

THE EMPOWERED MANAGER/EMPLOYEE

DATE: May 4, 2016

LOCATION: Utah Library Association Preconference

TIME: 1:00 P.M. to 4:00 P.M.

ORGANIZATION OF THE WORKSHOP

- 1. Opening the Workshop**
- 2. Introduction**
- 3. Purpose of the Workshop**
- 4. Pretest**
- 5. Film: *The Empowered Manager* [30 minutes]**
- 6. [10-15 minute break]**
- 7. Post-film discussion**
- 8. Post-questionnaire**
- 9. Clarifying key concepts of empowerment**
- 10. Questions & Wrap-up**

II. INTRODUCTION.

A. The film's message.

"Within each of us is the ability to create an organization of our own choosing."

B. BACKGROUND.

1. Managers in today's organizations are struggling with challenges unique in our history. Meeting these challenges, noted by Peter Block, requires transforming our organizations from bureaucratic to participative institutions. The Empowered Manager is a story of this kind of transformation. Based on the experiences of real people in AT&T's Phone Centers, the film demonstrates that it is possible to create an entrepreneurial spirit with a large, traditional organization. The underlying concepts of the film are derived from the book The Empowered Manager by Peter Block who says "Empowerment is not a new set of rules, it's changing the rule makers. And that's what's radical about it."

2. PURPOSE: The workshop is designed to support

organizations trying to change the traditional role of supervisors, managers, and employees. The workshop also is designed to:

- a. help managers and employees develop a sense of the process and benefits of taking responsibility.
- b. help people to understand their resistance to change and plant the seed of discussion between manager and employees about new ways of working together.
- c. help to illustrate ways to increase partnership and shared responsibility.

III. **BEHAVIORAL OBJECTIVES.**

- A. After seeing film and discussing the concepts presented, participants will be able to more effectively:
 - 1. recognize how our traditional bureaucratic structures shape people in the workplace to be cautious, safe, and compliant.

2. accept that empowerment can work in a real life.
3. prepare managers to understand and more effectively deal with reactions to empowerment efforts.
4. confront one's own personal dependency and begin to take responsibility for one's work situation.
5. support other managers and employees in the empowerment process.
6. recognize the benefits of empowerment to people and organizations.

EMPOWERED MANAGER/EMPLOYEE

Please answer the following questions.

1. As an empowered manager, how do you view your job?

2. As an empowered employee, how do you view your job?

INDIVIDUAL DIFFERENCES IN NEEDS AND MOTIVATIONS TO WORK

The process of motivation is started by identification of a need. One of the main reasons for the complexity of this process is that, because individuals differ so much, it is impossible to produce a universal law which will predict how people will behave in particular circumstances.

Attempts have been made to classify needs and to describe how they operate. The most famous of these ways was formulated by Abraham Maslow: he suggested that there are five major need categories which apply to people in general starting from the fundamental physiological needs and leading through a hierarchy to the need for self-fulfillment, the highest need of all. Maslow's hierarchy is as follows:

1. **PHYSIOLOGICAL:** the need for food and other things essential for survival.
2. **SAFETY:** the need for protection against danger and deprivation of physiological needs.
3. **SOCIAL:** the need for love, affection and to be accepted as belonging to a social group.
4. **ESTEEM:** the need to have a stable and high evaluation of oneself (self-esteem) and to have the respect of others (prestige). This need embraces the important desires for adequacy, achievement, reputation and status.
5. **SELF-FULFILLMENT:** the need to develop potentialities and skills, to become what one believes one is capable becoming (self-actualization).

HERZBERG TWO-FACTOR THEORY

Intrinsic Factors or Motivators

- * Achievement
- * Recognition
- * Work Itself
- * Responsibility
- * Advancement

Extrinsic Factors or Hygienes

- * Company Policy and Administration
- * Supervision
- * Relationship with Supervisor
- * Work Condition
- * Salary
- * Personal Life
- * Relationships with Subordinates
- * Relationships with Peers
- * Status
- * Security

DOUGLAS MCGREGOR

Theory X: Traditional View of
Direction and Control

1. The average human being has an inherent dislike of work and will avoid it if he can.

2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

Theory Y

1. The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work. Work may be a source of satisfaction (and will be voluntarily performed) or a source punishment (and will be avoided if possible).

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement. The most significant of such rewards are satisfaction of ego and self-actualization needs, can be direct products of effort directed toward organizational objectives.

4. The average human being learns, under proper conditions not only to accept but to seek responsibility. Avoidance of responsibility, lack of ambition, and emphasis on security are generally consequences of experience, not inherent human characteristics.

5. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Pedagogy vs. Andragogy

	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> • The learner is dependent upon the instructor for all learning • The teacher/instructor assumes full responsibility for what is taught and how it is learned • The teacher/instructor evaluates learning 	<ul style="list-style-type: none"> • The learner is self-directed • The learner is responsible for his/her own learning • Self-evaluation is characteristic of this approach
Role of the Learner's Experience	<ul style="list-style-type: none"> • The learner comes to the activity with little experience that could be tapped as a resource for learning • The experience of the instructor is most influential 	<ul style="list-style-type: none"> • The learner brings a greater volume and quality of experience • Adults are a rich resource for one another • Different experiences assure diversity in groups of adults • Experience becomes the source of self-identify
Readiness to Learn	<ul style="list-style-type: none"> • Students are told what they have to learn in order to advance to the next level of mastery 	<ul style="list-style-type: none"> • Any change is likely to trigger a readiness to learn • The need to know in order to perform more effectively in some aspect of one's life is important • Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	<ul style="list-style-type: none"> • Learning is a process of acquiring prescribed subject matter • Content units are sequenced according to the logic of the subject matter 	<ul style="list-style-type: none"> • Learners want to perform a task, solve a problem, live in a more satisfying way • Learning must have relevance to real-life tasks • Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	<ul style="list-style-type: none"> • Primarily motivated by external pressures, competition for grades, and the consequences of failure 	<ul style="list-style-type: none"> • Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

THE EMPOWERED MANAGER
Handout

This film presents two concepts that are key to understanding how to move toward empowerment in organizations.

I. The entrepreneurial spirit vs. bureaucracy.

A. With the coming of competition at AT&T, the company could no longer keep operating in its traditional bureaucratic structure. They had to move faster, be more responsive and get decisions made by the people who were closer to their customers. In short, they needed each operating unit to operate as though it depended on itself for survival -- to operate with an entrepreneurial spirit.

B. Peter Block put it this way: "Empowerment is not a new set of rules, it's changing the rule makers."

C. Empowerment is about having the people who are going to follow the rules be the ones to decide what the rules should be. They are the people who best know what needs to be done.

II. Partnership vs. dependence.

A. Partnership between management and employees is a key element of empowerment. Partnership involves management and employees together taking responsibility for the success of the business.

B. At AT&T, as decision-making was pushed lower in the organization, people at all levels had to take more responsibility. Upper management, as Bob Martin pointed out, expected the people to be excited about their new power. But they were scared, angry and distrusting. People at each level wanted to remain dependent on their boss so they didn't have to take risks that might result in mistakes.

C. Peter Block captured the need for change toward partnership with these words: "Empowerment means looking for leadership in the mirror."

D. If we want to truly be challenged and satisfied with the energy we devote to work, we have to go out on a limb and take risks. We have to count on ourselves as the leader who can bring about the change we want to see.

The Empowered Manager/Employee Questionnaire

1. What is Nicky's initial reaction to being told she has to take more responsibility for running the store?
2. Which of Nicky's beliefs get in the way of her becoming "empowered?"
3. According to the film, what qualities are necessary to be an empowered manager? An empowered employee?
4. What reaction do Cecil, Wendy and Doris have to "empowerment?"
5. How does Nicky eventually support each sales associate in becoming empowered?
6. How does the overall concept of empowerment benefit Cecil, Wendy, and Doris?
7. How does empowerment ultimately benefit the company?
8. In what ways does your work group function as a bureaucracy? In what ways does it function in an entrepreneurial spirit?

9. What are the rules in your organization you would keep and what would you change?

10. In what ways do you see yourself as a partner with the organization?

11. In what ways have you contributed to the problems you are currently facing?

12. What double messages are there in the way you are being managed?

13. What makes you most pessimistic about your organization today?

14. What is your greatest source of optimism?

15. If your organization were your own:

What vision would you have for what you want to accomplish?

What values would you want lived out?

How would you want to deal with your bosses?

What would partnership and collegiality look like?

What would acts of leadership look like?

16. What one thing can you do today to take responsibility for what you want?

WHAT IS VISION

The vision expresses our values and what we hope to contribute.

A vision is the preferred future, a desirable state, an ideal state. It is an expression of optimism despite the bureaucratic surrounding or the evidence to the contrary.

A vision is really a dream created in our waking hours of how we would like the organization to be.

WHY IS IT IMPORTANT

Creating a vision forces us to take a stand for a preferred future.

THE COMMITMENT WE MAKE TO OURSELVES

*** We are the architect of the organization,
choosing its form and future.
We are not just a laborer, following another's plans.**

*** We set goals that are unique and
that no one else has achieved before in the same way.**

*** We choose the path of high resistance and
live with anxiety that creates.**

*** We risk all we have. Not for the thrill of it,
but because there is no safe path.**

*** We are the place of last resort.
There is no one to take care of us.**

*** We are responsible for problems;
if we don't handle them, no one will.**

The Empowered Manager/Employee

Workshop Evaluation

Please complete this evaluation and return it to us at the end of the workshop.

1. Did the workshop meet your objectives? Yes No

2. How would you rate the overall effectiveness of the Empowered Manager/Employee Workshop?

Excellent

5

4

3

2

Poor

1

3. What additional training or follow-up action do you feel would be helpful?

4. Which areas of this workshop will most help you on your job? (Explain)

5. Do you have suggestions that would help us improve our workshop?

Date: _____

Thank you for your participation.