



PERSONNEL PSYCHOLOGY NZ LTD

**THE
PSYCHOLOGY OF MANAGEMENT**

*An outline of an integrated
Management Training Programme*

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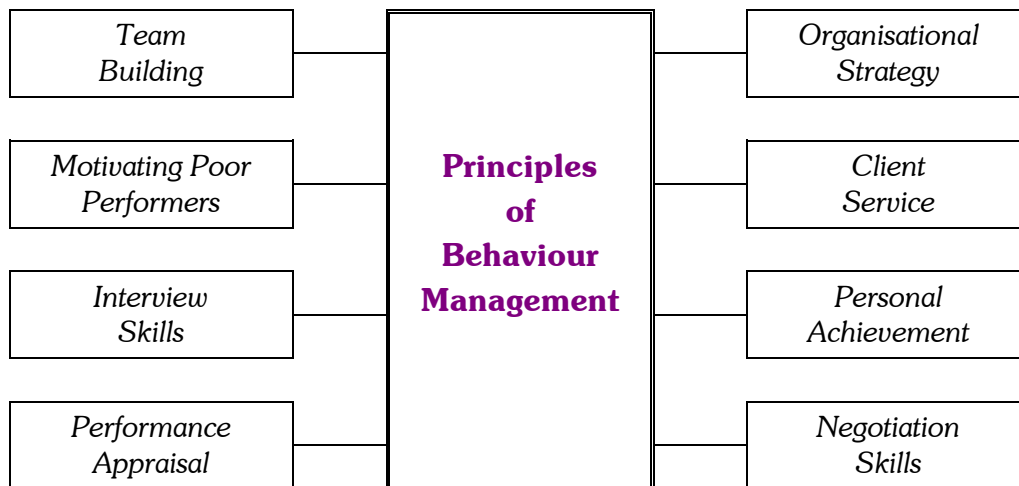
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THE PSYCHOLOGY OF MANAGEMENT

An integrated management training programme

The Importance of Behaviour

Our approach to management and supervision training is based very firmly on the fact that, as an employee moves from a vocational role (ie: generating income by his or her own hand) into a management role, the importance of technical knowledge reduces and the importance of a knowledge of behaviour becomes paramount. A manager's role is to manage the behaviour of his or her staff in order to achieve the required productivity targets. The manager must therefore have a sound working knowledge of the forces that shape and maintain behaviour and know how to change behaviour. For this reason we initiate our management training with a two-day, core module entitled 'Principles of Behaviour Management'. Once equipped with this knowledge, managers can then be given modular training to enable them to apply the principles to a wide range of specific situations. The current modules are outlined in the following diagram:



The four main principles of behaviour management we focus on are:

- **Trial and Error Learning**
- **Pairing**
- **Imitation**
- **Imprinting**

These are outlined briefly in the following section.

An outline of the Principles of Behaviour Management

Trial and Error Learning

Initially Debbie managed a sales team of ten. Six of her team were top performers who knew what they were doing and got on with the job. They were great to have on the team, as they left Debbie free to spend time with the four poorer performers who seemed to need a lot more attention and encouragement. Now, three years later, Debbie has lost four of her top performers to opposition firms and the others have become less effective. The poor performers still require the same amount of attention.

Behaviour is strongly influenced by its consequences. A negative consequence reduces the likelihood of the behaviour, a positive consequence strengthens it, while no consequence leads to an initial increase followed by the elimination or extinction of the behaviour. This process is termed 'Operant Conditioning' and affects every aspect of people's private and work lives. It is a process which follows some very specific and simple rules, an understanding of which enables a manager to develop and maintain effective work behaviours. Without this knowledge managers can very quickly extinguish the very behaviours which are essential for the survival of the organisation.

Pairing

Sunday before last you met and formed a positive regard for one George Fiblough. Last Tuesday one of your colleagues, unaware of your acquaintance with George, commented during morning tea: "I see CashEx finally got shot of old Fiblough - it's amazing how one person can take so many people for a ride!" Immediately you will engage in a great deal of internal self discussion and quite probably your behaviour when you next meet with George will be very different.

Pairing is a very powerful process that influences behaviour. Technically, pairing is known as 'Respondent Conditioning' and is the process whereby one object or individual can come to assume the positive or negative attributes of a separate object or individual simply through occurring simultaneously.

The classical example of respondent conditioning was Pavlov's study, in which he rang a bell when giving dogs food and found that within a short time the bell on its own would lead to salivation. Similarly, in advertising the objective is to use respondent conditioning to generate interest in a previously neutral stimulus. By pairing cigarettes with young, healthy adults, for example, the manufacturers are seeking to condition a subconscious image of healthiness.

Respondent conditioning, however, is the single most important factor in determining attitudes and behaviours in the workplace: *what is said and how it is said will determine, more than anything else, whether the organisation will thrive or fail.*

The pairing process occurs subconsciously but can be used deliberately to alter attitudes and behaviours *without the conscious awareness of those undergoing change.*

Imitation *All staff had an opportunity to attend an in-service training course on Stress Management. Everyone thought it was a really good idea, although the manager, Stan, indicated that while he would have loved to go, he simply didn't have the time. He did emphasise, however, that he was keen for the staff to attend. The course was well attended by basic grade staff but virtually none of the supervisors or managers, the group with the most to gain, could find the time to go.*

Managers lead by example, whether they intend to or not. Most managers are aware of the 'gross' effects of imitation, i.e. the effect on time keeping by staff when they see a manager arrive late or take long lunch hours. Few managers, however, fully understand the true nature of the imitation and modelling process and the way in which it can subtly influence behaviour. Training in this area is designed to help managers to select and use the appropriate models to shape and maintain behaviour, and to avoid inadvertently modelling the wrong behaviours.

Imprinting *He is affectionately known as 'The Late Sam Browne'. If there is one thing you can set your clock on, it's Sam arriving late for work, meetings, functions, whatever. He's been to so many time management courses he is just about an expert, but nothing has made the slightest impression. Sam would desperately love to change and get away from all the digs about being late for his own funeral, but no matter how hard he tries Sam always ends up behind time. Sam was eventually fired for poor time keeping. He went quietly; two hours after he was supposed to.*

Human beings are highly sensitive to a phenomenon we term 'imprinting'. Imprinting is the process whereby a 'picture' is programmed into the subconscious and becomes the 'blueprint' for the way the individual behaves. These pictures exist for virtually every aspect of our lives, and research clearly indicates that once a picture has been imprinted the behaviour follows almost involuntarily. If, for example, we have a picture of ourselves as always being late, then we will invariably be late, regardless of our intention to be on time. This is because when the will and the imagination are in conflict, the imagination will always win. No matter how hard a person 'wills' himself not to make errors the imagination, or the picture of making errors, will inevitably prevail and ensure errors.

The failure to understand the principles of imprinting means that managers are frequently, yet quite unwittingly, responsible for developing performance problems in their staff. They do this by drawing attention to problems rather than solutions. A manager may, for example, point out to a staff member that they are late with comments such as '*you are always arriving late*'. Constant repetition of this type of message eventually imprints the picture in the person's mind that they are always late, with the end result that, finally, they always arrive late.

The skills taught relating to imprinting, such as the use of visualisation and developing a positive mental attitude, are part of the fastest growing area of training in the USA and Europe.

Effective Management: A Shared Responsibility?

The process of bringing about a culture shift in an organisation has traditionally been seen as the responsibility of management. While occasionally successful, our observations have generally been that it is a Herculean task, accomplished only with difficulty and physically and psychologically debilitating for the managers involved.

Lasting changes in the culture of an organisation are usually those that are accompanied by a fundamental shift in the mental attitudes of staff at all levels of the organisation or, more specifically, where people are denied access to their traditional attitudes and strategies. One of those mental shifts concerns the perception of where the responsibility for change management lies. As long as the staff, who are a numerically superior group, hold onto the idea that it is up to the managers to bring about change then they will take little, if any, real responsibility for the change process. However, once staff arrive at the realisation that they are just as responsible for driving the change and are equipped with skills in the appropriate areas they will not only support the change but actively assist their managers to achieve the overall organisational goals.

The key to this shift is the realisation that within every organisation everybody from the general manager to the office junior is a **behaviour** manager. Hierarchical position has no effect on the laws of learning; a stores clerk can modify the behaviour of those with whom he or she interacts just as certainly as general managers can modify the behaviour of the people with whom they interact. Unfortunately, while this observation is taken for granted at an intuitive level it is very seldom made use of as a means of creating a truly synergistic organisation. We believe it is unrealistic and indeed quite unfair on the formal management group to expect them to be able to implement change without their staff understanding the fundamentals of followership.

Followership is the seldom mentioned but logically more important part of the three key management areas. The other two are teamwork and leadership. Followership is based on the observation that within any organisation one's manager is one's primary customer, in the sense that the customer is a person who offers money in exchange for goods or services. *If I ignore, defy, or somehow lose the confidence and support of my primary customer (my manager) then regardless of how good my teamwork and leadership skills are I am likely to be looking for a new customer and my manager will be looking for a new supplier.*

In a nutshell then, followership is the process of ensuring that my manager is satisfied and gets the credit for the things I do.

The immediate reaction of most New Zealand staff and managers to this premise is that it is unfair and smacks of 'boot licking' and 'yes-men'. This reaction, however, changes when they realise that the whole accountability of the organisation rests on followership; everybody must be accountable to someone in the organisation for the delivery of specific goods and services right through to the Directors who are, in turn, accountable to the shareholders.

Resistance to the concept of followership further evaporates as staff are taught that, when practiced properly, followership allows a staff member to manage his or her own manager in a way that will keep the manager fully satisfied and give the staff member almost total freedom to exercise their own initiative and retain full control of what they do and when they do it. They will

have succeeded in getting their manager 'off their back' in a manner which is totally positive and constructive; in short, the staff will have empowered themselves without having to wait for management to do so.

Followership training assists in the move to a customer centered focus by providing specific training to both managers and staff to ensure that both groups have the skills to assist each other in the process of change. The training brings about a shift in attitude which very quickly denies everyone access to the traditional 'us versus them' mentality and yet strengthens respect for managerial accountability.

Training Format

The seminars consist of a mixture of formal presentation, syndicate activity and skills training. We maintain a high degree of interaction and use extensive questioning to help participants arrive at their own conclusions.

We also have a strong preference for split training, ie: two days initially followed by two further days each a month apart. This ensures that the training remains alive and allows us to monitor its effectiveness in transferring to the workplace.

.. Specific Application Modules

Specific Application Modules

The specific application modules are designed to build on the information provided in the core behaviour module. This enables the modules to be run as one-day seminars with an approximate balance of half theory and half skills practice.

Team Building This is designed to teach managers how to identify the motivating factors of each team member and use this knowledge to work to their respective strengths. It also identifies the role of the manager in increasing or decreasing team cohesiveness. Training is provided in behavioural goal setting, communicating, feedback and attitude formation. Testing may also be conducted and feedback given in order to enable a global analysis of how the team functions.

Motivating Poor Performers We teach managers how to separate emotion from the analysis of exactly what is happening in a poor performance situation. The training provides a clear, step by step model to allow managers to take a person aside and interview them in a constructive, non-stressful manner. Independent research on this module has been conducted to validate this training. On the job application rates are known to be very high and extremely effective.

Interview Skills The key to effective interviewing is to obtain accurate and detailed information without inadvertently 'cueing' the interviewee on how to answer. We teach managers how to obtain comprehensive information without asking formal questions. The technique is equally applicable to obtaining the feelings of staff, interviewing for selection and promotion, and interviewing clients. The manager never has to worry what his or her next question will be!

Performance Appraisal This module touches on the development of appraisal systems that are truly performance, or target behaviour, oriented. The main focus, however, is on the process of performance feedback and the performance appraisal interview.

Negotiation Skills This module looks at the traditional models and techniques for negotiation and provides direction on how to decide which approach is most appropriate to the situation. The module then goes beyond this material by providing information on how to use the resistance or opposition of the other party to your advantage, and how to elicit and interpret information from the other negotiating team without alerting them to the fact that they are cooperating.

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**Personal
Achievement**

The objective of this module is to apply the principles directly to the achievement of personal goals. These can range from developing a plan to achieve specific income or relationship goals, through to mastering skills such as public speaking. The techniques help managers to recognise and overcome internal and external barriers and translate their intentions into action. Specific personal projects are incorporated into the practical component of this module.

Client Service

We define Client Service as those behaviours shown by management and staff which increase the likelihood that a customer will continue to use the organisation's products or services. The general principles of behaviour apply very strongly, not only in retaining existing clients but in providing a very 'painless' and reliable technique for assisting managers to actively market and gain new business.

**Organisational
Strategy**

The organisation as an entity does not exist. It is, in reality, the collective behaviour of the individuals that comprise the organisation. This module shows how the principles of behaviour can be generalised to the entire organisation, or sub-groups such as a branch, and how group goals and plans can be set and monitored. The predominant behaviour patterns, or 'culture', within the group are determined by the prevailing reinforcement and punishment attributes. This module provides techniques to quickly identify and change the prevailing culture.

.. Sample Programme

Sample Programme: Initial Two-Day Workshop

By way of an example, we have outlined below a combination of modules to meet specific requirements.

Workshop

INTRODUCTION TO BEHAVIOUR MANAGEMENT

Objectives

At the completion of the initial two-day workshop, participants will:

- have a clear understanding of the organisational realities within which they work, including an understanding of the feudal origins of our current management system
- be able to reliably differentiate between managerial and vocational work and understand the concept of managerial leverage
- have clearly defined their role as a manager and learned how to ensure they delegate rather than do the work of their staff
- have identified specific work related behaviours in themselves and others that they wish to influence and prepared an appropriate programme based on the principles of behaviour management.

Topics

- **Understanding the Realities of Organisations**
 - Why intelligence increases with seniority
 - What are the true priorities in organisations
 - Why most staff management intentions are doomed to failure
 - The myths of management as taught by the academic world
- **Understanding the Role of the Manager**
 - Differentiating between managerial and vocational work
 - Understanding the lure of vocational work
 - Learning why managers work the longest hours
 - Recognising the management leverage factor
 - Developing a management time budget
- **Followership, Teamwork and Leadership**
 - Clarifying responsibility to managers, peers and staff
 - Identifying and caring for your primary customer
 - Overcoming traditional mental barriers
 - Preparing a 'customer satisfaction' survey
 - Managing the performance appraisal process

- **The Freedom Scale**
 - Understanding the five levels on the freedom scale
 - Mapping your own position
 - Working your way up the freedom scale
 - Denying your staff access to the lowest levels on the scale
 - Teaching staff to 'empower' themselves with the support of management

- **Delegation, or 'Rules for the Care and Feeding of Monkeys'**
 - What are 'monkeys'?
 - How to distinguish between an impulsive monkey dropper and a compulsive monkey picker-upper
 - Why starving monkeys are the root cause of plans coming unstuck

- **Pairing**
 - The principles behind the pairing process
 - Why we like and dislike people
 - How our attitudes are controlled
 - The effect of 'but' pairings
 - How to avoid destroying self-esteem
 - Changing others without direct intervention

- **Trial and Error Learning**
 - The principles behind the feedback process
 - How managers inadvertently encourage the staff behaviours they don't want and eliminate the ones they do
 - Why managers seldom provide positive feedback
 - The hidden effects of punishment
 - The need for 100% upwards loyalty
 - Why it is easier for staff to manage their manager than the reverse
 - Developing a full behaviour plan in conjunction with staff

- **Individual and Group Problem Solving**
 - A framework for effective problem solving
 - Motivating the poor performer
 - Utilising hard core resisters
 - Dramatically speeding up the integration of new staff and ideas
 - Structuring focus meetings to produce clear action plans
 - Keeping the problems firmly with those who have the expertise to solve them

Individual Coaching or Training

Coaching

In addition to group training we also have extensive experience in providing individual coaching. This service is appropriate in situations where there is a specific problem with an individual in the workplace, or where an individual has sought assistance.

Our usual approach is to use a process which focuses on enhancing the individual's resilience and returning them to a fully functioning condition as quickly as possible. Our coaching is also designed to equip recipients with simple but effective skills they can use in the future to prevent a recurrence of the original problems.

Training

Individual training is available to personnel such as senior managers who are either unable to take two or three days away from the office, or for whom attending a course with other staff may be inappropriate.

Training on a one-to-one basis tends to be significantly faster than group training and this permits the use of shorter sessions which may, if necessary, be conducted outside normal working hours. Individual training can be conducted on or off site and a high level of confidentiality can be provided, particularly where the training involves the application of staff management skills to resolve specific staff difficulties. Our preference in most workplace situations is to work through management as far as possible rather than become directly involved ourselves.