times how well he is doing and areas that need immediate improvement.
- ☐ Know that her work is fully appreciated by peers and management alike.
- ☐ Know that his job and his work are vitally important to the overall success of all company departments and the organization.
- ☐ Know that she is needed because of her talents, skills and level of contribution.
- ☐ Know that he is equitably and fairly compensated.
- ☐ Know that laziness and haphazard work are not tolerated.
- ☐ Know that inferior quality of work will be promptly recognized, corrected and evaluated against set standards.

- ☐ Know that a disciplinary action for misconduct is consistently and fairly applied to all.
- ☐ Have respect for leadership authority at all levels.
- ☐ Know that the supervisor has good business sense.
- ☐ Know that the supervisor is innately aware of all things that are going on around her.
- ☐ Know specifically the objectives and policies of the company and support them.
- ☐ Feel that she is an accepted member of the work community, both by fellow co-workers and supervision alike.
- ☐ Feel free to voice an opinion or bring a complaint to his supervisor about any dissatisfying aspects of the job without fear of rebuttal.
- ☐ Know that his ideas and suggestions are welcomed, listened to, and considered.
- ☐ Know how the organization is doing in the marketplace and against the competition.

Motivate...Motivate...Motivate

List three practical things you can do to aid your employees in meeting their personal expectations on the job:

- 1) _____

- 2) _____

- 3) _____

Team Effectiveness: Hitting the Target

A team is defined as a group of individuals who are dependent upon each other to get the required task done. They need one another's experience, ability, and commitment to achieve mutual goals. Teams consist of individuals who are committed to the idea that working together collectively leads to greater overall productivity and bottom line results.

Effective teams are those that produce desired results.

Characteristics of an Effective Team

❑ *Accountability*

Team members identify themselves with the overall success or failure of the team. They place the team's welfare before their own. There is the willingness to accept responsibility for the team's actions by taking personal accountability for their own actions.

❑ *Contribution*

Every team member participates and works towards making a valid contribution. When this happens, the greatest end results are achieved. All contributions—no matter how large or small—are welcomed, respected, valued and appreciated.

❑ *Objectives Clearly Stated*

Teams normally evolve in order to achieve a specific organizational objective. In order for a team's objective to have purpose, it has to be clearly defined, accepted and understood to be beneficial. Objectives must be reasonable and obtainable, as well as measurable.

❑ *Esprit de Corps*

Open, honest examination of oneself, all team members, and team proceedings and processes will help build a positive and constructive team environment. "One for all and all for one."

Assess Your Team's Effectiveness

Place a check in the box that best represents how you perceive the effectiveness of your workplace teams.

Characteristic	Superior	Above Average	Average	Below Average
Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Objectives Clearly Stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esprit de Corps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which two of the team-effectiveness characteristics do you feel can be improved with a little effort? What steps can be taken to ensure that improvement?

Characteristic #1 _____

Characteristic #2 _____

Building a Solid Team Foundation

Teams must constantly improve in order to be competitive and productive. Take a look at the following critical skill areas in which each team member must be proficient.

- ☐ The ability to recognize opportunity.
- ☐ The ability to develop new personal skills.
- ☐ The ability to set objectives.
- ☐ The ability to project confidence.
- ☐ The ability to effectively use time.
- ☐ The ability to effectively use available resources.
- ☐ The ability to think outside of the box.
- ☐ The ability to use intuition.
- ☐ The ability to become a visionary.
- ☐ The ability to place group goals first.
- ☐ The ability to make sacrifices.
- ☐ The ability to communicate with others.
- ☐ The ability to resolve conflict.
- ☐ The ability to influence others.
- ☐ The ability to get others involved.
- ☐ The ability to manage personal temper.
- ☐ The ability to think strategically.
- ☐ The ability to be an active listener.
- ☐ The ability to manage if necessary.
- ☐ The ability to give praise and compliments.
- ☐ The ability to maintain a positive mental attitude.
- ☐ The ability to show respect.
- ☐ The ability to engage in open dialog.
- ☐ The ability to accept one another's differences.

- ☐ The ability to control anxiety.
- ☐ The ability to deal with perceptions.
- ☐ The ability to control ego.
- ☐ The ability to accept responsibility.
- ☐ The ability to live up to commitments.
- ☐ The ability to respond to tense issues.
- ☐ The ability to focus on facts.
- ☐ The ability to identify expectations (theirs/others).
- ☐ The ability to rally the team (shared ownership).
- ☐ The ability to come to conclusions.
- ☐ The ability to establish and meet deadlines.
- ☐ The ability to set priorities.
- ☐ The ability to make information readily available.
- ☐ The ability to think in terms of benefits.
- ☐ The ability to build a coalition.
- ☐ The ability to focus on outcomes.
- ☐ The ability to learn from trial and error.
- ☐ The ability to innovate and act from a mutual base of ideas.
- ☐ The ability to ASK FOR HELP.

12 Rules to Follow in Building Self-Directed Teams

When teams work, there is nothing like them. They take care of customers, move the business forward and continually seek ways to improve their performance. Workplaces consist of a variety of functioning teams: management teams, problem-solving teams, quality teams, visionary teams and work teams. When empowered, they become self-directed.

For self-directed teams to be successful, all members of the team should abide by the following 12 rules that enable the team to succeed.

***S**--hared feelings create bonding.*

***E**--veryone is equal within the team structure.*

***L**--eadership efforts are recognized as valuable.*

***F**--ocus is on expectations and goals.*

***D**--iversity should be appreciated and valued.*

***I**--ntegration of new members is everyone's responsibility.*

***R**--espect is shown to all individual team members.*

***E**--mpowerment of team players is important.*

***C**--ommon values and goals must be part of the work environment.*

***T**--rust is essential for the team to move forward.*

***E**--ffectiveness is achieved from organizational support.*

***D**--iscipline creates consistency.*

Motivation and Human Behavior

There is a vast difference in the level of productivity between a highly motivated employee who gets great satisfaction from doing a good job and the indifferent, bored employee who does just enough to get by.

In order for supervisors to truly motivate their staff they must first understand two critical factors. First, motivation comes from inside an individual. Some outside force has stimulated them to take action. Without the personal desire to become motivated, an individual just will not. Second, supervisors need to understand the nature of human behavior, or in layman's terms, "why people do what they do."

Personal Initiative and Personality (psyche, image, particularity, personage)

Self-image has a tremendous impact on how an individual behaves. An individual's actions are a direct result of how a person views and feels about him or herself. Self-image is developed throughout childhood. In our adolescence we learn what types of behavior will bring us rewards and what types of behavior will bring severe consequences. As we mature, we develop a feeling of our personal worth by the way others react to our accomplishments and to us directly.

As we develop a picture of ourselves within our mind's eye, we also develop a personal view of the world around us. We develop perceptions about events, people, places, and things. These perceptions determine whether we will be strong or weak, optimistic or pessimistic, trusting or suspicious, courageous or cowardly, etc. These perceptions also play a significant role in the development of our personality. Personality is the total of the emotional, mental, physical and social characteristics of a person and the process by which they are combined in one individual.

Individualism and Ego (independence, individuality, oneness, differences)

There are many noticeable differences in people: voice, physical appearance, habits, intelligence, emotional responses, attitudes, values and morals. Even within the same social segments we find variations in nature, capability, and mental disposition. People respond in different ways to anxiety, frustration, pressure, praise, stress, criticism and compliments. Supervisors must understand these differences and deal with them accordingly.

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Behavior

(manners, sociability, demeanor, etiquette, conduct)

People have reasons for behaving in certain ways or reacting to certain things. Sometimes they act differently toward the same reoccurring situation. No response or action is by sheer chance; responses or actions are triggered. Within people there are hot buttons that stimulate different types of behavior. It is important to understand that human behavior (mood swings, shifts, etc.) is caused by *something*. Sometimes we need to dig below the surface of a behavior to find the actual cause for it.

Hope and Desire

(needs, expectations, wants, requirements)

There are two types of human need—essential and substitute. Essential needs are inborn and include the need for food, water, rest and shelter. These are basic survival needs and not conditioned by experience. Substitute needs vary from person to person and come from experience. Substitute needs are also know as acquired needs.

Essential (inborn needs)

- | | | |
|----------------------------------|--|-----------------------------------|
| <input type="checkbox"/> Air | <input type="checkbox"/> Water | <input type="checkbox"/> Health |
| <input type="checkbox"/> Rest | <input type="checkbox"/> Temperature Control | <input type="checkbox"/> Survival |
| <input type="checkbox"/> Shelter | <input type="checkbox"/> Food | <input type="checkbox"/> Exercise |

Substitute (acquired needs)

- | | | |
|--|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Companionship | <input type="checkbox"/> Belonging | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Self-expression | <input type="checkbox"/> Security | <input type="checkbox"/> Love |
| <input type="checkbox"/> Respect | <input type="checkbox"/> Freedom | <input type="checkbox"/> Possessions |
| <input type="checkbox"/> Self-significance | <input type="checkbox"/> Safety | <input type="checkbox"/> Affection |

Characteristics of Highly Motivating and Productive Supervisors

Many research studies have been made to determine the characteristics of a highly motivating and productive supervisor. Findings tell us that:

- ❑ Motivating and productive supervisors spend most of their time actually supervising, compared to low producers who tend to spend most of their time doing manual and administrative work.
- ❑ Motivating and productive supervisors seek out and encourage creative ideas and innovative suggestions from their employees, compared to low producers who rely strictly on their own knowledge and experiences.
- ❑ Motivating and productive supervisors use an upbeat and inspirational approach when dealing with the staff, compared to low producers whose only focus is taking care of the bottom line.
- ❑ Motivating and productive supervisors control their temperament, attitude, and self-confidence, compared to low producers who function in a reactionary, temperamental, short-fuse mode.
- ❑ Motivating and productive supervisors tend to be people-oriented, compared to low producers who lean towards being productivity-oriented.
- ❑ Motivating and productive supervisors place a high level of importance on continually educating their staff and themselves, compared to low producers who tend to favor the status quo.

Which one of the above motivating and productive supervisor characteristics would you consider a personal strength? An area for improvement? Why?

STRENGTH _____

AREA OF IMPROVEMENT _____

Motivation: Moving Forward With Momentum

All workers desire some sort of recognition for their efforts. Even an “at-a-boy” given at the right time can lift the spirit of a worker to new heights. The following list consists of motivational techniques that can be used to create an employee-appreciated workplace.

- ❑ Take a moment to personally thank employees for doing a good job. If possible, do this face to face and publicly.
- ❑ Take time to meet with, and actively listen to, employees. Place this on your things-to-do list and calendar as a routine event.
- ❑ Provide honest and specific feedback about the performance of the employee, their department and the company. Do this on a regular basis and eliminate any negative surprises.
- ❑ Create a work environment that is respectful and trusting. Allow “out-side-of-the-box” creative thinking.
- ❑ Provide information to employees about how the company makes and loses money, new customer products and services being considered, and strategies for competing in the marketplace. Most importantly, how the employee fits into the overall plan.
- ❑ Recognize personal performance achievements. Reward fairly, adequately, quickly, and consistently.
- ❑ Establish systems that will help employees realize their own potential and value.
- ❑ Make time to celebrate all personal, team, and company milestones.
- ❑ Allow employees to adjust to the workplace culture while retaining their own cultural identity.

Reading the Signs

Signs of Motivation Among the Staff:

- ❑ High performance and results being consistently achieved by the majority.
- ❑ Energy, enthusiasm and determination to succeed.
- ❑ Cooperation among individuals and groups in overcoming challenges.
- ❑ Willingness to accept responsibility for personal actions.
- ❑ Willingness to accommodate necessary changes required within the company to move forward.
- ❑ Demonstration of self-confidence.
- ❑ Facing up to the need for behavioral changes.
- ❑ Reduction in work and customer complaints, safety and security problems, absenteeism and turnover.

Signs of De-motivation Among the Staff:

- ❑ Apathy and indifference to work.
- ❑ Insensitivity to production and service time schedules.
- ❑ Exaggeration of the difficulties encountered.
- ❑ Lack of individual and group co-operation in dealing with problems.
- ❑ Harsh resistance to change and or authority.
- ❑ Constant tardiness, absenteeism, turnover, waste, and theft.
- ❑ Preoccupation with self.
- ❑ Wavering in decision-making and commitment.

Activities, Actions and Attitudes that Hinder Motivation

A good supervisor realizes that she is responsible for the control of the work activities, conduct, attitude and motivation of her workers. She must, herself, conform to established policies, procedures and standards and be a living testimony of character in the workplace. Management must monitor its own behavior. The goal should always be to induce pride and high productivity among employees.

The following list of negative supervisory comments and actions will have a devastating affect on employee motivation. Be cautious!

- ☐ "Do what I say, not what I do."
- ☐ "Remember, it is my way or the highway."
- ☐ There is a basic distrust when dealing with anyone.
- ☐ "It has to be one of my employee's fault."
- ☐ "For the most part, people have no desire to work."
- ☐ "No one wants to climb the company ladder; most want the key to the executive elevator."
- ☐ There is a refusal to listen to job-related problems of employees.
- ☐ Passing the buck is an everyday occurrence.
- ☐ "I'm paid to do the thinking around here."
- ☐ "If I want something done right, I will just have to do it myself."
- ☐ Being reactionary without collecting all of the facts.
- ☐ "If I wanted your opinion, I would have asked for it."
- ☐ Derogatory remarks about other managers, the boss's boss or the company.

Have A Seat: Tell Me What You Think

The following exercise can be used during a one-on-one discussion or in a group setting to gather information about attitudes and beliefs regarding the manager/employee relationship. If used in a meeting environment, attempt to keep the group size to no more than 10. The discussion can improve management's motivational abilities by encouraging self-awareness and re-evaluation. This exercise may be duplicated and distributed to participants to fill out prior to attending the session (meeting time-saver). The session's participants can be made up of management, employees or a combination of both.

Determining Effectiveness in Motivating Employees

Respond to each statement below by checking the answer that best represents how you feel.

STATEMENT	AGREE	DISAGREE	REASON
People don't like to work and most are lazy.	<input type="checkbox"/>	<input type="checkbox"/>	
Workers are more inclined to place self-interest first and group-interest second.	<input type="checkbox"/>	<input type="checkbox"/>	
The most effective type of worker motivation is that which is external.	<input type="checkbox"/>	<input type="checkbox"/>	
Failing supervisors are usually aware of their shortcomings.	<input type="checkbox"/>	<input type="checkbox"/>	
Workers rarely exceed the expectations of their managers.	<input type="checkbox"/>	<input type="checkbox"/>	
When a supervisor becomes defensive, he or she demonstrates a weakness of leadership.	<input type="checkbox"/>	<input type="checkbox"/>	
General management is usually better than close or firm management.	<input type="checkbox"/>	<input type="checkbox"/>	
Authority is socially isolating.	<input type="checkbox"/>	<input type="checkbox"/>	

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Listening to a worker serves no purpose unless the supervisor agrees with what is being said.	<input type="checkbox"/>	<input type="checkbox"/>	
If a worker starts to complain about his or her job, the first thing the supervisor should do is to try to calm them down.	<input type="checkbox"/>	<input type="checkbox"/>	
We all have unconscious motivations.	<input type="checkbox"/>	<input type="checkbox"/>	
Acceptance by everyone of common objective minimizes workplace conflict.	<input type="checkbox"/>	<input type="checkbox"/>	
If workers are compensated well and have good working conditions, high productivity is guaranteed.	<input type="checkbox"/>	<input type="checkbox"/>	
It is critical for a supervisor to achieve beyond the limits of his or her authority.	<input type="checkbox"/>	<input type="checkbox"/>	
Self-preservation is the first law of nature and the key to supervisory success.	<input type="checkbox"/>	<input type="checkbox"/>	
Supervising leadership is an inner behavior that all people possess.	<input type="checkbox"/>	<input type="checkbox"/>	
If workers are happy, productivity will be high.	<input type="checkbox"/>	<input type="checkbox"/>	
If a supervisor wants to activate a change, he or she should lead the subordinates into thinking it was their idea.	<input type="checkbox"/>	<input type="checkbox"/>	
Workers are highly productive when they can identify with their work and the work community.	<input type="checkbox"/>	<input type="checkbox"/>	
The more supervisors believe in and trust their subordinates, the greater the work environment will be.	<input type="checkbox"/>	<input type="checkbox"/>	

Successful supervisors state and demonstrate clearly what they want done and then follow up to see that it is done.	<input type="checkbox"/>	<input type="checkbox"/>	
The most successful supervisors are productivity-oriented rather than people-oriented.	<input type="checkbox"/>	<input type="checkbox"/>	
Anxiety begets anxiety.	<input type="checkbox"/>	<input type="checkbox"/>	
Finding out how workers feel about their work is fairly simple.	<input type="checkbox"/>	<input type="checkbox"/>	
A good percentage of workers fail in their jobs because of the lack of skills, knowledge and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	
Job pride is an emotional experience for most workers.	<input type="checkbox"/>	<input type="checkbox"/>	
Control tends to create conflict among workers.	<input type="checkbox"/>	<input type="checkbox"/>	
Organizational conflict is most prevalent among peer groups.	<input type="checkbox"/>	<input type="checkbox"/>	
Most workers today want a dollar's worth of pay for fifty cents' worth of work.	<input type="checkbox"/>	<input type="checkbox"/>	
Familiarity breeds contempt.	<input type="checkbox"/>	<input type="checkbox"/>	

Trust: A Foundation Every Team Should Build Upon

In order for teams to become successful, there must be willingness between members to strive towards achieving a common outcome. The synergy that evolves among team members comes from trusting one another. Trust is the firm reliance on the integrity, ability, or character of a person.

The following statements reference elements that help create an atmosphere of trust among team participants.

- ☐ Clearly and consistently administered objectives and goals.
- ☐ A work environment that is productive.
- ☐ Open, honest, straightforward communications.
- ☐ Individuals with a strong sense of truth and value.
- ☐ An atmosphere that allows everyone to contribute.
- ☐ Increased awareness that will foster cooperation.
- ☐ Accepting others for who they are.
- ☐ Fair leadership.
- ☐ Management that is decisive in their choice of course.
- ☐ An environment that promotes loyalty.
- ☐ The sharing of common goals and personal expectations.
- ☐ Supervision that listens with sensitivity.
- ☐ Individuals who will take responsibility for their actions.
- ☐ Respecting the thoughts and opinions of others.
- ☐ Trusting the ability and strength of others.
- ☐ Team players who possess confidence in themselves.
- ☐ Supervision that will share authority.
- ☐ Management that will readily give credit where credit is due.

The Buck Passes Here...

Delegation at one time was seen as a management tool to pass on mundane, routine, valueless tasks to an unsuspecting employee. For some supervisors it became a great time-management tool for managing their own time and the time of others. But when it is properly exercised, delegation can be a valuable instrument in developing employees' knowledge, abilities and self-confidence.

Key Points For Effective Delegation

- ❑ Assignments should stretch employees just beyond their current capabilities; however, supervision must be prepared to provide guidance and training when necessary.
- ❑ Entrust employees with the completion of the entire assignment whenever it is possible. Allowing employees to see the fruits of their labor is both a morale and confidence builder.
- ❑ Provide employees access to any and all resources (people, information, technology) that may not be directly available to them to accomplish their assignment.
- ❑ When delegating a work assignment, also delegate the authority needed to successfully accomplish it.
- ❑ Allow employees the opportunity to “think out of the box” and complete jobs in their own way.
- ❑ Support an employee's role in defining, implementing and communicating progress on an assigned project.
- ❑ From time to time, increase the level of difficulty in delegated assignments.

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Measure Your Stress Level

In Holmes and Rahe's original work, 300 points is regarded as being in the "Danger Zone." Those individuals who fall into this category have about a 90-percent chance of having a major health problem as a result of their stress or their involvement with some sort of change. Individual differences, along with learned stress management strategies, can alter stress and change tolerances. Using stress-release techniques can benefit an individual and any team they are part of. Use your score as a guideline only to make yourself aware of the stress level you are encountering. If high, take steps to manage it.

Place a check mark (✓) in the box next to the life event(s) you have encountered over the past 12 months. Once completed, total the value of all life events checked and record your score on the next page.

Life Event	Value
<input type="checkbox"/> Death of spouse	101
<input type="checkbox"/> Divorce	73
<input type="checkbox"/> Marital separation	65
<input type="checkbox"/> Jail term	63
<input type="checkbox"/> Death of close family member	63
<input type="checkbox"/> Personal injury or illness	53
<input type="checkbox"/> Marriage	50
<input type="checkbox"/> Fired from job	47
<input type="checkbox"/> Marital reconciliation	45
<input type="checkbox"/> Retirement	45
<input type="checkbox"/> Change in health of family member	44
<input type="checkbox"/> Pregnancy	40
<input type="checkbox"/> Sexual difficulties	39
<input type="checkbox"/> Gain of new family member	39
<input type="checkbox"/> Business readjustment	39
<input type="checkbox"/> Change in financial state	38
<input type="checkbox"/> Death of a close friend	37
<input type="checkbox"/> Change to a different line of work	36
<input type="checkbox"/> Change in the # of arguments (spouse)	35
<input type="checkbox"/> Mortgage over \$100,000	31
<input type="checkbox"/> Foreclosure of mortgage or loan	30
<input type="checkbox"/> Change in responsibilities at work	29
<input type="checkbox"/> Son or daughter leaving home	29
<input type="checkbox"/> Trouble with in-laws	29
<input type="checkbox"/> Outstanding personal achievement	28
<input type="checkbox"/> Spouse begins or stops work	26
<input type="checkbox"/> Begin or end school	26
<input type="checkbox"/> Change in living conditions	25
<input type="checkbox"/> Revision of personal habits	24
<input type="checkbox"/> Trouble with boss	23
<input type="checkbox"/> Change in work hours or conditions	20
<input type="checkbox"/> Change in residence	20
<input type="checkbox"/> Change in schools	20
<input type="checkbox"/> Change in recreation	19
<input type="checkbox"/> Change in church activities	19
<input type="checkbox"/> Change in social activities	19
<input type="checkbox"/> Mortgage or loan of less than \$100,000	15
<input type="checkbox"/> Change in sleeping habits	15
<input type="checkbox"/> Change in eating habits	15

Total Score _____. Remember, the lower your score, the less stress you're having to deal with. Stress will never be totally eliminated from your life. Actually, some stress is good for you. The key is controlling what you *can* control at any given time.

**Before you catch on fire due to stress,
consider doing the following:**

- Work on changing your attitude.
- Don't sweat the small stuff.
- Find yourself a hideaway and spend time there.
- Seek out a friend to share frustrations with.
- Get on an exercise routine.
- Begin to eat healthy.
- Meditate and do deep-breathing exercises.
- Take each day at a time.
- Evaluate your situation to see if it's worth being stressed over.

Actions to Take When Facilitating a Team Discussion

- ❑ Make sure that all team participants have an opportunity to speak.
- ❑ Encourage non-participating team members to speak.
- ❑ Guide team toward a group consensus.
- ❑ Steer discussion so that it stays on course.
- ❑ Be cautious of promoting your personal opinion.
- ❑ Use a variety of questions to stimulate creative thinking.
- ❑ Establish a climate of listening and learning.
- ❑ Delegate authority to the team in order to get the require task done.
- ❑ Provide constructive, positive feedback on all contributions.
- ❑ Encourage the team to measure their progress against established objectives.
- ❑ Have team weigh consequences of their decisions.

The Use of Questions

When facilitating a team discussion, use one of the following types of questions to draw participants into conversation and to stimulate innovative and creative thinking:

- ***Common Question:*** Offered to the group and may be answered by any participant. “Who would like to make a suggestion on how to handle this problem?”
- ***Focused Question:*** Directed to a particular team member seeking a response from them. “Matt, you’ve worked this equipment before; what would you do?”
- ***Trace Question:*** A question based on a participant’s comment. “Janet, please tell us how you came to that conclusion.”
- ***Ricochet Question:*** A question that is asked by one participant and passed on to another. “Penny, how would you manage the situation that Kristian asked about?”
- ***Recoil Question:*** A question that is passed right back to the participant who asked it. “That’s a great question Kelli. How do you think you would handle that type of situation?”

Self-Directed Work Team Survey

Identifying Strengths and Areas of Improvement

Rank each of the following statements on a scale of 1 through 5. A 5 represents very strong agreement with this comment about you and your team. A 1 indicates a strong sense of disagreement about the statement when it is applied to your team or team members.

1. Time is spent clarifying what team members expect from their leader. 1 2 3 4 5
2. Team members often feel their team involvement is a waste of time. 1 2 3 4 5
3. Team members are quick to share thoughts and ideas. 1 2 3 4 5
4. Team meeting are positive and usually worth attending. 1 2 3 4 5
5. Priorities and competing deadlines are effectively reconciled on our teams. 1 2 3 4 5
6. Conflict between team members and between competing teams is infrequent. 1 2 3 4 5
7. The team's objectives are clear, connecting vision with team responsibility. 1 2 3 4 5
8. Leadership efforts are encouraged/recognized as valuable by the team leader. 1 2 3 4 5
9. The success of the team is clearly linked with the success of individuals. 1 2 3 4 5
10. Our team fits into the organizational plan and is perceived by most as appropriate.
1 2 3 4 5
11. Listening to the ideas and suggestions of others is a hallmark of our team meetings.
1 2 3 4 5
12. Team members relate to one another and to those outside their team structure. 1 2 3 4 5
13. Constructive relationships exist between our team and the other teams. 1 2 3 4 5
14. Meeting team goals and objectives is the norm. 1 2 3 4 5
15. The leader gives views quickly, before the team has had time to discuss issues.
1 2 3 4 5
16. The sense of belonging is great within this team. 1 2 3 4 5
17. "Clear the Air" sessions are possible and often an important agenda item. 1 2 3 4 5
18. There is a specific agenda and a strategic approach to every team meeting. 1 2 3 4 5
19. There are regular reviews of priorities and team member accomplishments. 1 2 3 4 5
20. Continual growth and team definition occurs as our team works to cooperate with other teams within our organization.
1 2 3 4 5

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21. The ability to slide by on the small things is allowable, but no one thinks of missing targets or impacting deadlines that could affect a project. 1 2 3 4 5
22. Feedback is accepted and the team leader is open to information about the quality of leadership. 1 2 3 4 5
23. Adequate time and energy are given by team members to meet the goals and expectations of the team. 1 2 3 4 5
24. Issues are dealt with immediately, without regard for organizational politics. 1 2 3 4 5
25. Preparation prior to team meetings is high. Team members come to meetings ready to act and not just talk. 1 2 3 4 5
26. Team members have a clear sense of why they are on a team and the relationship their roles have to team success. 1 2 3 4 5
27. The handing off of information between team members and other teams is smooth, with few mistakes or items falling between the cracks. 1 2 3 4 5
28. Challenge is built into the fabric of every team task, and people are stretched by a continuous improvement focus. 1 2 3 4 5
29. Ideas of the leader are accepted as one of many and open to challenge. 1 2 3 4 5
30. Cliques and factions are nonexistent within this team. 1 2 3 4 5
31. Team differences are worked through on a regular basis and not allowed to fester. 1 2 3 4 5
32. Team decisions and consensus strategies have been learned by team members, so team decisions are facilitated. 1 2 3 4 5
33. Team members could individually state their team mission and there would be at least 90-percent agreement when compiled. 1 2 3 4 5
34. There is a true sense of collaboration between teams, with team members feeling they are part of one big organizational team. 1 2 3 4 5
35. Little time is spent "spinning our wheels" as a team and most of our team commitments result in getting things done. 1 2 3 4 5
36. Decisions are made by the leader with little team input. 1 2 3 4 5
37. A strong sense of pride and identity surrounds this team. 1 2 3 4 5
38. There is a genuine sense of caring between team members. 1 2 3 4 5
39. Team conflicts and team problems rarely bog our team down for long, because team members have a safe environment for processing conflict. 1 2 3 4 5

40. Work rarely is left to fall through the cracks because team members have a clear sense of responsibility. 1 2 3 4 5
41. The opinion held by individuals within our organization about our teams is positive. 1 2 3 4 5
42. Outer appearances are usually a reflection of what's happening and not intended to simply make an impression on others. 1 2 3 4 5
43. Our leadership style is flexible. Changes are made based on team/customer demand. 1 2 3 4 5
44. Team members are ready and willing to bail out a team member who is having difficulty meeting team expectations. 1 2 3 4 5
45. Energy, excitement and enthusiasm typify team meetings and team tasks. Team members look for opportunities together. 1 2 3 4 5
46. There is a clear sense of direction and action to be taken after each team meeting. 1 2 3 4 5
47. I would rate my team's collaboration level as high. 1 2 3 4 5
48. There is adequate social and relationship-building time with team members to ensure team bonding. 1 2 3 4 5
49. Excellence and a sense of quality are the continual focus of this team. 1 2 3 4 5
50. The team gets adequate recognition at senior levels within my organization. 1 2 3 4 5
51. Team goals are clearly supported and verbalized as an important aspect of each team member's involvement. 1 2 3 4 5
52. The levels of trust and respect are high within our team. 1 2 3 4 5
53. Loose ends are tied up and people feel a sense of closure once a team meeting has ended. 1 2 3 4 5
54. The relationship between organizational quality and this team is clearly understood. 1 2 3 4 5
55. Team members have a sense of effectiveness because they know they have team member support and organizational cooperation. 1 2 3 4 5
56. We have team involvement and team success built into the performance review of every team member. 1 2 3 4 5

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Self-Directed Work Team Survey Scoring Sheet

Now that you have completed ranking the self-directed work team survey questions, transfer the rating for each question to this scoring sheet. If you gave question #1 a rating of 3, place the number 3 in the #1 box below. Complete this exercise for all 56 survey questions.

Once you have transferred all answers to this scoring sheet, add all columns from top to bottom and place that column total in the box at the bottom of the column. Example: Column one is made up of questions 1-8-15-22-29-36-43-50. If the score added up to 42 in column one, it would represent your strength in self-directed work team leadership. The higher the score you have in a team skill category (team commitment, team environment, team conflict, etc.), the greater your personal strength in dealing with that category. Top score for any single category is 40 points. To see how you rate across the board in working with, and in, self-directed work teams, add all bottom total category scores together (from left to right and divide the answer by 280 (total number of points that could be given if all answers were rated a 5).

Say that your overall scoring was 242 points. Divide 242 by 280 and hit your calculator's % key. Your success rating dealing with self-directed work teams would be 86.43%. Not bad. The higher the rating, the more success it represents. The lower the rating, the more work needs to be put toward correcting weak areas. An area of improvement would be any column that has a score of 28 or less.

1. ____	2. ____	3. ____	4. ____	5. ____	6. ____	7. ____
8. ____	9. ____	10. ____	11. ____	12. ____	13. ____	14. ____
15. ____	16. ____	17. ____	18. ____	19. ____	20. ____	21. ____
22. ____	23. ____	24. ____	25. ____	26. ____	27. ____	28. ____
29. ____	30. ____	31. ____	32. ____	33. ____	34. ____	35. ____
36. ____	37. ____	38. ____	39. ____	40. ____	41. ____	42. ____
43. ____	44. ____	45. ____	46. ____	47. ____	48. ____	49. ____
50. ____	51. ____	52. ____	53. ____	54. ____	55. ____	56. ____
Total ____	Total ____	Total ____	Total ____	Total ____	Total ____	Total ____
Leadership	Team Commitment	Team Environment	Team Meetings	Team Problems	Team Conflict	Action Oriented

Self-Directed Work Team Performance Worksheet

<i>Self-Directed Work Team Skill Set</i>	<i>STRENGTH Check (✓) if column score 30+</i>	<i>AREA(S) THAT NEED IMPROVEMENT What strategies and/or resources can be used to help strengthen this skill area? (Score below 30)</i>
<i>Leadership</i>	<input type="checkbox"/>	
<i>Team Commitment</i>	<input type="checkbox"/>	
<i>Team Environment</i>	<input type="checkbox"/>	
<i>Team Meetings</i>	<input type="checkbox"/>	
<i>Team Problems</i>	<input type="checkbox"/>	
<i>Team Conflict</i>	<input type="checkbox"/>	
<i>Action-Oriented</i>	<input type="checkbox"/>	

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SMART Management Worksheet

SMART Management Workbook

Balancing and Managing Teams

This worksheet will help you explore and record the parameters of dealing with teams and aid you in identifying options for what steps to take in managing them. List ideas, strategies, plans and tactics in detail.

Date:

Greatest team challenge that you are facing? *(Rework until you can articulate the challenge precisely.)*

What is the worst that could happen as a result of this challenge? *(What is at stake? Who will be involved? What are the possible consequences? Short term/Long term?)*

What possible good could happen as a result of this challenge? *(Are there constructive aspects? Who and what will benefit the most?)*

Individual(s) and Department (s) whose expertise/help will be required:

Options For Resolving Challenge

Strategy to Implement Option

A

A

B

B

C

C

Future Steps to Help Eliminate this Challenge from Happening Again

A

B

C

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SMART Management Worksheet

Balancing and Managing Stress

This worksheet will help you explore and record the parameters of dealing with stress and aid you in identifying options for what steps to take in managing it. List ideas, strategies, plans and tactics in detail.

Date:

Identify situation/obstacle creating the stress? *(Rework until you can articulate the challenge precisely.)*

What is the worst that could happen as a result of this stress challenge? *(What is at stake? Who will be involved? What are the possible consequences? Short term/Long term?)*

What possible good could happen as a result of this stress challenge? *(Are there constructive aspects? Who and what will benefit the most?)*

Individual(s) and Department (s) whose expertise/help will be required:

Options For Resolving Stress Challenge

Strategy to Implement Option

A

A

B

B

C

C

Future Steps to Help Eliminate this type of Challenge from Happening Again

A

B

C

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SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Workbook

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Team Management Quiz

- 2) Team is defined as:
 - a) A group of people who work independently of one another.
 - b) A group of individuals who are dependent upon one another.
 - c) A group of workers whose main goal is to increase bottom line results at any cost.
- 3) Which of the following is not a characteristic of a highly motivated supervisor:
 - a) Using an upbeat and inspirational approach when dealing with the staff.
 - b) Placing a high level of importance on the continual educating of their staff.
 - c) Discourages creative ideas and innovative suggestions from their employees.
- 4) Which of the following points can be a valuable instrument in developing employees' knowledge, abilities and self-confidence:
 - a) Trust employees with the completion of the entire assignment whenever it is possible.
 - b) Assignments should stretch employees far beyond their current capabilities in order for them to grow.
 - c) Allow employees to "think inside the box" and complete the job in their own way.
- 5) Which of the following should be identified as a sign of de-motivation among the staff:
 - a) Demonstration of self-confidence.
 - b) Challenging necessary change.
 - c) Resistance to change.
- 6) The following statements reference elements that help create an atmosphere of trust among team participants. Which one does not apply:
 - a) Respecting the thoughts and opinions of others that are like yours.
 - b) Supervision that listens with sensitivity.
 - c) Team players that possess confidence in themselves.
- 7) A key point for effective delegation is that when delegating a work assignment, be sure to delegate the authority needed to successfully accomplish it.
 - a) True
 - b) False
- 8) There are several things that can be done to control stress. You can work on changing your attitude, join a fitness center, and meditate.
 - a) True
 - b) False
- 9) When conflict erupts between individuals or groups, the end results is always negative.
 - a) True
 - b) False
- 10) A team's objective has to be clearly defined, accepted and understood to be beneficial in order for it to have purpose.
 - a) True
 - b) False
- 11) In building a solid team foundation each team member must have the ability to engage in open dialog and focus on outcomes.
 - a) True
 - b) False

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SMART Team Management Quiz Answers

1. B
2. C
3. A
4. C
5. A
6. True
7. True
8. False
9. True
10. True

Marc Clark, Ph.D.

Part III

SMART Conflict Management

Introduction

It's going to be another perfect day. Every person who walks through your doors is going to be polite, courteous, wholesome, and a joy to work with. Well, we can all dream can't we? The reality is—the more contact we have with people, the greater chance we have of being confronted by someone who is having a bad day. And, as fate would have it, their bad day becomes *our* bad day. But that's OK. As service professionals we should be jumping at the chance to tackle these types of situations head on, even if it means we have to go an extra mile. Winning customers over is what we should do best.

This section is filled with ideas and strategies to assist those who deal with an unhappy and difficult customer from time to time. Some confrontations might come through phone calls, while others will be face-to-face. How they come does not really matter; how they are handled and resolved does.

Anger is only one letter short of danger.

Conflict: Who Needs It?

Conflict can challenge nearly anyone to change things for the better. However, if not managed carefully, conflict can quickly mushroom into a problem for even the best supervisors and managers. Management must be able to recognize the difference between an atmosphere of healthy challenges and one that undermines the efficiency of the organization. Conflict can erupt between individuals or groups. Not all conflict creates a negative impact.

Ways That Conflict Can Affect an Organization

Positive Impact

- ❑ Enhances personal growth, stretching one to new levels of understanding..
- ❑ Encourages a bond between involved parties when conflict is successfully resolved.
- ❑ Assists in building team unity, identity, and harmony.
- ❑ Requires individuals to reassess their attitudes, behaviors, expectations and goals.
- ❑ Strengthens team/group cohesion.
- ❑ Cultivates the need for making choices and selecting alternatives.
- ❑ Forces people to search for new information and be creative in their thinking.

Negative Impact

- ❑ Produces poor workers and work quality.
- ❑ Raises the level of work-related stress leading to accidents, absenteeism, and turnover.
- ❑ Diminishes customer/guest satisfaction ratings.
- ❑ Causes personal/organizational goals and objectives to be missed.
- ❑ Creates a lack of job satisfaction along with employee morale and self-esteem.

Four-Step Game Plan for Resolving Conflict

There is really no way to avoid conflict. Sooner or later everyone is confronted with having to deal with some sort of obstacle. However, there are strategies that can be used to help end conflict when it does show itself.

❑ ***Don't hesitate. Step up to the situation.***

Contain the problem: The best defense is an aggressive offense. You want to give all concerned the impression that you are a take-action supervisor/manager. The key is showing employees/customers that you are sincerely concerned about the conflict situation and the employees' personal well-being.

❑ ***Meet independently with those involved.***

Move the discussion away from any congested area. Be prepared to take notes and listen. Give each party the opportunity to express themselves and watch their emotions. Empathize with them. Attempt to look at things from their perspective. Ask for any clarification on anything that you do not understand. Get an agreement that your interpretation of the conflict is accurate. Express concern. Discuss alternatives. Your goal is to create a winning situation across the board.

❑ ***Work toward an acceptable agreement for all involved.***

Allow time for each party involved in the conflict to share their point of view. Summarize the problem. Work hard to control any emotional outbreaks. Have parties agree on conflict causes. Ask parties for their recommended solutions to the problems at hand. Brainstorm if necessary. Have parties agree on corrective solutions and state what they will do to aid in correcting the problem.

Follow up to ensure that the conflict is resolved.

Contact each party within a short time period to see if they are satisfied with the results of the conflict resolution. If a problem has occurred, take immediate corrective action. Monitor until conflict situation is corrected.

How Good Are You at Pacifying Difficult Customers?

Answer the following 20 questions to evaluate your personal skills in calming customers who are unhappy and difficult.

Scoring: 5 = Always, 4 = Most Times, 3 = Sometime, 2 = Seldom, 1 = Never

- | | |
|---|-----------|
| 1. I am confident that I will succeed in winning over the customer. | 5 4 3 2 1 |
| 2. I have strong eye-to-contact. | 5 4 3 2 1 |
| 3. I control my emotions, even in the heat of the moment. | 5 4 3 2 1 |
| 4. I try to see the situation from the customer's viewpoint. | 5 4 3 2 1 |
| 5. I never attack the customer's personal character. | 5 4 3 2 1 |
| 6. I take notes of the conversation after asking permission. | 5 4 3 2 1 |
| 7. I allow the customer to vent frustration without taking anything personally. | 5 4 3 2 1 |
| 8. I do not allow outside influences to distract me while listening to the customer. | 5 4 3 2 1 |
| 9. I try to use language that will be calming to the customer's ear. | 5 4 3 2 1 |
| 10. I express myself through positive facial expressions. | 5 4 3 2 1 |
| 11. I remain open-minded to what I am hearing. | 5 4 3 2 1 |
| 12. I listen to the message and don't evaluate the messenger. | 5 4 3 2 1 |
| 13. I show them that I am interested in what they have to say because it's important. | 5 4 3 2 1 |
| 14. I do not become angry when wrongly accused of something. | 5 4 3 2 1 |
| 15. I know when to remain silent. | 5 4 3 2 1 |
| 16. I respond only after I have thought through the options. | 5 4 3 2 1 |
| 17. I avoid putting blame on anyone until I gather all facts. | 5 4 3 2 1 |
| 18. I know when to seek additional support to resolve a problem. | 5 4 3 2 1 |
| 19. I do not jump to conclusions. | 5 4 3 2 1 |
| 20. I evaluate my actions after the situation has been resolved. | 5 4 3 2 1 |

YOUR SCORE _____

How Good Are You at Pacifying Difficult Customers!

81-100	Exceptional	You deal with negative situations in a very professional manner.
61-80	Favorable	You're able to read people well and respond to their needs. Good skills.
41-60	Acceptable	You need to begin working on skill improvement today.
21-40	Be careful	Seek a mentor for instruction and guidance in dealing with situations.
01-20	Oh No!	Purchase a boxing helmet, mouthpiece and gloves as soon as possible!

Call 800-HELPPYA

Do you believe that good customer service is just a matter of knowing how to handle disgruntled customers and their complaints? Well buckle up—it's time to drain the swamp instead of constantly fighting alligators.

Businesses are pouring tens of millions of dollars into making sure their customers have a chance to voice their complaints. The problem is, many of these businesses never make strategic use of the information they receive. Without resolution, customer complaints are no more than hot air rising. A company that focuses solely on complaint handling may win a few battles, but it will lose the war to keep customers satisfied and coming back.

Any well managed business will see customer complaints as an educational opportunity. Managers will ask themselves, “What lessons can we extract from this complaint that will aid in improving our service level in the future?” They also welcome complaints as opportunities to impress customers by going the extra miles necessary to resolve situations to their customers’ satisfaction.

Customers Become Frustrated and Upset Because...

- ☐ They have been spoken to in a disrespectful or condescending manner.
- ☐ They feel that they are being given the run around or short end of the stick.
- ☐ The service person shows no interest in the problem situation.
- ☐ They have been transferred to three or four other people without getting results.
- ☐ They have spent fifteen minutes on a phone menu recording without speaking to a real live person.
- ☐ The promises that have been made to them earlier have been altered or broken.
- ☐ They have been told one thing by one staff employee and something else by another.
- ☐ There's a feeling of discrimination and prejudice against them.
- ☐ Their honesty and/or integrity have been questioned.
- ☐ The person that they are dealing with does not have the authorization to make a service decision.
- ☐ In the exchange there will be a loss of money, time, resources and relationships.
- ☐ They just plan mentally, physically, and emotionally exhausted.
- ☐ They have traveled this road before and are anticipating the final outcome.

Vanishing Into Thin Air

There are a number of reasons customers stop frequenting business establishments and begin going elsewhere: There are those who relocate out of the area. Some desire a service or product change. Competitors hook a few. But studies have shown that the number-one reason customers stop visiting and purchasing from a particular business is because someone at that business displayed an indifferent, rude, discourteous, surley, uncaring attitude toward them and their needs.

As a rule, people like to build relationships with area businesses that will cater to their wants and expectations and have quick, polite and courteous responses to their complaints. Is there such a thing as a “cost to customer dissatisfaction”? Absolutely.

Be Glad They Complained!

**According to statistics collected and compiled by the
White House Office of Consumer Affairs (T.A.R.P.):**

- ❑ 96 % of unhappy customers NEVER COMPLAIN.
- ❑ 91% of those who do not complain will NEVER BUY AGAIN, from the business that offended them.
- ❑ The average unhappy customer will remember the incident or bad experience for twenty-three and a half years.
- ❑ The average happy customer will talk about the pleasant experience for approximately 18 months (one and a half years).
- ❑ The average unhappy customer will share the negative story with at least 9 other people.
- ❑ 13% will tell more than 20 people of their experience.
- ❑ Most people refer to themselves as “surviving” the situation.

Customer Problems Are Opportunities

Customers who have a problem or complaint resolved are more likely to return to your place of business than customers who have had an uneventful experience. When you go above and beyond the call of duty, it creates positive word of mouth among your customers.

Take a Look Within

It is important that we have a handle on, and awareness of, our own personalities, our own possible reactions, and our limitations and abilities to assist someone who is upset.

Self-awareness and self-knowledge are very important tools, which are useful in any type of interpersonal communication. They are the prerequisites to maintaining control of situations that require both tact and diplomacy. Used properly, both of these tools lead to self-confidence.

An associate who is knowledgeable about his job and himself, is able to maintain a level of confidence and professionalism even in stressful situations. It is this consistent self-confidence that enables the maintenance of calm and composure in handling complaints or any type of conflict.

A customer complaint or problem is actually an opportunity to secure business in the future. There are a number of easy-to-follow rules for handling an upset customer.

- ❑ **Listen.** As the customer explains the problem, give the customer your complete attention and let them vent if they're angry. Listen to the entire complaint. Keep in mind that it is not you they are angry with, but the situation. Do not interrupt or jump to conclusions. Be careful not to wear your heart on your sleeve. Stay calm and professional.
- ❑ **Accept Feelings.** Be willing to accept the other person's feelings. Don't oppose them or try to defend your business or yourself.
- ❑ **Clarify the Situation.** Identify the root of the problem. (Focus on fire, not smoke.)
- ❑ **Take Ownership.** Remember, the customer's problem is your problem until it is resolved. After listening to the concern, acknowledge that there *is* a concern. This helps disarm some anger because you are in agreement with your customer's feelings.
- ❑ **Apologize.** Even if it isn't your fault, let the customer know that you understand how they feel. "I'm sorry" can go a long way in helping resolve a tense situation.

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- ❑ ***Empathize .*** Take a moment to “see” the situation through the customer’s eyes. How would you feel if your places were reversed?
- ❑ ***Don't Blame.*** There’s no need to search for someone to blame. Don't speculate on how the problem arose in the first place. What is important—Priority #1—is “What can be done to correct the situation?”
- ❑ ***Find Solutions.*** Offer several solutions to the problem and give the customer a choice of choosing the one that will give them the greatest satisfaction.
- ❑ ***Take Action.*** Move quickly. If you are authorized to handle the problem, take care of it without delay. Make sure that the customer is truly satisfied with the final outcome. Simply ask, “Is there anything else I can do for you?” Then say, “We do appreciate your bring this to our attention and we look forward to seeing you again.”
- ❑ ***Seek a Higher Power.*** If you cannot handle the situation, seek out the appropriate person who can. This is nothing to be ashamed of. Customers want action. Do not let the customer leave without some kind of satisfaction.
- ❑ ***Radiate Enthusiasm.*** Always be upbeat, cheerful and helpful. Look at it this way: An upset customer’s complaint is an opportunity to build goodwill for both your place of business and yourself. If you can satisfy an unsatisfied customer, you have accomplished a lot. You must be at your best in these types of situations.
- ❑ ***Follow Up.*** You not only want to solve this situation this time, but you also want to work toward preventing it from happening again. Report the situation to your supervisor and discuss solutions with your co-workers. An ounce of prevention is truly worth a pound of cure!

Close Encounters of the Irate Kind

Describe a situation with an upset customer, which you had to handle recently.

What was the customer upset about? What caused him or her to be angry?

How did the customer act while venting his or her anger?

How did you mentally prepare yourself to deal with this situation?

Was the upset customer satisfied with the final outcome of your meeting? Why or why not?

What might you have done differently? What decisions would you not change?

It's No Secret ...Remain Professional

Some things are much easier said than done. For instance, “Love your neighbor and do good to those who abuse you” or “Give, hoping for nothing in return.” The key for resolving most problem situations is having the ability to separate personal emotions and feelings from the task at hand. Hence, we are challenged to remain professional.

Our self-esteem and attitude also play a critical role in our professionalism. How we perceive ourselves is exactly how others perceive us. If we feel we have a positive image, we will project that. If the image we carry in our minds eye is negative, our actions will reflect that. Our self-esteem defines who we are.

Attitude is also important. Projecting a positive attitude toward all those with whom we come in contact assists us greatly in providing service with pride. There is real truth in the old saying, “What goes round, comes around.” The attitude you send out is the attitude you get back.

What is your definition of a professional?

On a scale of 1-10, how would you evaluate your self-esteem? Why?

How do you build self-esteem in others?

What types of situations impact your attitude?

Keeping Things in Order

We all have “bad hair” days. And those are the days we either say something we regret, or make a choice we wish we could erase, or take an action that comes back to haunt us. Been there? Done that? We all have, so don't feel alone.

We must get a grip on our personal actions. If we don't, this inappropriate behavior will no doubt become our Waterloo and have a devastating effect on our professional lives.

So how do we remain professional when dealing with upset customers or tough situations?

- ❑ Always take time to look at an issue from all points of view.
- ❑ Try to distinguish a customer who is being unreasonable from one who has a real dilemma.
- ❑ Be careful not to allow personal emotions and involvement influence a business decision.
- ❑ Use common sense and emotional control in dealing with unreasonable customers.
- ❑ Develop a frame of mind that sees negative situations as positive opportunities, one that sees harsh ordeals as educational challenges.
- ❑ Offer your opinion and not your advice.
- ❑ Never make a significant decision without first gathering all the necessary and relevant facts.
- ❑ Please as much as your can, but remember you cannot please everyone all of the time.
- ❑ Identify the true impasse to the problem: The customer, the situation, or self.
- ❑ Do not compromise principles by caving in to unreasonable demands.
- ❑ Remain a person of high moral character, integrity, and commitment.

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First and Lasting Impressions

What type of image do you present of yourself to others? Is it fresh? Knowledgeable? Enthusiastic? Capable? Professional? How you personally present yourself (appearance, ability to communicate, personal and professional habits) truly makes a difference in the way people see, treat, and respect you during an encounter.

Look at the following personal image areas and see which will have a positive or negative influence on those with whom you come in contact. Circle the marks that best represent you.

	True	Needs My Attention
1. My clothing is always neat, clean, and pressed.	↑	↑
2. My hair is neatly combed, washed and well kept.	↑	↑
3. My fingernails are of appropriate length and clean. (If wearing polish, it is not chipped; color is acceptable)	↑	↑
4. My facial hairs (men—moustache/beards) are neatly trimmed. (Shaved daily if required; nose hairs trimmed)	↑	↑
5. My makeup is applied appropriately (men—cologne/aftershave).	↑	↑
6. My teeth are brushed daily and breath is fresh.	↑	↑
7. My jewelry is tasteful and I wear the appropriate amount.	↑	↑
8. My nylons/stockings are run free (men—socks changed daily).	↑	↑
9. My shoes are in good repair and polished (appropriate for work).	↑	↑
10. My language is appropriate (no cursing).	↑	↑
11. My body posture and gestures project confidence.	↑	↑
12. My facial expressions communicate friendliness.	↑	↑
13. My voice has good inflection, tone quality, and projection.	↑	↑
14. My eye contact is strong but not overbearing.	↑	↑
15. My smile is natural and projects sincerity.	↑	↑
16. My attitude is positive.	↑	↑

For those areas checked marked *Needs My Attention*, take steps to correct immediately.

“It is never too late to be what you might have been.”
George Eliot

Oh No ... It's Him on the Line ... Again!

There will come a day when you will pick up a ringing telephone and have an unhappy customer (from you know where) at the other end of the line. They're looking for results and you're the person expected to get them. So what do you do? First take a deep breath. Then follow the tips below for improving your telephone skills when dealing with this type of situation.

- ❑ First, prior to answering the phone, place a smile on your face and a positive thought in your mind. People can sense this at the other end of the line. Also, have writing materials within reach. And ... spit that gum out!
- ❑ Answer the phone within three rings. (Try by two rings and catch the caller off guard.)
- ❑ Speak clearly and with a pleasant voice. Introduce yourself and your company's name. Greet in a welcoming manner, "Good afternoon and thank you for calling (company's name). This is Jody. How may I assist you?"
- ❑ Give the caller your complete attention. Do not attempt to do other things while on the phone (hold a second conversation with someone in front of you, file folders, straighten your work area, etc.).
- ❑ When complaint is heard, acknowledge it and apologize for the situation. Ask if you may take notes. If permission is given, write down the caller's name, contact numbers, time/date of call, and high points of the situation. Include your name as note taker.
- ❑ State to the customer that you want to help to resolve the problem.
- ❑ Ask open-ended questions to gather facts and information. Open-ended questions are questions that a person cannot answer with a simple Yes or No.
- ❑ Repeat the customer's concern to make sure that they know that you understand what they have shared with you.
- ❑ Explain what can be done to correct the problem, or ask what they would like to have happen. Work toward a mutual agreement.
- ❑ If demands are too steep, ask for permission to place the customer on hold and seek assistance from your supervisor. Inform the customer of what you are doing and that you should be back to them in a minute or two. Make the supervisor aware of the situation and introduce him or her to the customer at the other end of the line.

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- ❑ Share with the customer the actions that will be taken to correct the problem.
- ❑ End the conversation by thanking the customer for his or her call and letting them know that they are valued and appreciated.

Four Steps for Resolving Three-Party Problems

Unfortunately, there is no way to prevent problems. However, there are some techniques you can use to resolve problems when they do arise.

STEP #1: Respond Immediately

Advantages of a quick response when dealing with a problem situation:

- ☐ Keeps a problem from becoming uncontrollable and getting out of hand.
- ☐ Shows those involved that you are concerned for both the individual(s) and the problem situation.
- ☐ Demonstrates management awareness and hands-on attitude.
- ☐ Identifies the situation as a top priority.
- ☐ Aids in controlling the emotions of all who are involved.

Can you give an example of a problem situation that should have been responded to immediately but wasn't? What was the outcome and how did it impact those involved?

Can you give an example of a problem situation that was responded to immediately and appropriately? What was the outcome of this action and how did it impact those involved?

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STEP #2 *Meet With Those Involved (Separately)*

When meeting with one of the parties involved, use the following checklist:

- ☐ Ask for an explanation of the problem. You want to deal with the fire, not the smoke; the problem not a symptom. You want to see the situation through their eyes.
- ☐ Give the individual the opportunity to express his or her emotions. Read them carefully. When possible, work toward diffusing hot emotions.
 - Do not interrupt when listening to an explanation of the problem (unless it gets out of hand) for there must be respect given by all parties involved.
 - Be sure to use non-critical and/or personal statements such as, "I see," "I think," "I feel."
 - Avoid using words, comments or statements that sound accusing and critical such as: "They believe ..." or "You're constantly ..."
 - Be mindful of your own emotional thermometer.
- ☐ Read between the lines. Actively listen and take notes (Ask if this is ok). Sometimes people are less than totally truthful in these types of situations.
- ☐ Paraphrase what you have heard. Restate the problem in objective and unemotional terms. This ensures the party that you have a clear understanding of the problem.
- ☐ Secure an agreement that your interpretation of the problem is correct.
- ☐ Seek out possible root causes of the problem.
- ☐ Show sincere concern and express the belief that the problem can be solved to the satisfaction of everyone involved.
- ☐ Inform the party that both of you will meet jointly with all others involved to agree upon a satisfactory solution.

STEP #3 *Meet With Those Involved (Jointly) to Agree Upon a Solution*

When working toward a mutual agreement, use the following checklist:

- ❑ Express sincere concern about the situation and also exhibit faith that the problem can be solved in a positive fashion.
- ❑ Ask each party to share their point of view.
- ❑ Ask each party to restate the other party's view (for clarification).
- ❑ Summarize the problem using the notes from individual meetings (if any were taken).
- ❑ Keep all emotions under control (watch for body language messages).
- ❑ Identify possible causes for the problem and settle on a common cause.
- ❑ Ask parties to recommend possible solutions. (Have several of your own ready to share if necessary.)
- ❑ Have parties agree upon a solution that is satisfactory to both.

STEP #4 Follow Up on the Problem

- ❑ Check back within a specified timeframe to see if the solution has worked.

Why is it important to follow-up on a problems solution?

What could be a consequence if you don't?

“Every problem contains the seeds of its own solution.”
Stanley Arnold

Resolving Problems between a Co-worker and Yourself

Use the following checklist to assist you when dealing with problems.

When problem arises:

- ☐ Acknowledge it.
- ☐ Approach co-worker professionally about dealing with it.
- ☐ Identify a specific time to meet.
- ☐ Identify neutral locations to hold the discussion.

Prior to the meeting:

- ☐ Jot down notes regarding your view of the problem (be specific and manage emotions).
- ☐ Make a list of possible solutions.
- ☐ Think positive about the individual with whom you will be meeting.
- ☐ Ask other party to prepare for the meeting in the same fashion (steps mentioned above).

During the meeting:

- ☐ Identify what you want to accomplish with the meeting and define a common goal.
- ☐ Lay out ground rules:
 - No assignment of blame
 - Control of emotions
 - Avoid being condescending
 - Do not get personal
 - No abusive language
 - Stay on track
 - Deal with the facts
- ☐ Verbally describe your view of the problem and have other party do the same. Then paraphrase to ensure understanding (from the other person's point of view.)
- ☐ Settle on common cause. Deal with the heart of the problem, not one of the symptoms.
- ☐ Review recommended solutions (both sides).
- ☐ Work toward a winning situation for both parties.
- ☐ Part on a positive note.

Follow-up and re-assess.

- ☐ Verify that the solution chosen is working, and work toward building a relationship with the co-worker.

Resolving Problems between the Boss and Yourself

Use the following checklist to assist you when dealing with problems.

When problem arises:

- ☐ Acknowledge that there is a problem. Most problems with a boss are resolved by accommodation.
- ☐ Take notes on the problem—what you see, not what you feel. Use objective terms and give concrete examples. Make notes as to how the problem is affecting the work place and workers.
- ☐ Identify possible solutions in dealing with the problem.
- ☐ Contact boss about the problem and set up discussion time.

During the meeting:

- ☐ Inform boss of the problem. Use disarming tactic to reveal the problem: “Boss, I need your help in dealing with a situation.”
- ☐ Acknowledge the boss’s position of authority in dealing with the problem.
- ☐ State the problem objectively.
- ☐ Be mindful of a threatening response. Example: “Are you suggesting that I might be the problem?”
- ☐ Ask boss for possible recommendations and solution options in dealing with the problem.
- ☐ Work toward a winning situation for both parties.
- ☐ Thank the boss for his or her time, courtesy, and assistance with the matter.

After the meeting:

- ☐ Follow up. Tell the boss how the solution is working.

TIPS TO PONDER:

- Do not take the problem personally.
- Empathize by putting yourself in your boss’s shoes.
- Be an active listener to his or her responses.
- Be open-minded.
- Control inner emotions and stay calm.
- Don't attempt to change the subject.
- Don't interrupt; you will get a chance to speak.
- Maintain personal integrity.

Giving Constructive, Not Destructive, Criticism

There will come a time and a situation where giving constructive criticism to another is warranted. One must handle such an event delicately. The purpose of criticizing is not to lower a person's morale or self-esteem but to concentrate on developing the individual.

Always criticize actions and behaviors, not people. Evade comments such as "You have... You are... You've done..." Avoid making criticism personal. Concentrate on turning the discussion into a winning situation for all parties involved. Anticipate a rebuttal and be prepared to discuss. Always provide specific examples for the behavior or actions that are being criticized. Be firm and to the point. Seek comments from the individual regarding how he or she can change things to improve the situation. Compliment their thinking as much as possible.

When giving criticism:

- ☐ Control your tone of voice and be mindful of your facial expressions and body language. Actions do speak louder than words.
- ☐ Set the tone of the discussion by establishing a positive atmosphere. Example: Begin with an opening phrase such as, "You're a good worker; however, let me show you how you can achieve a higher performance rating by changing some work behaviors."
- ☐ Think of the words you are going to use when criticizing. How would you feel if someone said them to you?
- ☐ Practice what you are going to say before you actually say it. Let the flow be natural and honest.
- ☐ Keep your emotions and anger under check. There is no need to ever go off "half-cocked."
- ☐ Never criticize in public, but always praise in public.
- ☐ Find a neutral location that is not intimidating.
- ☐ Speak in specific terms.
- ☐ Never address an individual in a condescending manner.
- ☐ Always leave ample physical space between you and the individual.
- ☐ Avoid touching an individual during conversation.
- ☐ Provide a "cooling off" period if needed.

Handling Problems: What's Your Style?

What is your management style in dealing with problems? Use the following scale to indicate your agreement or disagreement with each of the following statements.

- 5 Highly Agree**
4 Agree,
3 Neither Agree nor Disagree
2 Disagree
1 Highly Disagree

- | | | | | | |
|---|---|---|---|---|---|
| 1. It is my way or the highway. | 1 | 2 | 3 | 4 | 5 |
| 2. You scratch my back and I'll scratch yours. | 1 | 2 | 3 | 4 | 5 |
| 3. Two heads are always better than one. | 1 | 2 | 3 | 4 | 5 |
| 4. If someone hits your cheek, offer the other also. | 1 | 2 | 3 | 4 | 5 |
| 5. Accentuate the positive. | 1 | 2 | 3 | 4 | 5 |
| 6. It is always best to meet halfway. | 1 | 2 | 3 | 4 | 5 |
| 7. Sit down, and don't rock the boat. | 1 | 2 | 3 | 4 | 5 |
| 8. Power makes it right. | 1 | 2 | 3 | 4 | 5 |
| 9. Let's take time to reason together. | 1 | 2 | 3 | 4 | 5 |
| 10. If you cannot say anything nice, don't say anything at all. | 1 | 2 | 3 | 4 | 5 |
| 11. Half a glass is better than none. | 1 | 2 | 3 | 4 | 5 |
| 12. Leave well enough alone. | 1 | 2 | 3 | 4 | 5 |
| 13. Together, you and I can work through this. | 1 | 2 | 3 | 4 | 5 |
| 14. Don't stir up a snake pit. | 1 | 2 | 3 | 4 | 5 |
| 15. Draw a line in the sand, and hold your ground. | 1 | 2 | 3 | 4 | 5 |

Handling Problems: What's Your Style

Self-Scoring Directions

Transfer the rating you provided for each question to the corresponding boxes below. Add the numbers in each column vertically (example 7-12-14) and place the total in the empty box provided at the bottom of each column to determine your problem-handling style. The column with the highest score represents the type of management style you typically use in handling problem situations. Note the advantages and disadvantages of each style (next page) and the most appropriate time to use it.

There are no right or wrong answers here. Each problem situation needs to be handled on an individual basis after weighing all of the variables and personalities involved.

7.	4.	2.	1.	3.
12.	5.	6.	8.	9.
14.	10.	11.	13.	15.
Total	Total	Total	Total	Total
EVADE	OBLIGE	CONCESSION	POWER	COOPERATE

Handling Problems: Management Style Definitions

Style	Advantages	Disadvantages	When To Use
EVADE Involved participants ignore the problem, attempt to avoid it.	<ul style="list-style-type: none"> • Maintains relationships. • Saves time and resources. • Allows cool-off period. • Sets priorities. • Minimizes disputes. 	<ul style="list-style-type: none"> • Problem(s) still exist. • Postpones an inevitable confrontation. • Provides a false sense of security. • Long-term disadvantage. 	<ul style="list-style-type: none"> • Cost will be low. • No chance of winning. • Involved parties communicate infrequently. • Problem will vanish on its own. • Reputation retention is critical.
OBLIGE One side gives in to the expectations of the other. One side is satisfied, the other not.	<ul style="list-style-type: none"> • Holds relationships together. • Maintains hospitable environment. • Sows the seeds of harmony. • Could create an obligation for mutual agreement. 	<ul style="list-style-type: none"> • Hides the root of the problem; cause is never identified. • Better solutions are available if sought out. • Different players have different agendas. 	<ul style="list-style-type: none"> • Stakes are low. • When focus is wrong. • Short on time and talent. • You are at a disadvantage in the power struggle. • The issue is more important to the other person.
CONCESSION Participant bargains to reach an agreement; both parties are willing to give up something to reach a common goal or common ground.	<ul style="list-style-type: none"> • Fast way to come to a conclusion. • Builds a strong bond in the relationship. • Both parties are happy and somewhat satisfied with the outcome. • No one feels taken advantage of. • Some common goals are reached. 	<ul style="list-style-type: none"> • Only partial satisfaction is reached, optimal goal is not achieved. • Participants could ask for more than they need to get what they want. • Issues are not examined to their full extent. • There is not a broad exchange of innovative and creative ideas. Brainstorming is lacking. 	<ul style="list-style-type: none"> • Cost of exchange is moderate. • Time and resources are limited. • Both parties have room and are willing to give. • A quick solution to a complex problem is needed. • Both sides must come out winning.
POWER Participant uses power to resolve a conflict at the other participant's expense.	<ul style="list-style-type: none"> • Fast resolution. • Is good for one party's ego. • Establishes who controls the relationship. • Confidence builder. 	<ul style="list-style-type: none"> • One side will lose dignity and self-esteem. • Builds resentment, frustration and anger. • Performance falls in many areas. • Losers don't express needs and communications slip. 	<ul style="list-style-type: none"> • Cost is high. • You know you are right. • Time is running out, quickness is required. • Problem is over personal differences. • Personal relationships are expendable.
COOPERATE Parties problem-solve, pinpoint problems, and objectively resolve the situation.	<ul style="list-style-type: none"> • Communication is multi-directional. All participants are in the loop • Underlying problem addressed/resolved. • Promotes teamwork. • Creates high morale, trust, and creativity. • Supports long-term solution. • All concerns are acted upon. 	<ul style="list-style-type: none"> • Very time-consuming and taxing. • Being open and honest is challenging. • Emotions are sometimes hard to control and contain. • Attitudes become visible. • Wrong messages can be sent. 	<ul style="list-style-type: none"> • At lot at stake. • Time and resources are available. • Relationships are valued and important. • Participants are committed to a solid, satisfactory solution. • Issue is too important for a compromise. • Viewpoints and ideas are shown value.

Preventing Workplace Violence

O.S.H.A., the federal Occupational Safety and Health Administration, have reported that a million and a half workers are assaulted each year in the workplace. An even more staggering statistic is that close to one thousand workers are murdered and that violence is the leading cause of death for women in the workplace. Violence in the workplace has become a serious problem for all managers across the United States.

An employer has a duty to create for employees a workplace environment that is free of physical harm from co-workers, suppliers, customers, and/or anyone that associates with the business. This is especially true if there are prior threats of violence or if your business is located in a high-crime area. Before you panic, however, you should know that an employer's duty and potential liability is governed by the specific circumstances of each situation.

Security professionals recommend using a two-pronged strategy in addressing the problem of workplace violence: Protection and Prevention. Whatever preventive steps your company takes will depend on the location of your business, the size of your business, the workforce, the industry you're in, and the resources available for use.

There are many safety and security consultants who can guide your organization down the right path in setting up an in-house violence prevention program.

Here are several steps that could be taken immediately in order to make your workplace a safer place for your employees.

- ❑ Have a clear, written policy that communicates zero tolerance toward workplace violence in any form. A discussion of this policy should take place during new-employee orientation training, and a copy of this policy should be included in every employee handbook.
- ❑ Determine in advance what discipline will be taken against employees who threaten or take violent action in the workplace. Disciplinary policy and steps should be written and part of your company employee policy manual.
- ❑ Conduct ongoing educational programs on managing workplace violence and create a management team trained to recognize the warning signs of potential violence.
- ❑ Alert your employees about what constitutes workplace violence, including destruction of property and implied threats of violence, and encourage employees to report these incidents immediately to their supervisor and/or upper management.
- ❑ Put in place a reporting system (e.g., an anonymous hotline) to let management know about suspicious or threatening behaviors. Follow up on these messages immediately.
- ❑ Learn to recognize employee behaviors that contribute to workplace violence, such as emotional disturbance and substance abuse.

Going Down in Flames

The price tag is staggering. Did you know that stress-related problems cost our economy billions of dollars each year? This includes “hard” costs of actual time lost by employees away from the job due to absences and lateness. But it also includes the “soft” cost of decreased productivity while employees are on the job. This is when employees either are distracted or unable to perform up to capacity for some other stress-related reason. Common everyday stressors that people have to deal with include fear, overload, lack of control, lack of support, boredom, undefined job responsibilities and lack of appreciation.

Keep in mind that stress and burnout have no boundaries. They affect both management-level staff and hourly employees. Symptoms that an individual can experience due to stress and burnout include: anxiety, chronic illnesses, problems in work and home life, high blood pressure, heart attacks, strokes, headaches, emotional swings, insomnia, drug/alcohol abuse, muscle aches, indigestion, ulcers and depression. Not a pretty picture!

How do you know if you are living with too much stress and leaning toward burnout? Answer the following 12 questions. If you have more than 2 or 3 “yes” answers, it’s time to make some changes:

- 1) Do you find that worries about tomorrow affect your overall performance today?
- 2) Do you need several cups of coffee to get your motor running in the morning?
- 3) Do you tend to blame other people when things don’t work out the way you planned for them too?
- 4) Do you wake up throughout the night?
- 5) Do you have a constant fear of failing?
- 6) Do you set unreasonable goals for yourself, never being able to reach them?
- 7) Do you have high-blood pressure related to job pressures?
- 8) Do you have “a short fuse” when dealing with people or situations?
- 9) Do you take prescription medication in order to relax?
- 10) Do you have to have an alcoholic drink to calm you down at the end of the day?
- 11) Do you feel that you are always attempting to live up “to the Joneses”?
- 12) Do you have trouble adapting to change, no matter how small?

ABCs for Building Interpersonal Relationships

ATTENTIVENESS	Showing the worth of a person by giving them your undivided concentration.
BOLDNESS	Confidence that what you have to say or do is true, right, and just.
CREATIVITY	Approaching a need, a task, or an idea from a new perspective.
DEPENDABILITY	Fulfilling what you consented to do, even if it means unexpected sacrifice.
ENTHUSIASM	Expressing joy in each task as you give it your best effort.
FORGIVENESS	Clearing the record of those who have wronged you.
GREATFULNESS	Letting others know by your words and actions how they have benefited your life.
HUMILITY	Recognizing that nothing achieved could have been done without the investment of others.
INITIATIVE	Recognizing and doing what needs to be done before being asked to do it.
JUSTICE	Personal responsibility to uphold that which is pure, right, and true.
KINDNESS	Being friendly to others no matter what their cultural differences are.
LOYALTY	Using difficult times to demonstrate commitment to those you serve.
MEEKNESS	Yielding your personal rights and expectations with a desire to serve.
NEIGHBORLY	Projecting a hospitable attitude.
OBEDIENCE	Cheerfully carrying out the directions and the wishes of authorities.
PATIENCE	Taking the time necessary to properly resolve a difficult situation.
QUICK	Being eager, sudden and prompt to get things done.
RESPONSIBILITY	Knowing and doing that which is expected of you.
SINCERITY	Eagerness to do what is right with transparent motives.
TRUTHFULNESS	Earning future trust by accurately reporting past facts.
UNDER CONTROL	Restrained in actions.
VIRTUE	The moral excellence demonstrated in your life as you consistently do what is right.
WISDOM	Seeing and responding to life situations from a perspective that transcends current circumstances.
XL (X-LARGE)	The size your open-mindedness should be when dealing with others.
YIELDING	Being willing to give.
ZEAL	A passion to show sincere interest.

Eight Gifts You Can Give Away, Which Will Not Cost You a Cent

1. *THE GIFT OF LISTENING*

But you must REALLY listen. No interrupting, no daydreaming, no planning your response. Just listen.

2. *THE GIFT OF AFFECTION*

Be generous with appropriate hugs, kisses, pats on the back and handholds. Let these small actions demonstrate the love you have for family and friends.

3. *THE GIFT OF LAUGHTER*

Clip cartoons. Share articles and funny stories. Your gift will say, "I love to laugh with you."

4. *THE GIFT OF A WRITTEN NOTE*

It can be a simple "Thanks for the help" note or a full sonnet. A brief, handwritten note may be remembered for a lifetime, and may even change a life.

5. *THE GIFT OF A COMPLIMENT*

A simple and sincere, "You look great in red," "You did a super job," or "That was a wonderful meal," can make someone's day.

6. *THE GIFT OF A FAVOR*

Every day, go out of your way to do something kind.

7. *THE GIFT OF SOLITUDE*

There are times when we want nothing better than to be left alone. Be sensitive to those times and give the gift of solitude to others.

8. *THE GIFT OF A CHEERFUL DISPOSITION*

The easiest way to feel good is to extend a kind word to someone. Really it's not that hard to say "Hello" or "Thank You." Friends are rare jewels indeed. They make you smile and encourage you to succeed. They lend an ear, share a word of praise, and always want to open their hearts. Show your friends how much you care.

SMART Management Workbook

SMART Management Worksheet

Balancing and Managing Conflict

This worksheet will help you explore and record the parameters of a conflict situation and aid you in identifying options for what steps to take next. List ideas, strategies, plans and tactics in detail.

Date:

Main source of the conflict you're dealing with? *(Rework until you can articulate the conflict precisely.)*

What is the worst that could happen as a result of this conflict? *(What is at stake? Who will be involved? What are the possible consequences? Short term/Long term?)*

What possible good could happen as a result of this conflict? *(Are there constructive aspects? Who and what will benefit the most?)*

Individual(s) and Department (s) whose expertise/help will be required:

Options For Resolving Conflict

Strategy to Implement Option

A

A

B

B

C

C

Future Steps to Help Eliminate this Conflict from Happening Again

A

B

C

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Workbook

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Workbook

Smart Management Notes



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Conflict Management Quiz

1. Good customer service is just a matter of knowing how to handle disgruntled customers and their complaints.
 - a) True
 - b) False
2. Customers become frustrated and upset because:
 - a) Promises have been made and kept.
 - b) Service is so good that they cannot complain.
 - c) The person that they are dealing with does not have the authority to make a decision.
3. Which of the following tactics should not be used to help end conflict:
 - a) The best defense is an aggressive defense.
 - b) Get an agreement that your interpretation of the conflict is accurate.
 - c) Brainstorm conflict solutions together.
4. In dealing with a conflict situation, it is always best to be honest, truthful, and to show your real emotions.
 - a) True
 - b) False
5. What percent of customers will NEVER buy again from a business that has offended them?
 - a) 96%
 - b) 91%
 - c) 93%
6. According to the statistics collected and compiled by the White House Office of Consumer Affairs, which of the following statements is inaccurate about consumers?
 - a) The average unhappy customer will remember a bad experience for 23½ years.
 - b) The average happy customer will talk about a pleasant experience for 16 months.
 - c) An unhappy customer will share a negative story with at least 9 other people.
7. 95% of unhappy people never complain.
 - a) True
 - b) False
8. We know that customer problems are opportunities. Which of the following is the Number #1 rule for handling an upset customer?
 - a) Take ownership of the problem until it is resolved.
 - b) Empathize and see the situation through the customer's eyes.
 - c) Give the customer your complete attention and actively listen.
9. To remain professional when dealing with an upset customer you should:
 - a) Be careful not to allow personal emotions and involvement influence a business decision.
 - b) Never compromise our principles by caving in to unreasonable demands.
 - c) Both a and b.
10. When speaking with a difficult customer, you should only offer your opinion and not your advice.
 - a) True
 - b) False

SMART Management Workbook

SMART Conflict Management Quiz Answers

1. False
2. C
3. A
4. False
5. B
6. B
7. False (96)
8. C
9. C
10. True

Marc Clark, Ph.D.

Part IV

SMART Sales & Marketing Management

Introduction

The basic intention of sales and marketing is to locate, capture, and retain enough customers to produce a profitable and continual high level of business. In large organizations—those with a number of locations—there might be a designated marketing and sales person. In a single operation, sales and marketing are just two of the many duties of the owner/operator or manager. However, sales and marketing must never be considered the responsibility of a single individual; they are an important part of every employee's job.

In order to satisfy the service expectations of a customer, all sales persons need to capitalize on their abilities to interact with people, continually learn new skills, and take responsibility for managing the sales process—from the beginning to the end results. The relationship between a customer and salesperson is long lasting and very powerful. It can be a delicate balance between success and failure, profit and loss. It is the sales person's job to ensure that the relationship grows so that both parties benefit.

*“The way in which we think of ourselves has everything to do with
how our world sees us.”*

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Am I A Super-Salesperson?

How well do you relate to customers? How open are you to change? What long-range potential do you possess? How alert are you to the needs of others? How sharp are your interpersonal skills? Can you really sell?

Take a few minutes to answer the following questions. Place a check in the box that best indicates how you see yourself. Be honest. There are no right or wrong answers. When finished, total your score to see how your personal attitude and skills stack up against successful super-salespeople.

Scoring Key: 5 = Always; 4 = Most of the time; 3 = Sometimes; 2 = Occasionally; 1 = Never

While performing sales, I am:

Scoring	Always	Most of the time	Sometimes	Occasionally	Never
Aggressive and direct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truthful, honest, and fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High energy and filled with enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A very good listener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to read the customer's emotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not offended when turned down or told "No Thanks"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always attempting to work smarter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A strong self-starter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Able to paraphrase the customers needs with no errors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One to take the required risk and responsibility for decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very confident in my ability to get things done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendly, courteous, and easy going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always projecting a professional image (appearance and actions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly alert to those things that are around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Persistent but not overbearing or dominant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not afraid to deal with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Always attempting to see things from the viewpoint of the customer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not one to procrastinate when actions have to be taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quick to think of alternate solutions to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First to admit when I am wrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulate in my speech and grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressive in the use of my body language and gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prompt in responding to the needs of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivated from within	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Always attempting to see things from the positive side	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total Score_____

Scoring:

- 101-125 Excellent. Sales ability high; possess strong people skills.
- 76-100 Good. Some skill areas in need of sharpening. Identify and correct.
- 51-75 Needs Work. Immediately begin to work on skill and attitude areas with a score of three or less.
- 01-50 Help! Quickly identify a mentor to assist in personal growth. Performance plan needed. Evaluate periodically.

What three areas listed above do you believe need improvement? What steps will you take to make those improvements?

1. _____

2. _____

3. _____

Know Your Products & Services? We'll See!

In order to score high in sales, you need to be well versed and knowledgeable in the products and services you offer to your customers. You must be able to answer at a moment's notice any question of interest or concern that the customer may pose.

How you react or respond can make the difference between a sale or a missed opportunity.

- ❑ ***Describe the features of your service and product.***

List some specifics about your company's service and products. What are the best features?

- ❑ ***What type of results does your customer get from using your service and products?***

Here is where your company sales take off. Remember you're selling results. List some!

- ***What is unique about the service or product you are selling?***

Answer this question for your customer: "How are you really different from other competitors?"

- ***Why should customers buy your service or product instead of your competitor's?***

List the competitive advantages that place your company ahead of the competition.

Short Course in People Relations

The Six Most Important Words:	"I admit I made a mistake."
The Five Most Important Words:	"You did the right thing."
The Four Most Important Words:	"What is your opinion?"
The Three Most Important Words:	"If you please."
The Two Most Important Words:	"Thank You"
The One Most Important Word:	"We"
The Least Most Important Word:	"I"

Road Block: Great Solutions to Remove “Selling” Obstacles

There are good days and there are challenging days in the world of sales. But there is never a situation that should cause anyone to want to throw up his or her hands and say, “I give up.” Roadblocks (challenges) are just another way of testing how good your maneuvering skills are in getting around obstacles.

Here is a series of real common sense, easy-to-apply solutions to eliminate roadblocks. Use them wisely and drive your business forward.

❑ *Taking the Sales Opportunity from point A to point B*

Roadblock: *I'm facing trouble moving a possible sale along with one of my customers. What am I not doing?*

Solution: First you must take time to re-assess this opportunity. Ask fact-finding questions (ones that require serious thought and honesty) to draw from the customer additional information regarding possible causes for the procrastination. By asking these types of questions, you will better understand the customer's hesitation, allowing you to make the sale by addressing any concerns the customer might have. Focus on benefit and value.

❑ *Dollars and Sense*

Roadblock: When it comes to pricing, our customers always seem to complain. *What steps and solutions can be put in place that will be fair for both of us?*

Solution: Stress value and move yourself away from the norm. Focusing your discussion on product or service value, you lead your customer away from thinking and asking questions on pricing. When you get questions about price, it means that your customer doesn't feel that he or she is getting the best bang for the buck. Customers have worked hard for their money and are savvy spenders. They must see value in the purchase before parting with their money.

Concentrate on the customer's needs and promote the value of your product and services as it relates to the benefits the customer will receive. If you are not sure about the value of your products or services, ask some of your satisfied customers what they think. Testimonies can be a very positive sales tool.

“He turns not back who is bound by success.”

□ ***Competitors Everywhere***

Roadblock: *Every time I turn around, another competitor is opening up in my area. How can I keep my customer base and maintain my sales?*

Solution: Know where your products and services fit in the market. This approach will help you go head-to-head with any in-coming competition. Keep in tune with changes that are happening in your industry. Evaluate yourself against all other players and ask yourself the following questions:

- How does the competition measure up against others?
- How does the competition measure up against us: our products and services?
- Who is leading in the race and who is in last place?
- Who is raking in the money and who is seen as cheap?
- What kind of employee workforce does the competition have?
- Who's leading the race in innovation, creativity, and uniqueness?

In order to compete and move ahead of the competition, you need to know what is around you and the significant differences between you. What makes you different? What makes you the preferred provider of products and services in your area? If your homework was done correctly, you will be able to present your products and services to any customer as the best option for filling his or her need.

□ ***Being on the Money Target***

Roadblock: *I am not doing well reaching the sales goals that I am attempting to hit. What adjustments can I make to do better?*

Solution: Ask for guidance from a peer, supervisor or business associate. Don't become a WIMP (Woe Is Me Person). Don't mope because misery loves company. Begin immediately to seek out alternatives that will work toward turning things around. To get back on your sales track, ask yourself questions such as:

- What was my best sale ever?
- What made this sales effort so successful?
- How can I duplicate that effort in other—or all—sales situations?
- How well do I really know the products and services I'm selling?
- What is it about selling that I like?

Work persistently at weeding out any negatives, becoming steadfast on the positives, and identify whether you need skill building or a confidence booster.

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□ Sales Skills Improvement

Roadblock: *I have been a salesperson for a long time, and I believe that I have fallen into an open-ended grave ... the rut. What can I do to pull myself out?*

Solution: Invest in your own development. Attend seminars and workshops, conferences and expos. Purchase text and cassettes or participate in an independent-study course on sales and selling. There are many options. You owe it to yourself to keep your sales skills in tip-top shape and razor sharp. Another option is to participate in a sales association where you can exchange ideas, concepts, and strategies with people who possess your same interests. Network continually. Taking time to invest in yourself will pay off for everyone: your business, your customers and, most important, yourself.

□ Confidence Beginning to Evaporate

Roadblock: *My last half-dozen sales attempts have not gone very well. Poorly, to be exact. I'm beginning to doubt my ability to work in the sales field.*

Solution: The best way to get over this hurdle is to continue to believe in yourself and your abilities. Take each day and each sales opportunity a step at a time. Remember where you were and the ground you have covered to reach this point. Don't ponder how far you think you have to go—glance back every once in a while and see how far you've come. When you start to become confident again, reestablish short- and long-term goals. These will help you engage in your work and will become new targets to hit.

□ Going the Long Way Around

Roadblock: *With all the changes going on out there, I'm not sure what the best approach to selling is any more. Are there many ways to sell?*

Solution: Always zero in on the customer, his or her needs, wants and expectations. This approach places the customer in the #1 priority position, exactly where he or she is supposed to be. The intangible benefit of shifting your energy to the customer is that he or she will sense your genuine interest and sincerity and relax enough to start trusting you, which is necessary for any sales situation to occur. Trust is paramount to making any sale.

□ Shaking Like a Leaf

Roadblock: *Every time I get into a selling situation, I become nervous. My stomach churns, my head spins, and my thoughts get scrambled. What can I do?*

Solution: Don't worry; be happy! This happens to just about everyone in sales. The best way to overcome nervousness is to approach and tackle it head on. Don't

run away from it. There is nothing wrong with being a little nervous. As a matter of fact, being a bit nervous keeps you on your toes and heightens your awareness. It is a great way to keep your wits sharp.

The best way to overcome the fear of selling is to practice. The more sales opportunities you are involved with, the more confident you will be in handling them. Make it a mission to go after sales.

❑ ***Recapturing the Sale You Thought You Lost***

Roadblock: *The sales opportunity is drifting farther from my grasp. What can I do to hook it and get it back?*

Solution: Move from selling to relationship building, from traditional selling to collaborative selling. Focus once again on the customer and his needs. Getting objections is normally the signal that you are moving too fast for the customer. In your mind you are ready for the close. However, in the customer's mind he or she hasn't made a conscious decision as to whether he or she is going to buy from you yet. In the selling process there comes a time when, conceptually, the customer has decided they like you and you know your stuff. It is at this time the customer decides that he or she is going to buy from you. So if you feel you are losing the sale, slow down, regroup, think *relationship*. Work the process, build trust, overcome objections, and then close.

❑ ***Game, Set, Match***

Roadblock: *I just lost another sale because the product or service I was selling did not match the customer's needs or expectations. What can be done to eliminate this from happening again in the future?*

Solution: Ask the customer to share with you what caused him or her to make the final decision. This is the best place to start. Learn the "turn-ons" and "turn-off's" of the products and/or services being offered. The information gathered will give you good insight into how to package your sales pitch the next time around. Then memorize your approach ... and practice, practice, and practice!

❑ ***Taking Me Seriously***

Roadblock: *Some of my customers only see me as a salesperson working for the money. They don't take me, or what I am sharing with them, seriously. How can I make them see me in a different light and change the perception of who I am?*

Solution: Approach customers in a sincere, intelligent, "How may I help you?" manner instead of the sales-expert, "I think I know what's best for you" manner. Business is predicated on respect and the understanding of one another. Begin to think as

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your customers think. Study and learn their buying habits. Meet their needs. Stroke their self-esteem. They will then begin to take you seriously.

❑ ***The Force Be With You***

Roadblock: *Some days my self-motivation is high at 110 percent, and other days it hardly gets above zero. What can I do to engage myself to make more sales?*

Solution: Motivating yourself starts from within. No one can do this for you. Seek your internal energy and you will find it. Once you have completed this task, ask yourself what it is about your career and work that you really enjoy. Again, consider why you do what you do and why you have chosen this career field. Tie your work to established goals and personal rewards.

❑ ***Mr. Contrary to the Facts***

Roadblock: *How do I professionally deal with customers who react negatively to me just because I'm in sales? They see me as a hindrance rather than a helper?*

Solution: Don't think of yourself as a "salesperson" or "sales rep." Think of yourself as the key provider of needed services. Some customers will stereotype salespersons. Let it roll off of you like water off of a duck's back. No doubt these customers, sometime in their past, had a bad sales experience and now have categorized all salespeople together.

The best way to deal with any customer's preconceived notion is to act in a manner that will pleasantly surprise them. Do the unexpected, avoid being pushy or arrogant and don't make a sales pitch. Rather, take time to listen to the customer's concerns and thoughts. Smile; use eye contact; don't wear your heart on your sleeve; and think, "I'm going to make you happy." Sell through involvement, and the customer will be more willing to allow the sale to happen.

❑ ***No Light in the Tunnel***

Roadblock: *How do you know when it's the best time to back down from an attempt to make a sale?*

Solution: It all boils down to the bottom line and the potential return. The best time to stop pursuing a sale is when you have come to the conclusion that the potential return is not worth the investment of time necessary to capture the sale. In other words, when you find yourself in a hole, stop digging. Naturally, the larger the sale potential, the longer the sales effort is likely to be. If the customer seems complacent, non-interested or indifferent it is time to move on. Always attempt to identify true purchase-interest early in any sales process.

□ ***Snug as a Bug in a Rug***

Roadblock: *How do I know if I'm really cut out to be in sales?*

Solution: Everyone has the potential to become a productive salesperson if he or she is willing to study the trade and apply what he or she has learned. Top sales people come in all shapes and sizes, colors and ages, backgrounds, experiences and cultures. However, there are some common threads that tie them together as successful salespersons.

They possess:

- Strong character qualities such as value, honesty, and integrity.
- Personal commitment to the well-being of others.
- Outstanding interpersonal skills.
- Solid work ethic, day in and day out.
- A driving desire to succeed; a passion for what they are doing.
- A commitment to self-development and growth.

Unless you have an aversion to interacting with people, there really is no reason why you cannot be a top performing and highly successful salesperson.

□ ***The Power Presentation***

Roadblock: *When presenting a product or service to a customer, how can I capture their full attention from the get-go?*

Solution: To catch the customer's attention your presentation has to spark their interest. It has to *hook* their interest. They must perceive value in what you are saying. Your opening sentence has to make their ears perk up and want to hear more. Saying to a customer, "This new product works well," doesn't have the same impact as, "Let me tell you about Super Charger. It's a new health/fitness drink that's easy to use and guaranteed to provide great results quickly. And it's safe." The best presentations are those that focus your language from the customer's point of interest. Present the benefits.

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The following words have made a big impact in both sales and advertising for years. Add them to your vocabulary:

- Discover
- Good
- Money
- Easy
- Guaranteed
- Health
- Love
- New
- Proven
- Results
- Safe
- Save
- Free
- Convenient
- Improved
- Best
- Dependable
- Complete
- Time-Saving
- Effective

❑ *There's a New Guy in Town*

Roadblock: *How do I protect my customer base and sales when competitors are continually moving into my territory?*

Solution: Begin treating all customers, clients, suppliers, merchants, and employees as family (if you haven't already). Communicate with them on a regular basis and be persistent in the effort. You must be diligent in following up with customers on a regular basis to ensure that they are happy with your products, services and staff. This can be accomplished through a quick phone call, e-mail message, postcard mailing, customer focus group, service questionnaire or a friendly one-minute chat, face-to-face.

Maintain high standards and hold all people accountable for their performance. If your staff members are not part of the solutions, they must be part of the problem. Act quickly. Raise your service expectations and let the neighboring competition try to match you instead of the other way around. Find out from your existing and loyal customers how you can serve them more effectively. Take action and give them what they want, when they want it, in the manner they want it. Don't forget the price angle!

❑ *Going Up in Flames*

Roadblock: *I feel like I'm piloting the Hindenburg. I think I'm losing control. How can I avoid burning out?*

Solution: Look at your calendar and schedule some rest and relaxation time for yourself. Breaking away from the fast pace of selling and supervising is a necessity, not a luxury. Review your priorities and always make your family first priority. When you have made them a commitment, stick to it. Take time for fun activities, pursue hobbies, or join a social club where you can get away from business and enjoy the company of others who share your interests and pursuits. Rent a canoe, bicycle a path,

pitch a ball game, or travel to a dream destination. Establish a group of friends outside of the workplace. Don't procrastinate—do it!

A big phobia that most sales people have is that if they're not around the sale won't happen. Guess again. It will happen, and there will be other sales opportunities that will come down the pike. Just remember, there are not too many people who, when they were on their death beds, wished they had spent a few more hours seeking to close the sale.

❑ ***Smell the Roses***

Roadblock: *Something is holding me back. What is the key ingredient in scoring a sale?*

Solution: There are two contributing factors that aid in scoring a sale. First is the salesperson's ability to understand the customer's needs, wants, and expectations. Second is the ability of the salesperson to position his or her products or services as the best solution in the mind of the customer. How is this accomplished? By the salesperson strengthening his or her questioning skills, active listening skills, and personal judgment skills.

❑ ***Failing to Plan is Planning to Fail***

Roadblock *Time is ticking away. Do I really have to take time to plan in order to succeed in sales?*

Solution: In order to be a super sales person, you must start by being a super organizer and planner. When a salesperson consciously makes an effort to plan, guard against uncertainties, and set priorities, the chances of reaching goals and sales quotas are increased.

There are a number of benefits to be gained through a solid planning process:

- It forces individuals to think through the series of events that must take place if goals are to be reached.
- It helps one anticipate and identify possible problems while helping determine beforehand what steps can be taken to dispose of them.
- It aids in decision-making and problem-solving.
- It leads to greater efficiency.
- It facilitates control.

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□ *Start with the Basics*

Roadblock: *Are there specific types of questions I can use to identify my customer's priorities or needs?*

Solution: Yes, you bet. They are called “qualifying” or “open-ended” questions. These questions require your customer to provide you with some detailed information in his or her response and cannot be answered with a simple Yes or No.

Example of close-ended question: *"Will this brand of tooth paste be all right?"*

Example of open-ended question: *"What type of results are you looking for from this brand of tooth paste?"*

□ *Being on Top of Things*

Roadblock: *What is an indicator that I'm not prepared for a sales encounter?*

Solution: From the outset you feel stressed and uncomfortable, and anxiety has begun to set in. Small beads of perspiration begin to form on your forehead. Stomach has butterflies moving in it. The key to dealing with this situation is preparation. Take the proper amount of time to study and learn more about the product and services you offer. Educate yourself at every opportunity. Seek support from peers and co-workers. Ask for advice. Find ways to apply what you have learned. Through persistence, and over time, you will become a master in the game of sales.

□ *Set the Pace and the Mood*

Roadblock: *My sales pitch needs some real improvement. What can I do to set the tone of my sales conversation?*

Solution: Be confident in yourself and project a genuine interest in the customer and his needs. From the moment you step into a sales situation with a customer, you need to be setting the tone. Body language is critical. People believe what they see even more than what they hear. So, first of all, project confidence. A great way to do that is with a nice strong handshake and direct eye contact. Greet with a pleasant smile and a warm introduction. Now you are off to an excellent start.

□ *Appearance and Dressing for Success*

Roadblock: *Does how I dress and present myself really make a difference in how the customer feels about me?*

Solution: The next time you meet a person for the first time, consciously keep a mental picture of how you felt about that person after the first impression. Then

analyze how much came from dress, hairstyle, eye contact, jewelry, facial expressions, etc. Ask yourself, “What made a positive impression? What made a distracting impression? What was neutral?” Remember that your customer is making the same analysis of you.

Be the professional you are, and hold yourself to a high standard of personal appearance (this includes taking baths, washing hair, brushing teeth, using deodorant, cleaning nails, changing under garments, cleaning clothes and maintaining shoes). The way you present yourself denotes how you feel about yourself. If you want to be perceived as a professional, dress as a professional. Your real gauge is your customer. What do you believe they expect to see when they walk through the door?

***Tips for Making a Positive Impression on Those You Meet
Men and/or Women***

- Wear a minimal amount of jewelry—watch, ring or wedding band.
- Sport a haircut that best compliments you. Hair should be kept neatly combed and not hanging in the face.
- Either clean-shaved or neatly trimmed facial hair, including nose and ears.
- Keep make-up light and natural, only that which brings out your best features.
- Do not over indulge in perfume or cologne.
- Be selective in nail polish colors.
- Check your breath on a regular basis.

❑ ***It's all in the Grip***

Roadblock: *Should I extend a hand of welcome to every customer that I meet? How important is a handshake?*

Solution: You should take the initiative and extend your hand with confidence, but remember that not everyone observes all the social graces. Still, that doesn't mean you shouldn't. If you just keep the status quo, you've made a mistake. By that little gesture, you will separate yourself from the crowd. Extending your hand says that you're hospitable and friendly. You are open and approachable. It immediately creates a bond between two people and helps tear down any walls that might exist. One important tip: No one likes shaking hands with a dead carp or a bone crusher so be sure your grip is appropriate.

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❑ *Let Me Think About It*

Roadblock: *Everything in the sales pitch has gone smooth but the customer requests more time to think about it. What do I do?*

Solution: Begin by asking the customer open-ended questions in an attempt to find out what they are really thinking. Don't push the issue, but get the customer to open up and share his or her real feelings with you. Through conversation, the customer is going to say things that will cause you to ask other probing questions. Watch closely to see if what the customer is saying to you matches his or her body language and emotions.

In most instances you will find that the stated objection is the opposite of what the real concern is, or is totally unrelated. The customer's statement, "Let me think about it," might be their way of saying, "Show me. I'm not taking a risk here or making a mistake with this purchase." Possibly they are looking for some sort of guarantee or warranty. Give them one.

❑ *Trust is a Must*

Roadblock: *In a sales relationship how important is it to build trust between the salesperson and the customer?*

Solution: Customers who feel they are understood are normally those who will give their trust and open up to others more easily. Trust takes time and is very delicate. When trust is established, customers start to be more forthcoming with information and their body language relaxes and becomes positive.

Eye contact is a good sign; leaning in is a good sign. What you can do to really facilitate that process, first of all, is make sure that everything you say is honest, candid, and from your heart.

Experience tells us what to do; confidence allows us to do it.

Mastering the Unspoken Language

Be aware of the body language messages you are sending to your customers—and those that are being sent back—because, just like a picture, your actions are worth a thousand words.

Speaking Without Saying A Word: Internal Messaging

Following is a list of internal messages that may be sent and the body language associated with each.

1. *Confidence and Authority*

- Holding hands behind back with chin thrust forward
- Proud, erect body stance
- Continuing eye contact
- Smiling inwardly
- Tipping back in a chair
- Steepling (the higher the hands the greater the confidence)

2. *Rejection and Doubt*

- Touching and rubbing the nose
- Squinting or rubbing eyes
- Arms and legs crossed
- Cleaning throat
- Hand rubbing or ear tugging
- Raising an eyebrow

3. *Boredom and Indifference*

- Head in hand
- Drooping eyelids
- Slouching
- Tapping of foot or fingers
- Feet swinging
- Bland stares
- Little eye contact
- Slack lips

4. *Reassurance*

- Pinching the fleshy part of the hands

- Gently rubbing or caressing some personal object such as a ring, watch, or necklace

5. *Openness*

- Open hands
- Unbuttoned shirt collar
- Taking coat off
- Moving closer
- Leaning forward
- Uncrossed arms and legs

6. *Evaluation*

- Sitting in front of chair with upper torso projected forward
- Slightly tilted head
- Hand to cheek gesture; head is often supported by the hand
- Stroking the chin or pulling on beard

7. *Defensiveness*

- Rigid body
- Arms or legs crossed tightly
- Minimal eye contact with occasional sideways glance
- Darting glances
- Pursued lips
- Head down with chin against chest
- Fists clenched
- Leaning back in chair

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8. *Acceptance*

- Spreading hands held to chest (for men)
- Moving closer to the other person
- Head nodding forward and smile

9. *Critical Evaluation*

- Body drawn back
- One hand on cheek
- Chin in palm with index finger along side of nose or face and remaining fingers under mouth

10. *Suspicion and Secrecy*

- Failing to make eye contact or resisting glances
- Glancing sideways at you by turning the body slightly away
- Rubbing or touching the nose
- Squinting or peering over glasses

11. *Frustration*

- Tightly clenched hands
- Hand wringing
- Rubbing back of neck
- Controlled, short breathing
- Blind staring
- Running hands through hair
- Stamping a foot
- Pacing

12. *Nervousness*

- Clearing throat
- Hand-to-mouth movements
- Covering mouth when speaking
- Darting eyes or little eye contact
- Twitching lips or face

- Playing with objects and fidgeting
- Shifting weight while standing
- Tapping fingers and pacing
- Plucking at collar or ringing neck with finger inside shirt collar
- Incongruent laugh

13. *Controlled Anger*

- Wrists gripped behind the back
- Crossed and locked ankles
- Fists clenched
- Pupils contracted
- Lips closed or pursed

14. *Enthusiasm*

- Small upper or inward smile
- Erect body stance
- Hands open; arms extended
- Eyes wide and alert
- Lively and bouncy

15. *Anger*

- Body rigid
- Fists clenched
- Lips closed and held in a tight thin line
- Continued eye contact
- Squinting of eyes (sometimes)
- Flaring of nostrils

16. *Readiness*

- Leaning forward in a chair in an open posture
- Hands possibly placed mid-thigh
- Relaxed, but alive
- Facial expression bright
- Standing with hands on hips, feet slightly spread

Speaking Without Saying A Word ... External Messaging

Following is a list of common body language signals and the positive and negative signals associated with each.

<i>Common Body Language Signals Sent by Way Of:</i>	<i>Positive Signals</i>	<i>Negative Signals</i>
<i>Head & Chin</i>	<ul style="list-style-type: none"> • Chin held level indicates confidence and equality. • Nodding of head shows acceptance, agreement, positive response, desirability, willingness, welcome, courteousness, and consideration. 	<ul style="list-style-type: none"> • Chin tilted down conveys lack of personal confidence; shyness. • Chin tilted up conveys a "know it all" attitude and arrogance. • Scratching of head indicates being lost, puzzled or confused.
<i>Eyes</i>	<ul style="list-style-type: none"> • Direct eye contact shows high regard and respect. • Eye widening indicates surprise. • Gleam in the eyes shows joy, happiness, interest, wonder, and excitement. 	<ul style="list-style-type: none"> • Darting/quick-moving eyes convey shyness, nervousness, concern, and self-consciousness. • Staring (gazing) at the ceiling, floor, windows, walls indicate disgust, apathy, despair, or being unconcerned.
<i>Mouth (Smile)</i>	<ul style="list-style-type: none"> • Broad smile shows approval, warmth, openness, and friendliness. 	<ul style="list-style-type: none"> • Yawning indicates boredom. • Frowning shows disbelief, anger, disappointment. • No smile, rigid mouth conveys hesitation, seriousness, and reservations.
<i>Arms & Hands</i>	<ul style="list-style-type: none"> • Steepling hands (as in prayer) shows importance of message and honesty. • Open hands displaying palms demonstrates sharing, openness, truthfulness, and honesty. 	<ul style="list-style-type: none"> • Hands clasped together demonstrates disliking and withholding. • Hands on hips shows aggressiveness. • Finger pointing shows aggressiveness and threatening nature.
<i>Legs & Feet</i>	<ul style="list-style-type: none"> • Set comfortably apart, with little movement, project being at ease and show confidence. 	<ul style="list-style-type: none"> • Tapping one's foot or shaking feet (lot of movement) indicates nervousness and impatience.

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As you can see from the above listings, anyone involved in a face-to-face conversation invariably sends out some sort of signal through their internal or external body language messaging.

Closing the Sale

- ❑ When closing sales, keep in mind that you cannot convince your customers to buy. They want to be the ones who make the decisions.
- ❑ Transfer a sense of urgency to your customer that says now is the time to buy. If I hesitate I will lose.
- ❑ The best time to close a sale is after you have successfully handled a difficult objection. Don't hesitate; ask immediately.
- ❑ Have the mindset that you will probably make three attempts, possibly four, to reel in a sale.
- ❑ Sell your services and products when the customer wants to purchase them, not when you want to sell them.

Seven Pitfalls to Avoid in Making a Sale

1. Lack of knowledge of services and products being sold and poor planning.
2. Talking too fast and talking too much.
3. Failure to come to an understanding of the customer's needs, wants, and expectations.
4. Over-sensitivity to objections and nervousness.
5. Seeking a commitment too early in the sale prior to selling customer on value and benefits.
6. Settling for mediocre personal performance.
7. Missing an opportunity through follow-up.

Courtesies Should be Everyday Events

There are sales people, and then there are ***SALES PEOPLE***. Time and time again this select group of top performers hit the target while building long-lasting relationships with their customers. How do these sales people consistently score? What magic formula do they use to always land on top? The answer is quite simple: They provide their customers with common sense, everyday courtesies that their counterparts have lost sight of. These courtesies, which cost little to give but reap big returns, are available for any salesperson's service arsenal.

❑ ***Compliment From Time to Time, and Mean It***

Everyone from time to time likes to be patted on the back and told that they've made a wise decision, a smart move, and a great purchase. So it is with customers. Anyone in a sales position who can learn and apply the skill of giving a sincere compliment is well on his or her way to building a great repeat business and a loyal customer base.

❑ ***The Name Is The Game***

The sweetest sound anyone can hear is his or her own name. The next time one of your regular customers steps up in front of you, welcome them by using his or her name and wait for a smile to break out. People like to be recognized and remembered. We all do. This little courtesy tells your customer that he or she is of value to you and your business and that he or she is appreciated. (Make sure you pronounce the name correctly and when it's written, the spelling is accurate.)

❑ ***Go Two and a half Extra Miles***

Make it a game to see how many times you can dazzle your customer in a single encounter. Did you catch the door while he or she was entering the business? Did you hold the customer's bags at the counter so he or she could look around? Did you ask how the customer and the family were doing? Did you find an opportunity to compliment him or her (as noted above)? Did you thank the customer for stopping by? Did you hold the door open on his or her way out? Did you ask the customer back?

❑ ***You Made The Sale..Now Follow-up***

The sale doesn't end when the exchange of money for products and services is over. In some cases it could be just the beginning. For

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example, if you sell a bathing suite to one of your store customers, contact that customer in a few days after the sale. Ask how they like the suit. This might be a good time to let them know of some new outfits that you have just got in that you think he or she might be interested in. Another option is just dropping the customer a postcard noting your appreciation for stopping in.

□ ***Mr. & Ms. Manners***

Customers like to be treated and spoken to in a respectful manner. They like to be assisted but not pressured. They like useful information but not given the history of the Swiss Watch. They like interacting with a knowledgeable and sincere associate, not an arrogant and short-tempered salesperson. You would be surprised how far "thank you," "please," and "yes sir" can take a relationship and a sale.

□ ***Making Exchanges or Returns As Easy As 1-2-3***

There are many reasons why customers either return or exchange items purchased. Offering a hassle- and stress-free environment will score high points with any customer. What they are seeking is a suitable exchange in the shortest amount of time with little or no discomfort.

What special courtesies have you extended to your customers that are out of the ordinary?

Solid Marketing Tactics to Drive Your Business Performance Forward

Marketing plays a key role in the success of any business. Following is an overview of six foundation stones that make up the marketing process: the marketing concept, marketing research, marketing strategy, target marketing, the marketing mix and marketing performance.

All business operators must have a good knowledge of these concepts, understand them, and then develop marketing programs for their products and services.

The Marketing Concept

A company's marketing concept hinges on the importance of their customers to the business. All company policies, procedures, standards, and training activities should be targeted at satisfying customer needs. A goal of a marketing concept is to obtain a profitable sales volume, as well as maximizing sales volume.

To use the marketing concept, businesses should:

- Determine the needs of their customers through ongoing *market research*.
- Develop their competitive advantages through a solid *market strategy*.
- Identify and select specific markets to provide service and products to through *target-marketing*.
- Determine, through *marketing mix*, how to best satisfy the needs and expectations of customers.
- Evaluate (*marketing performance*) how well the business has served their customers, and begin the cycle over.

□ *Market Research*

The aim of market research is to find out who the customers are, what the customers want, where and when they want it, and what they are willing to pay for it. Such research can bring to light any fault or annoyance in the current service or product, and find avenues for possible expansion of current services or products to meet customer demand. Market trends that may affect sales and profit levels can also be identified by a solid market research process.

Market research will give you more information than just who your customers are. Use this information to determine matters such as your percentage of market share, the

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effectiveness of your advertising and promotional campaigns, and the response from consumers to new product developments that have been rolled out to the marketplace.

Small businesses have a bit of an advantage when it comes to market research in that they can learn much more quickly the likes and dislikes of their customers and can react quickly to change in customer buying habits. Small operations tend to be closer to their customers than large operations.

What to look for:

Market research should investigate four areas: *customers, customer needs and wants, competition, and trends*. The research conducted should answer questions such as:

Customers' Identity:

- age
- income
- occupation
- family size
- marital status
- residence
- educational level
- interests and hobbies

Customers' Needs and Wants:

- Is the product needed for a limited time (disposable wipes, for example)?
- Are customers looking for quicker service?
- Do customers want guarantees with the products and services?
- Are customers seeking a wider variety and choice?
- Will customers come frequently (for example a gas station) or seldom (a car dealership)?
- Are customers looking for a wider distribution or more convenient locations?
- Are customers seeking a product or service attached to a specific culture?

Competition:

- What is the competitors' market share (last year compared to this year)?
- How much sales volume do they do?
- How many similar businesses exist that you can identify as direct competitors?
- What attracts customers to their business first?
- What strengths, advantages and benefits do they advertise?

Trends:

- Population shifts? (baby boomers, seniors, relocations)
- Legal or regulatory developments?
- Changes in the local economic situation?
- Lifestyle changes? (single parents, working women, smaller family size)
- Political changes (voting, new leadership)

Where to gather this information

There are two general sources of information that can be gathered: *information already available* and *information that can be collected* by the business.

The following sources may provide information already available:

- Local community's Chamber of Commerce
- Trade associations within the same industry
- Professional market research services
- Local library

Information can also be obtained by the business' own research efforts through the following means:

- | | |
|--------------------------------------|-------------------------------|
| • Telephone inquiries | • Surveys |
| • Local and national newspapers | • Internet surveys |
| • Local and national magazines | • Local TV and radio stations |
| • Questionnaires sent by mail | • Personal interviews |
| • Questionnaires sent by direct mail | • Customer service cards |
| • Questionnaires sent by e-mail | • Customer focus groups |

Options for Collecting Research Information

Market research doesn't have to be complicated, sophisticated or expensive. While money can be spent to collect research data, there are many inexpensive ways to collect this information.

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Several methods include:

Employees: This is one of the best sources of information about customer likes and dislikes. Most times, employees work more one-on-one with customers and hear complaints that may not make it to the manager or owner. They are aware of the products and services that customers request, which the business doesn't offer or provide. They know what services don't sell and what products are continually returned or exchanged. They can probably also give a pretty good customer profile from their day-to-day contacts. This information can even be broken down by "buying seasons."

Customers: Talk to the customers to get a feel for your clientele, and ask them how and where the business can be improved. Encouraging and collecting customer comments and suggestions is an effective form of market research. By asking customers to explain what steps could be taken in order to fill their needs, constructive market research is done, as well as instilling customer confidence in the product and or services.

Competition: Examining and monitoring the competition can be a valuable source of information. Their activities may provide important, overlooked information about customer demand or trends that have come into play. They may be capturing part of the market by offering something unique. You can "mystery shop" your competitor or hire a company that offers this type of service. Either way, it is something to consider.

Business records and files: Looking at company records and files can be very informative. Look at advertising and promotional track records, sales records, customer complaint files, receipts, or any other records that can show you where your customers live or work or how and what they buy.

Is such information beneficial? Look at this example: A business found that customers addresses on case receipts allowed them to pinpoint where they were drawing customers from in the surrounding market area. Using this information, the business cross-referenced the customers addresses and the products and services purchased. From this information the business was able to conduct a performance check on their advertising campaign to measure its efficiency (newspaper, radio, direct mail, flyers). It is important to note that this type of information gives a business a snapshot of time passed. Current or future trends may mean that some information collected is too obsolete to be useful.

Your customers' addresses alone can tell you a lot about them. You can pretty closely guess your customers' life-style by knowing what the neighborhoods they live in are like. Knowing how they live can give you solid hints on what they can be expected to buy. In addition, check returned items to see if there is a pattern. Check company files to determine which items sell continually, and which sell poorly.

Does your business use a Business Management System? Does this system track repeat customers? Does it track customer preferences? Does it track special requests? Will it track specific advertising campaigns? Is there a field for customer e-mail addresses? Will the system interface with other systems currently in place? What reports are available through the BMS? Are the reports flexible?

The primary functions of a Business Management System are to:

- Improve a company's level of customer service.
- Drive the business forward.
- Increases the company's bottom line.

The key to effective marketing is the ability to gather useful information. Customers' likes and dislikes, needs and wants are shifting constantly, so this information must be timely and accurate. It's much better to get there on time with a little, than to arrive late with a lot.

❑ ***Market Strategies***

Once the research information has been collected, the next step is to develop a market strategy. This information should be used to determine the areas where the competition has fallen short, doesn't adequately fill consumer demand, or areas where a new product or service—or different product or service promotion—would capture part of the market.

A business, either new or established, may capture a significant market share by focusing its market strategy on areas not targeted by the competition. Some examples of the various areas of emphasis include offering:

- Better or wider distribution.
- Specialized instead of a broad product line (or vice versa).
- Lower or competitive pricing.
- Modified and improved product.
- Better overall value for the consumer's money.
- Better quality of product or service.
- More dependable product or service.
- Ongoing educational process to the consumer on product and service benefits.
- Customer support service.

As a new business can enter an industry and capture a share of the market, an established business also can use the same strategies to increase their market share.

❑ ***Target Marketing***

When the marketing strategy is developed, the next step is to determine with which customer group this would be most effective. For example, a "better value for the money" may be more appealing to the "family" consumer group than to the "singles" market. Remember that different market strategies could appeal to different target

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markets. Therefore, apply the gathered information to choose combinations that will work best for the company.

The “market” is broad and is made up of different segments.

Geographic: Specialized products and services being offered to customers who live in certain neighborhoods, cities, states, or country regions, or under particular climates.

Demographic: Direct advertising to singles, families, seniors, retirees, or to the occupation of consumers (broken down by age, gender or cultural attachment).

Psychographic: Target promotion to the opinions or attitudes of the customers (political or religious, etc.).

Product benefits: Marketing aimed to emphasize the benefits of the product or service that would appeal to consumers who buy for this reason in particular (low cost or easy access).

Previous customers: Identify and promote to those groups who have purchased the product and or service before—past customers, satisfied customers, and loyal customers.

❑ ***Marketing Mix***

Before the marketing mix decision is made, determine the purpose of your marketing effort and what are you attempting to accomplish. Is it to:

- Deepen the current customer base?
- Increase the market share and, if so, by what percentage over current numbers?
- Increase overall sales and, if so, by what dollar amount?
- Reach new geographic markets?
- Increase customer traffic?
- Sell remaining stored inventory to prepare for a new product rollout?
- Drop inventory and control business expenses?
- Improve the business balance sheet?
- Help retain a dwindling customer count?
- Draw business away from the competition?
- Establish the business within the community?
- Test pricing break points?

After these objectives are established, determine a date for accomplishing the objective.

The marketing mix allows a business to combine different marketing decision areas to construct an overall marketing program. These areas include *services and products*, *advertising and promotion*, *pricing*, and *placement*.

- *Services and Products*

Having something unique, unusual or novel provides motivation behind advertising. While the ideas mentioned under market strategy apply here, another option is to change or modify the service or product being offered. Additional attention may be given to a product if it has changed shape, style, weight, color, or size, while a service may draw similar attention by modifying the service provided. Remember, sales and promotional opportunities are generated by product differentiation.

- *Advertising and Promotion*

With a marketing strategy and clear objectives outlined, use advertising to get the word out to the customer. Advertising can be done through:

- The yellow pages
- Television (cable channels)
- Magazine inserts
- A press release
- Sponsoring a civic event or activity
- The newspaper
- Billboards or posters
- Flyers or handbills
- Direct mail advertising
- The radio

One element of advertising is promotional activities. These activities not only advertise, they also offer added incentive for customer patronage. Some examples are:

- 2 for 1 offers
- Discount Coupons
- Special sale prices
- Rebates
- Sweepstakes
- Giveaways

Try to reach the largest number of people with the money allocated to advertising and promotion. This may be accomplished by using several different methods of advertising. Be creative and implement ideas. Track the impact of each advertising and promotional program. Modify where necessary to get the best return on dollars invested. Delete any campaign that is non-productive.

- *Pricing*

Determining price levels and pricing policies is the major factor affecting revenue. Factors such as customer demand for goods and services, the competitor's price, the going market price, and customer reactions to price changing, influence price levels.

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Factors such as a convenient location, variety of product, specific brand names, or more personalized and courteous service may allow a business to charge a higher price. Shop your competitors, pay attention to their pricing, and price your products and services accordingly.

○ *Placement*

The manufacturer and wholesaler must decide how to distribute their products. Working through established distributors or manufacturers' agents generally is most feasible. Retailers should consider cost and traffic flow as two major factors in site selection, especially since advertising and rent can be reciprocal. In other words, low-cost, low-customer traffic location means you must spend more on advertising to build traffic.

The nature of the product or service also is important in business location decisions. If customer purchases are made largely on immediate need, impulse (e.g., favorite coffee shop or fast food restaurant), then high customer traffic and visibility are critical. On the other hand, location is less a concern for products or services that customers are willing to go out of their way to find (e.g., swimming pool chemical supplier).

□ *Marketing Performance*

After the marketing mix decision is implemented, the final step to the marketing concept cycle is to evaluate performance. With a detailed list of business objectives, monitor how well the decisions are developing. Evaluate objectives such as:

- Has the desired increase in market share been captured?
- Has the targeted sales volume been hit? How far above? How far below?
- How well did the combinations of target markets and strategy work? Did it work efficiently?
- Which ones didn't and why?

Also, evaluate the following decisions and others:

- Did advertising efforts reach the target groups?
- Were promotions timely?
- Did customers respond to sales, coupons, or rebates?
- Did customers respond to special offers and promotions?
- Did customers respond to "time sensitive" mailings?

Additionally, consider the following:

- Is the business doing all it can to satisfy the customer?
- Do employees make sure that customers' needs are truly satisfied?
- Do employees aid in the building of repeat purchases and customer loyalty?
- Is it easy for customers to find what they want at a competitive price?

If these marketing and advertising objectives were not reached, what were the reasons? If they worked well, what elements were most effective? By evaluating performance after decisions, there is reference for future decision-making, based on past results.

Periodically a business needs to seriously assess customers' feelings and opinions toward the business and how well their needs are being met. Such information can be garnered through customer comment cards, consumer focus groups, a quick written survey, or just by taking time to ask them while they are in your presence: "Hi, how are you today? How can we best serve you?"

Once this information is collected, be sure to do something constructive with it. If services and products have been added or modified due to comments from the customer, find a way to inform them of such changes. It will let them know that they and their opinions are of value to the business.

Send Your Message Through Solid Marketing Ideas, Tactics, Strategies, Tips and Tools

Marketing is not simply creating a product or service and selling it. It is creating a sense of satisfaction in a customer's mind. It is identifying the customer's desires and presenting to them in a manner that is better and cheaper than the competition.

Needs and wants are two different things. Marketers must differentiate between the two. **Needs** are necessities such as clothing, safety, self-esteem, food, water, shelter, and a sense of belonging. **Wants**, however, are desires for specific goods or services that satisfy a need. Marketers do not create needs; they create wants. They point out how a product satisfies a basic human need. They try to influence desires by making their products and services affordable and readily available.

Following are proven ideas, tips, strategies, and tools to aid you in marketing your business services and products. They will assist in creating a want in the mind of your customers.

Designing an Eye-Catching Newspaper Advertisement

- ❑ The headline must tingle the senses and catch the reader's attention quickly. It must draw them in. It must make them want to know more.
 - Always promote a benefit and engage the reader to act.
 - Working should intrigue the reader.
 - Paint a mind picture in your wording. Speak directly to the reader, become personal.
 - Promote your pricing as if were a “no-brainer” to decide to purchase—the deal of the century.
 - Headline should use “alertness” words such as: “Super News,” “Special Bulletin,” “Your Attention Please,” or “New and Improved.”
- ❑ Ask the reader to respond to the ad by taking some immediate action, i.e.: Call today, visit our website, email us at, come on in, do it now.
- ❑ Make the ad response-time sensitive: “Two-Day Sale.”
- ❑ Work at placing the ad in the front section of the paper, on the upper right hand side above the fold. Most readers' eyes scan this section of a newspaper first when turning from page to page.

- ❑ Statistics have shown marketers that advertisement with a greater body of copy catch more attention than advertisements with less copy.
- ❑ Create several different ad styles with the same basic content. Track reader response and measure success.
- ❑ Use blues, reds and white lettering on black background (reverse coloring) to enhance an ad. Consider adding a border for effect. Be mindful of what the competition is doing.
- ❑ Use customer testimonials at every opportunity.
- ❑ Include contact information: phone number, email address, website, or USPS address.

Tips for Developing a Successful Magazine Advertisement

- ❑ When possible and room is available, include a black and white or colored photograph. A picture is worth 1000 words.
- ❑ Use two different types of font: One for headlines and another for body copy.
- ❑ Use bold, italics, and underlining sparingly.
- ❑ Use dashes, not dots, around any business coupons or sales incentives.
- ❑ Use both upper and lower case lettering in the ad.
- ❑ Include contact information (similar to that in newspaper listed above.)

Yellow Pages Strategies

- ❑ Fill the ad with as much informative copy as possible. Display ads with more information stimulate reader response.
- ❑ Purchase the largest ad space that you can afford. Seekers act on large ads first. Pay attention to your competitor's ad size and placement.
- ❑ Use an additional color and/or border to draw attention.
- ❑ State brand names, dealers with whom you do business. This promotes your success through association.
- ❑ Call attention to all guarantees.

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- ❑ Provide contact information and location (map drawing). Use landmarks, shopping centers, or intersections to pinpoint your business location.
- ❑ Resources for Yellow Pages Advertisers
 - Yellow Pages Publishers Association (YPPA): 810-244-6200
 - Association of Directory Publishers: 508-883-3688
 - Association of Directory Marketers: 412-269-0663

No-Nonsense Radio Ads

- ❑ Add humor whenever possible. It's a quick attention-getter and memory-stimulator.
- ❑ Use in conjunction with 800 and 900 contact numbers. Be repetitive in using your business name and number in a half-minute ad (aim for 4 to 5 times).
- ❑ Be selective of introductory and background music, sound effects and impact of promotional speaker's voice (pitch, articulation, grammar, tone quality, speed of speech).
- ❑ Use short messages to build business name recognition and reputation (15 to 30 seconds).
- ❑ Use long messages to sell the service or product (30 to 60 seconds).
- ❑ Develop a message hook that will capture the attention of the listener in the first 5 to 7 seconds of the ad.

Tips for Creating an Eye-Catching Billboard Ad

- ❑ Wording has to be large enough to see and read within a short period of time (3-7 seconds and sometimes at 60 miles per hour).
- ❑ Print should be of a style and size that it is easy to read at distances.
- ❑ Limit the message to no longer than seven memorable words.
- ❑ Include a single graphic that speaks loud and clear.
- ❑ Ensure there is good lighting for night visibility.
- ❑ Location, Location, Location (ensure unobstructed view).
- ❑ Things to consider for placement on your billboard:
 - An eye-catching color photograph (but not of yourself).

- Your business slogan or product's catch phrase.
- A customer testimonial.
- Something that moves, something that strikes the funny bone.
- A unique 3-D object.
- Easy-to-remember number (800-DARK-TAN).
- Call to action (Call Now, This Exit, Next Left).

Strategies for Improving the Impact of Your Business Card

- ❑ List of services on the back.
- ❑ List of locations (if more than one).
- ❑ Map of how to find your place of business.
- ❑ Toll free numbers, email address, web address.
- ❑ Photo of business, employees or products.
- ❑ Your company's slogan or tag line.
- ❑ Quotes, aphorisms or jokes (people love humor).
- ❑ Pricing of services or products.
- ❑ Create as an Info-card .
- ❑ Use a variety of shapes and design (Fold-over; Rolodex).
- ❑ Use readable font sizes.

Business Brochures that Will Hit the Mark

- ❑ Brochure should work toward building a relationship with the reader.
- ❑ Be clear in describing benefits of services and products offered.
- ❑ Use a photo or graphic that will catch the reader's attention.
- ❑ Enhance the brochure by adding exciting colors.

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- ❑ Provide testimonials from customers, suppliers, and employees.
- ❑ List contact information, hours of operation, easy to find directions (location map optional).
- ❑ Appeal to the emotions and behaviors of the readers.

Signs and Banners as Marketing Media

- ❑ Proofread your message. Customers are turned off by mistakes in spelling.
- ❑ Like billboards, keep the message short for a quick read. No more than ten words; seven is ideal.
- ❑ Use flags on banners and lights on signs (flashing lights, if possible).
- ❑ Change message on reader-board signs on a regular basis (within 7 days).
- ❑ Check with zoning regulations and get a sign permit prior to putting one up.

Strategies for Developing a Got-To-Have Newsletter

- ❑ Load the newsletter with useful information, something the reader will benefit from reading. Work toward educating your readers.
- ❑ The newsletter is a great selling tool, so provide your contact information throughout (phone, fax, email, website).
- ❑ Watch the spelling and grammar.
- ❑ Include customer names and testimonials. People love to see themselves in print. Photos would also go a long way.
- ❑ Take time in selecting design layout and graphics. Keep high standards and make the newsletter a signature product of your business.
- ❑ The newsletter should be goal-oriented and have a purpose. It must have an intrinsic value in the mind of the reader.

Making Your Business Website a Customer's Favorite

- ❑ Design your website to be an information center first and a marketing and sales site second.

- ❑ Provide useful information that will draw your customers back to the site time and time again (down-loadable tips or articles of interest).
- ❑ Ensure that the customer will be able to navigate the site easily.
- ❑ Consider special promotions for website users.

*People do with opportunities as children do at the seashore;
they fill their little hands with sand, and then let the grains fall through,
one by one, till all are gone.*

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SMART Management Worksheet

Marketing the Business

This worksheet will help you explore and record the parameters of dealing with business marketing and aid you in identifying options for what steps to take in managing the process. List ideas, strategies, plans and tactics in detail.

Date:

Greatest marketing challenge that you are facing? *(Rework until you can articulate the challenge precisely.)*

What is the worst that could happen as a result of this challenge? *(What is at stake? Who will be involved? What are the possible consequences? Short term/Long term?)*

What possible good could happen as a result of this challenge? *(Are there constructive aspects? Who and what will benefit the most?)*

Individual(s) and Department (s) whose expertise/help will be required:

Options For Resolving Marketing Challenge

Strategy to Implement Option

A

A

B

B

C

C

Future Steps to Help Eliminate this Challenge from Happening Again

A

B

C

SMART Management Worksheet

Advertising the Business

This worksheet will help you explore/record the parameters of dealing with business advertising and aid you in identifying options for what steps to take in managing the process. List ideas, strategies, plans, tactics in detail.

Date:

Greatest advertising challenge you are facing? *(Rework until you can articulate the challenge precisely.)*

What is the worst that could happen as a result of this challenge? *(What is at stake? Who will be involved? What are the possible consequences? Short term/Long term?)*

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Strategy to Implement Option

A

A

B

B

C

C

Future Steps to Help Eliminate this type of Challenge from Happening Again

A

B

C

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SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

SMART Management Notes:



THINK SMART!

THINGS TO DO LIST:

A-Top Priority---B-Need to Address---C-Must Remember

- ☐ _____
- ☐ _____
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SMART Management Notes:



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Smart Management Notes



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- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

List task to be accomplished Identify as A, B or C Check off when completed

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SMART Sales and Marketing Management Quiz

- 1) When a customer complains about the pricing of a product or service, a salesperson needs to address this by promoting the value of the product or service as it relates to the benefits the customer will receive.
 - a) True
 - b) False
- 2) A sale ends when there is an exchange of money for products and services.
 - a) True
 - b) False
- 3) There are five foundation stones that make up the marketing process: marketing concept, marketing research, target marketing, marketing mix, and marketing performance.
 - a) True
 - b) False
- 4) The primary functions of a Business Management System are to improve customer service, drive the business forward and increase bottom line revenues.
 - a) True
 - b) False
- 5) Two strategies for improving the impact of your business card are 1) include a business slogan and 2) include pricing of services or products.
 - a) True
 - b) False
- 6) A successful newspaper ad heading conveys a benefit, intrigues the reader or promotes the reader to act.
 - a) True
 - b) False
- 7) A customer's "needs and wants" are basically the same: a desire for specific goods and services.
 - a) True
 - b) False

- 8) A psychographic market is one in which a promotion is targeted to the opinions and attitudes of the customers.
- a) True
 - b) False
- 9) The best way for a salesperson to handle nervousness in a selling situation is to tackle the nervousness head on.
- a) True
 - b) False
- 10) In order to be a super salesperson you must first be a super controller and planner.
- a) True
 - b) False

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SMART Team Management Quiz Answers

1. A
2. B
3. B (marketing strategy)
4. A
5. A
6. A
7. B
8. A
9. A
10. B (organizer and planner)

Marc Clark, Ph.D.

About The Author

Dr. Clark is a service/hospitality veteran of more than three decades. A graduate of LaSalle University, he holds a Doctorate in Hotel/Restaurant and Tourism Management. He has conducted over 3,000 domestic and international seminars in such locations as Mexico, Canada, Thailand, Taiwan, India, Switzerland, Africa, the Caribbean and Spain. He is president of M. Douglas Clark & Associates DBA: **SmartBizzOnline.Com**. Dr. Clark is the author of the **Manager's Toolkit**, as well as the **Smart Management Workbook**. He has spoken with such notables as Erin Brockovich, George Hamilton, Ira Blumenthal, Mark Victor Hansen and Larry Winget. He has written a number of management articles for a wide variety of service industries

He was the first recipient of the National Career Achievement in Human Resources Training Award, and received the Distinguished Public Service Award from the State of Tennessee for contributions to the area of hospitality/service training. He holds the designations of Certified Hotel Administrator (CHA), Certified Human Resources Executive (CHRE) and Certified Hospitality Educator (CHE) from the American Hotel & Lodging Association. AH&LA has also presented Dr. Clark with its prestigious Lamp of Knowledge Award, identifying him as an outstanding national educator.

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Dr. Marc Clark is an author, professional speaker, business consultant & entrepreneur. A service veteran of more than 30 years, he has shared his expertise and know-how with those at conventions, conferences and workshop audiences from around the world.

He has been featured in numerous publications and has developed a number of training and educational programs for a wide variety of industries.

The secret to his success, he believes, is his faith, his family, and his passion to move forward. *"We always have alternatives."*

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