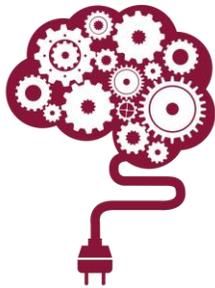


# THE MINDFUL MANAGER

## SUPERVISOR GUIDE



Presented by:  
NONPROFIT MANAGEMENT SOLUTIONS



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Nonprofit Management Solutions is San Diego's oldest nonprofit management support organization, serving the nonprofit community since 1984. Our mission is *to help the people in nonprofit organizations achieve their missions*. We do this by providing effective, affordable programs and services specifically designed for nonprofit organizations. Our "blended solutions" combine professional development, consulting and coaching, and information and referral—services proven to strengthen organizational effectiveness and deepen mission impact. NMS has helped more than 100,000 nonprofit professionals and volunteers achieve their organization's missions through programs and services that focus on achievable and measurable results.

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# THE MINDFUL MANAGER

## Supervisor Guide

### Introduction

The inspiration for *The Mindful Manager* is drawn from the work of respected leadership innovators, including Stephen Covey, Daniel Goleman, and Marshall Rosenberg. Research links mindfulness to increased self-control of emotions, flexible thinking, and a more positive mindset.

The objective of this 10-workshop series is to build critical management skills through increasing mindfulness, empathy and engagement.

Carefully selected topics are presented with leadership competencies, key principles, and learning objectives that focus on increasing self-awareness, awareness of others, and knowledge of organizational systems. While each 3-hour exploratory workshop provides a valuable independent learning experience, **completion of all ten workshops in the series gives your team members a toolbox of integrated strategies for both self and team management.**

Each workshop includes a self-assessment (to be completed prior to entering the classroom) and opportunities for reflection, discussion, interactive group exercises, and practice. Additional resources, recommended reading, and videos are provided after the workshop to encourage the learning transfer.

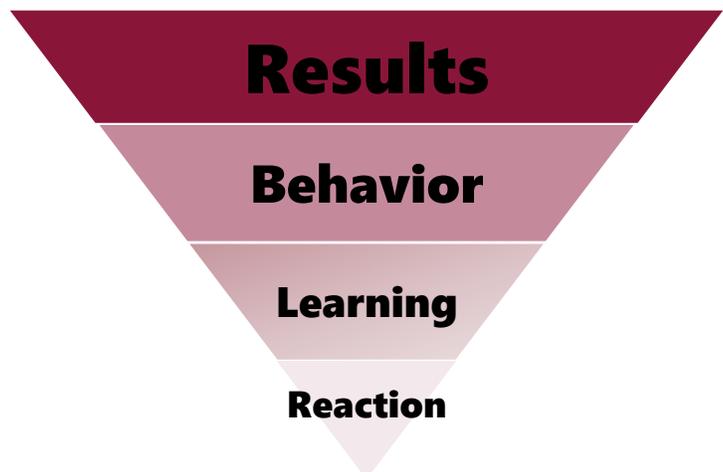
### Evaluation

We measure the reaction and learning of participants to assess the degree to which our programs are engaging and relevant to their jobs and if the intended knowledge is being acquired. The degree to which the participants apply what they learn during the sessions on the job (learning transfer) can be measured using the Kirkpatrick Model of evaluation as seen below.

#### Tips for using the model:

Start with Level 4—Results, and work from top to bottom.

- Determine the knowledge, skills, and behaviors that will produce desired results.
- Involve managers in supporting the learning transfer and evaluating employees learning.

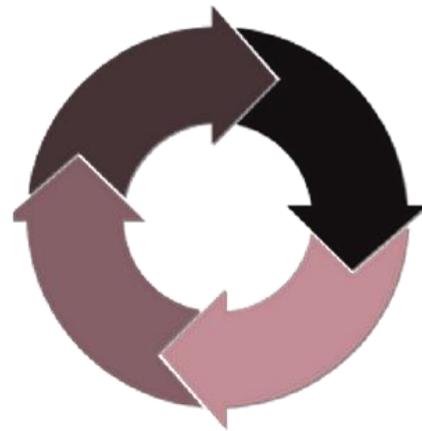


### Level 3: Behavior

Four conditions are necessary for change:

1. Desire to change
2. Know what to change and how
3. Must be rewarded for changing
4. Work in the right climate

- ↑  
↓
- a. Preventing
  - b. Discouraging
  - c. Neutral
  - d. Encouraging
  - e. Requiring



What are the conditions that support behavior change in your work environment?

### Level 2: Learning

The participants self-report increases in knowledge. What are the different ways learners might demonstrate their increased knowledge upon returning to work?

### Level 1: Reaction

Learner-centered evaluations are conducted at the end of each workshop to obtain the participant's reaction to the material presented.

## Supervisor Support

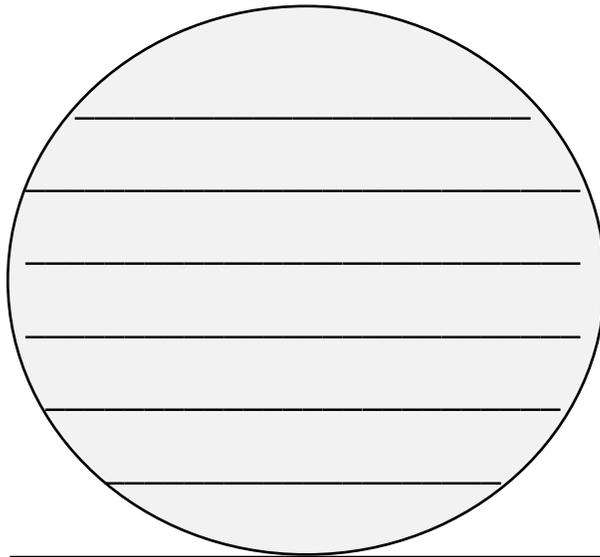
Fifty percent of learning happens after a learning event which takes time to apply. Supervisors can assist their team members in acquiring new skills, knowledge, and abilities by providing specific, concrete and timely feedback. This support is an important dimension of the social aspect of learning. **When supervisors reinforce and promote the use of new skills on the job, their actions help to ensure the learning transfer.** Strategies for facilitating learning include:

- Review workshop materials with your team after each workshop.
- Discuss the new learning and how to apply it.
- Use the prompts on the syllabi to stimulate conversations.
- Provide feedback and encouragement.
- Hold participants accountable for applying newly acquired knowledge.

The Mindful Manager Supervisor Guide includes a syllabus for each of the 10 workshops, outlining the leadership competencies in each area, key concepts and terms, and learning objectives for the session as well as post-discussion prompts that supervisors can use with their team.

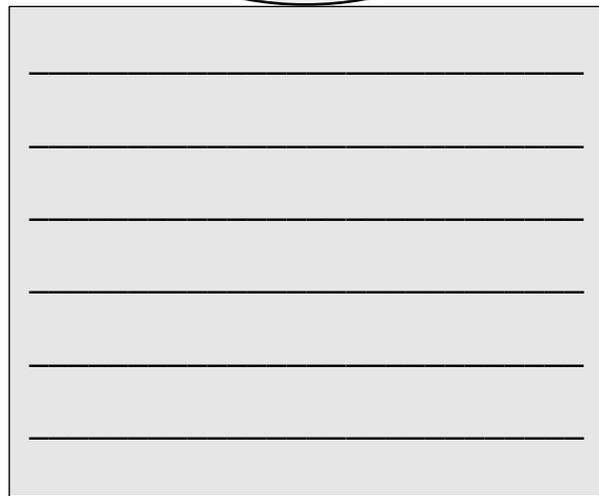
## Post-Workshop Discussion Prompts

What are you still thinking about?  
What is still running through your head?



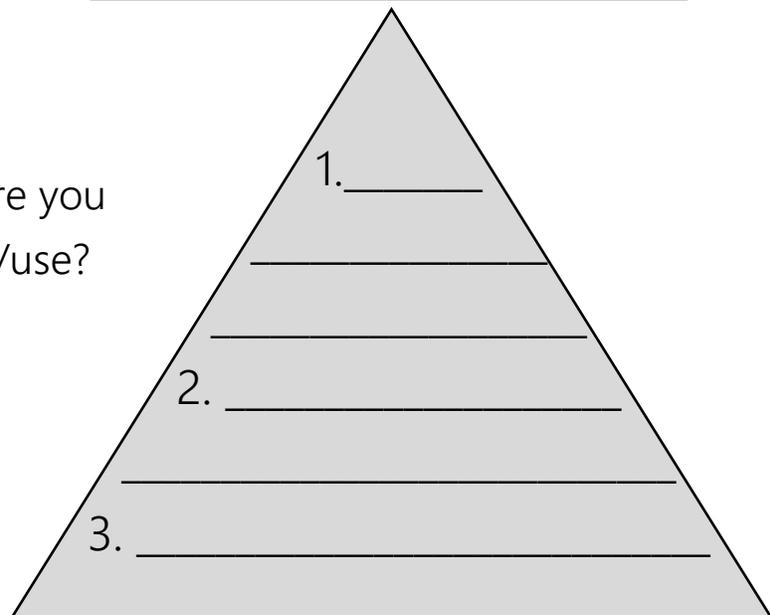
A large circle containing five horizontal lines for writing.

What are you squared away with?  
What do you feel good about?



A large rectangle containing five horizontal lines for writing.

What three things are you going to implement/use?



A large triangle containing three horizontal lines for writing, numbered 1, 2, and 3 from top to bottom.

## Pre-workshop Assignment:

- Leadership Skills Self-Assessment

## Leadership Competencies:

- Seeks to understand and leverage the motivations of employees.
- Recognizes the contributions of others.
- Empowers others with the tools and resources for the development of others.

## Learning Objectives:

- Self-Assess personal leadership skills.
- Define leadership.
- Reflect on leadership role models and how these people have influenced leadership style.
- Discuss qualities of leadership and various leadership models.
- Develop an action plan to implement personal leadership vision.

## Key Concepts:

- Formal vs. informal leaders; leaders vs. managers.
- Authentic leadership in today's work environments.
- Multiple leadership styles can be accessed for differing situations.
- Influence and leverage points can facilitate motivation and success in others.

## Sources:



- "Seven Habits of Highly Effective People", Stephen Covey
- "Primal Leadership", Daniel Goleman, Richard Boyatzis and Annie McKee
- "The One Minute Manager", Ken Blanchard and Spenser Johnson



- Motivation: Applying Maslow's Hierarchy of Needs Theory, Robert Tanner, Management is a Journey: <https://managementisajourney.com/motivation-applying-maslows-hierarchy-of-needs-theory/>
- Situational Leadership Theory: Providing Leadership Through Flexibility: <http://www.educational-business-articles.com/situational-leadership-theory/>
- How Emotional Intelligence Became a Key Leadership Skill: <https://hbr.org/2015/04/how-emotional-intelligence-became-a-key-leadership-skill>

### Pre-workshop Assignment:

- Emotional Intelligence Assessment

### Leadership Competencies:

- Accurately assesses personal feelings, strengths, and limitations.
- Possesses the ability to keep negative emotions and impulsive behavior under control.
- Motivated by intrinsic values such as personal joy, curiosity, and satisfaction in being productive.

### Learning Objectives:

- Self-Assess Emotional Intelligence (EI).
- Define EI and its benefits and impact.
- Explore the anatomy of emotion.
- Discuss the framework of the 4 domains of EI.
- Develop an action plan for strengthening EI.

### Key Concepts:

- A person who masters EI is more able to achieve work success.
- Emotional competencies are not innate talents, but rather learned capabilities that can be developed.
- EI can be increased by employing the framework by Daniel Goleman which includes: self-knowledge/awareness; self-management; awareness of others; and managing relationships.
- Mindfulness, optimism and empathy assist in communication, emotional reasoning, and self-control which lead to EI mastery.
- Using EI to cope with uncertainty, difficult situations, conflict resolution, and performance management is essential.

### Sources:



- "Emotional Intelligence 2.0", Bradberry, Travis, PhD and Jean Greaves, PhD
- "Positive Psychology", Greenville-Cleave, Bridget



- Amy Cuddy, "Your Body Language Changes Who You Are." TED Talks, October 1, 2012.  
<https://www.youtube.com/watch?v=Ks-Mh1QhMc>

## Pre-workshop Assignment:

- Time Intelligence Assessment

## Leadership Competencies:

- Managing attention effectively to achieve priority assignments.
- Effectively plans, organizes, and completes work.
- Anticipates challenges that can sidetrack or derail productivity.
- Recognize time-related stress and the many ways it can affect individuals.

## Learning Objectives:

- Assess current time and attention management techniques.
- Define attention management.
- Reflect on beliefs, impact and memories of time.
- Explore how to manage attention.
- Identify tips and tools for increasing focus and productivity.
- Complete a personal action plan for managing attention.

## Key Concepts:

- Knowing your body rhythm is beneficial to time management.
- Interruptions can take over ½ of the work day if allowed—we have the power to choose.
- Our background and culture can affect our concept of time and impact us in the workplace.
- Spending our productive hours in Quadrant 2 of Covey's Quadrant is beneficial for creativity and strategic decision making.

## Sources:



- "The Power of Habit", Duhigg, Charles
- "The Power of Full Engagement", Loehr, Jim and Schwartz, Tony



- The Age of Notifications and Attention-Deficits: <http://diyhealthacademy.com/the-age-of-notifications-and-attention-deficits/>
- Pew Research Internet and Technology: The Pew Internet & American Life Project: Lee Rainie <http://www.pewinternet.org/2005/05/03/an-email-interview-with-lee-rainie/>
- Donald Bren School of Information and Computer Sciences at UC Irvine <http://www.ics.uci.edu/>

## Pre-workshop Assignment:

- Cultural Map Assessment; American Dream Assessment

## Leadership Competencies—Inclusion/Cultural Competency:

- Demonstrates the capacity for cultural self-assessment.
- Is conscious of the dynamics of cultural interaction.
- Works effectively with people of different backgrounds, abilities, opinions, and exceptions.

## Learning Objectives:

- Assess how access and opportunity affect experience.
- Assess how individual culture and organizational culture align.
- Define concepts of identity and diversity and cultural competence.
- Explore the impact of cultural beliefs, assumptions and biases within the workplace.
- Identify behaviors that sustain and improve cultural awareness.
- Develop an action plan to integrate principles of cultural awareness.

## Key Concepts:

- By becoming aware of our biases, concepts and perceptions of culture, identity and diversity we can increase our competency.
- By analyzing concepts and perceptions of identity and diversity we can develop techniques to champion inclusion.
- By identifying behaviors that sustain and improve cultural awareness we can encourage growth as whole in the workplace.

## Sources:



- "The Culture Map", Meyer, Erin
- "Cultures and Organizations", Hofstede Geert, Hofstede, Gert Jan, Minkov, Michael
- "Mindset", Carol Dweck



- <https://www.hofstede-insights.com/>
- How Cultural Myopia Affects Business Communication:  
[http://www.etiquetteoutreach.com/blog\\_new-york-etiquette-guide/bid/82328/How-Cultural-Myopia-Affects-Business-Communication](http://www.etiquetteoutreach.com/blog_new-york-etiquette-guide/bid/82328/How-Cultural-Myopia-Affects-Business-Communication)

- What's Missing from the Conversation: The Growth Mindset in Cultural Competency by Rosetta Eun Ryong Lee  
<https://www.nais.org/learn/independent-ideas/august-2015/what%E2%80%99s-missing-from-the-conversation-the-growth-m/>
- Mindfulness and Racial Bias: Straight Talk with Rhonda Magee JD: <https://youtu.be/je1JPfQXOYA>
- Harvard Project – <https://implicit.harvard.edu/implicit/takeatest.html>

### Pre-workshop Assignment:

- Communication Skills Quiz

### Leadership Competencies:

- Asks for clarification when things are unclear.
- Listens for understanding and meaning; speaks and writes effectively.

### Learning Objectives:

- Self-assess current communication strengths.
- Reflect on the ways communication is learned and how that contributes to communications style.
- Explore key elements and processes effective communication.
- Analyze verbal and non-verbal communication.
- Develop an action plan for increasing understanding and influence.

### Key Concepts:

- Effective communicators “seek first to understand” by building rapport when they listen with empathy; paraphrase, repeat, and clarify.
- Recognizing the communication cycle as the process by which a message is developed and sent to the recipient.
- Recognizing nonverbal communication is critical to understanding others.
- Communicating with those who are defensive requires emotional intelligence.
- Understanding that where we learn to communicate contributes to our communication style.

### Sources:



- “Crucial Conversations”, Patterson, Grenny, McMillan and Switzler
- “Nonviolent Communication: A Language of Life”, Rosenberg, Marshall



- SkillsYouNeed. (n.d.). Building Rapport. Retrieved March 02, 2017, from <https://www.skillsyouneed.com/ips/rapport.html>

## Pre-workshop Assignment:

- Common Approaches to Handling Conflict Assessment

## Leadership Competencies:

- Addresses conflict promptly to avoid the perceived negative impact of unresolved conflict on productivity.
- Utilizes problem solving skills and conflict resolution techniques to address conflict when it arises.
- Seeks first to understand the other person's point of view and remains calm in challenging situations.

## Learning Objectives:

- Self-assess common approaches to handling conflict.
- Reflect on personal challenges and barriers to resolving conflict.
- Define conflict.
- Identify sources of conflict and techniques to manage conflict.
- Develop an action plan for resolving conflict.

## Key Concepts:

- Conflict is a disagreement through which the parties involved perceive a threat to their needs, interests, or concerns.
- Different situations stir up defenses within, which creates barriers to resolving conflict, i.e. situations, people, groups, particular issues.
- A variety of sources of conflict include: differing values, making assumptions, differing expectations, upbringing, knowledge and ability to deal with conflict.
- There are effective and ineffective approaches and ways of handling conflict.
- Observing self, situation, and others with objectivity and non-judgment assists in resolving conflicts.

## Sources:



- "Crucial Conversations", Patterson, Grenny, McMillan and Switzler
- "Nonviolent Communication: A Language of Life", Rosenberg, Marshall



- Mindtools Editorial Team. (n.d.). Conflict Resolution: Using the "Interest-Based Relational" Approach. Retrieved April 12, 2017, from: [https://www.mindtools.com/pages/article/newLDR\\_81.htm#irb](https://www.mindtools.com/pages/article/newLDR_81.htm#irb)
- Moore, J. (2008, March 7). Early warning signs of workplace conflict. Retrieved April 12, 2017, from <http://workplaceinfo.com.au/hr-management/performance-management/analysis/early-warning-signs-of-workplace-conflict#.WO6anqJgnDc>

### Pre-workshop Assignment:

- Coaching Inventory Self-Assessment

### Leadership Competencies:

- Communicates for influence to attain buy-in and support of goals.
- Provides feedback, coaching, guidance, and support to staff.
- Develops and maximizes the talents and abilities of staff.
- Provides encouragement and recognizes contributions.

### Learning Objectives:

- Self-assess current coaching abilities.
- Define coaching; distinguish between coaching and performance supervision.
- Reflect on experiences with coaching and elements and benefits of effective coaching.
- Identify team members that will most benefit from coaching.
- Develop an action plan to implement coaching.

### Key Concepts:

- Coaching is the skill of providing ongoing and specific feedback in a supportive manner and is not a corrective tool, therapy, or consulting.
- Coaching is a process of employing positive influence to improve behavior, performance, learning, development, and engagement.
- The Belief Cycle allows for appropriate intervention.
- Coaching increases engagement in team members.
- A coach needs to possess emotional intelligence to be effective.

### Sources:



- "The One Minute Manager", Ken Blanchard
- "American Council on Exercise: Behavior Change Specialist Program", Miller, William, Fogg, BJ, Digate-Muth, Natalie, Goleman, Dan, Frances, Billie, Biswas-Diener, Robert, Fogg-Phillips, Linda



- Giving Feedback Harvard Business Review: <https://hbr.org/topoc/giving-feedback>

## Pre-workshop Assignment:

- Talent Acquisition Self-Assessment

## Leadership Competencies:

- Follows all applicable HR laws.
- Hires, evaluates, and promotes employees based on job-related criteria only.
- Conducts effective job candidate interviews using best practices.

## Learning Objectives:

- Self-reflection on previous hiring situations that provide opportunities for growth.
- Define the role that organizational culture plays in selecting appropriate job applicants.
- Identify the critical success factors and performance standards required in the job.
- Develop an interview evaluation tool with legal, behavior-based interview questions that provide insight into a potential employee's level of emotional intelligence.
- Describe the pros and cons of various types of interviews and how to ensure the validity of interviews.
- Develop an action plan for mindful talent acquisition.

## Key Concepts:

- Understanding your organization's culture and sharing that with potential team members is key to hiring team members that are the best fit.
- By conducting a job analysis a hiring manager can better communicate the organization's needs, determine the job's worth, create an accurate job description, and explore reasons for staffing changes.
- By conducting behavior based interviews, hiring managers can see evidence of how one has performed in the past as well as how they will adhere to the organization's culture.

## Sources:



- "Nonprofit Human Resources Best Practices Toolkit" Developed by Warner Brothers and Taproot Foundation



- CalChamber HR Expert & Business Advocate:  
<https://www.calchamber.com/pages/default.aspx>

## Pre-workshop Assignment:

- Proactive Approach to Personnel Issues Quiz

## Leadership Competencies:

- Follows applicable HR Laws.
- Holds staff accountable for high-quality results using a formal process to measure progress.
- Effectively directs, organizes, and leads direct reports.
- Supports top performers to reach the next level.
- Aligns employee goals with organizational goals.

## Learning Objectives:

- Define performance management.
- Recognize the importance of developing team members.
- Explore personnel law, how to avoid litigation, and gain resources for keeping up-to-date.
- Describe the steps in documenting performance situations.
- Develop a personal action plan for integrating mindful performance management.

## Key Concepts:

- By providing proper documentation, continual education on HR laws and changes to the law are essential for reducing risk.
- Being mindful, respectful and operating with emotional intelligence can prevent litigation.

## Sources:



- “Nonprofit Human Resources Best Practices Toolkit” Developed by Warner Brothers and Taproot Foundation



- CalChamber HR Expert & Business Advocate:  
<https://www.calchamber.com/pages/default.aspx>

### Pre-workshop Assignment:

- Talent Development Assessment

### Leadership Competencies:

- Fosters cooperation and collaboration in others through trust-building and relationships.
- Facilitates and models teamwork throughout the organization.
- Maintains commitments/accountability to the team, demonstrating a shared commitment to the organization's mission and goals.
- Facilitates/organizes team activities that promote team effectiveness.

### Learning Objectives:

- Assess current team membership.
- Self-reflect on past participation with teams and current dynamics.
- Define team and the four stages of team development.
- Discuss characteristics that strengthen and weaken teams.
- Practice techniques for creative group work.
- Complete a personal action plan for developing the team.

### Key Concepts:

- A team is a group of people with complementary skills and abilities, is committed to common purpose, performance goal and approach, and provides mutual accountability.
- Our experiences being on teams in the past impacts our approach to team development in the workplace.
- Some approaches weaken and others strengthen team dynamics.
- Effective team development increases positivity and creative solutions.

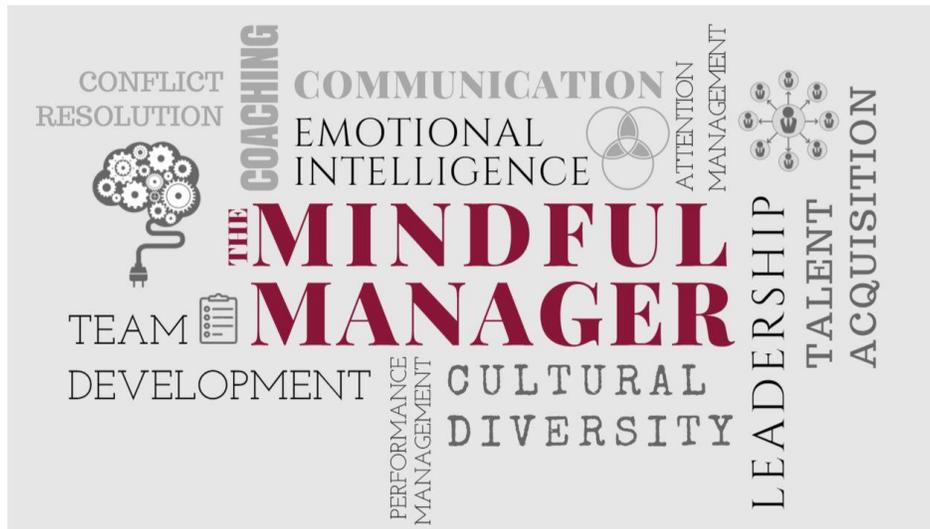
### Sources:



- "Developing the Leader Within You" Maxwell, John C.
- "Wisdom of Teams", Katzenbach, Jon, Smith, Douglas



- Robyn Stratton-Berkessel Appreciative Inquiry Video: <https://www.youtube.com/watch?v=9IDMOgH1Nak>
- Tuckman Model: <https://www.businessballs.com/team-management/forming-storming-norming-performing-model-tuckman-234/>



The Mindful Manager (*formerly the self-guided supervisory skills program*) is a 10-workshop series that focuses on building skills critical for successful management—first of oneself and then of others. While each 3-hour exploratory workshop provides a valuable independent learning experience, completion of all ten workshops in the series gives participants a toolbox of integrated strategies for both self and team management. The self-paced program provides opportunities for participants to develop their ability to be present with others as they increase their level of awareness, empathy, and engagement. Each workshop includes self-assessment, reflection, discussions, group exercises, and other interactive activities designed to encourage practice and learning transfer. Upon completion of the workshops and program evaluation, participants receive a certificate of completion by email.

### Participant responsibilities:

- ✓ Track your progress on your *Personal Record of Attendance*.
- ✓ Let us know when you have completed 9 workshops in the series.
- ✓ Complete an online program evaluation.

Start any time and enroll based on your schedule - there's no deadline for completion.

Workshops:	
MM1: Leadership	MM6: Conflict Resolution
MM2: Emotional Intelligence	MM7: Coaching
MM3: Attention Management	MM8: Talent Acquisition
MM4: Cultural Diversity	MM9: Performance Management
MM5: Communication	MM10: Team Development

To register, go to [npsolutions.org](http://npsolutions.org)