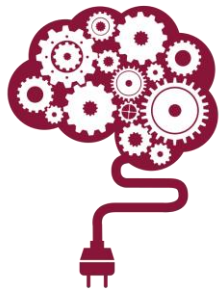


# THE MINDFUL MANAGER



PROGRAM GUIDE

Presented by:  
**NONPROFIT SOLUTIONS**



The mission of **Nonprofit Solutions** is to *help people in nonprofit organizations to achieve their missions.*

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Nonprofit 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. Nonprofit Solutions 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—Program Guide

# The Mindful Manager

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

This 10-workshop series focuses on building critical skills for successful management—first of oneself and then of others. The 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 participants a toolbox of integrated strategies for both self and team management.

All of the workshops are presented by skilled facilitators with subject area expertise and knowledge of the nonprofit sector. Every 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 practice and learning transfer. 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.

Participants may start any time and enroll based on their availability. Workshops need not be taken in order and there is no deadline for completion. Participants receive a certificate of completion upon finishing all ten workshops and the on-line program evaluation.



## The 10 Mindful Manager Workshops

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

To register for workshops, go to [npsolutions.org](https://npsolutions.org)

# Maximizing *The Mindful Manager* Program

Congratulations on making the strategic decision to invest in your team! Employee development, based on advancing both organizational and employee outcomes, is a reciprocal partnership with far reaching benefits, including increased productivity, engagement and retention.

Organizations can maximize the benefits of professional development investment by following a few simple guidelines:



## 1. Set the Intention and a Shared Vision

Intentionality is a critical success factor in professional development. Communicate clearly with team members about the purpose and value of participating in this program. Although not required, some organizations identify interested participants through an application process that involves the participant's supervisor. *Templates are included at the end of this Guide.*

## 2. Tie Learning To Business Outcomes and Skill Gaps

Identify the desired business results or outcomes expected as a result of employee development. *For example, developing emerging managers as a succession strategy.* Explain the business outcomes expected to be accomplished their participation.

## 3. Encourage Employees To Be Accountable for Their Learning

It's important that employees take responsibility for creating and implementing their own development plans based on the identified purpose and outcomes. We encourage participants in the program to register themselves for the workshops and maintain *A Personal Record of Attendance* to track their progress in the self-guided program. Available on [npsolutions website](https://www.npsolutions.com).

## 4. Support Employee Learning

Supervisors play an important role in assisting their team in acquiring new skills, knowledge, and abilities by providing specific, concrete and timely feedback. We suggest that the workshop content be discussed and practiced in teams, departments and within the organization as a whole. The learning transfer is strengthened when the use of new skills on the job is supported and reinforced. Strategies to facilitate learning include:

- Reviewing workshop materials with your team after each workshop. *Workshop syllabi are included in this Guide.*
- Using the prompts on the syllabi to stimulate conversations about the new learning.
- Discussing personal action plans and the support that's needed for successful implementation of the new learning.

## 5. Measure Program Success

Measuring program impact is critical to understanding the return on investment. Seek to measure more than participant reaction to the learning activities. Ask yourself, are the expected business outcomes being achieved? Is knowledge being increased and/or behaviors changed as a result of training and development?

# Evaluating Learning

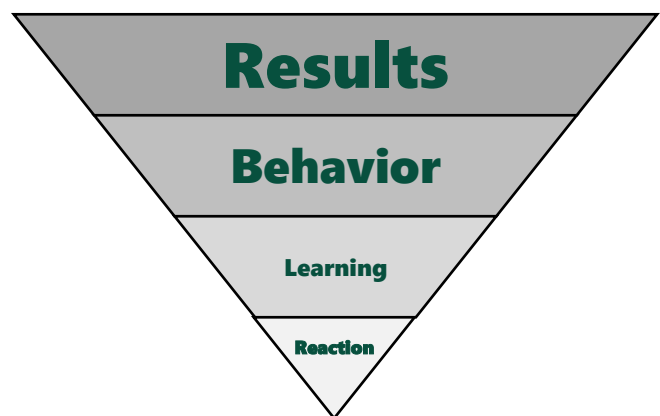
Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ATD), first published his Four-Level Training Evaluation Model in 1959, in the U.S. Training and Development Journal. The model was then updated in 1975, and again in 1993, when his best-known work, "Evaluating Training Programs" was published.

Kirkpatrick Model	
Level 4: Results	To what degree targeted outcomes occur as a result of the learning event and subsequent reinforcement
Level 3: Behavior	To what degree participants apply what they learned during training when they are back on the job
Level 2: Learning	To what degree participants acquire intended knowledge, skills, and attitudes based on participation in the learning event
Level 1: Reaction	To what degree participants react favorably to the learning event



## Tips for using Kirkpatrick's Model

- Start with level 4, the desired result, and work backwards.
- Determine the knowledge, skills, and behaviors that will produce desired results.
- Involve managers in supporting the learning transfer and evaluating the employees learning.



# Post-Workshop Discussion Prompts

What are you still thinking about from the session?

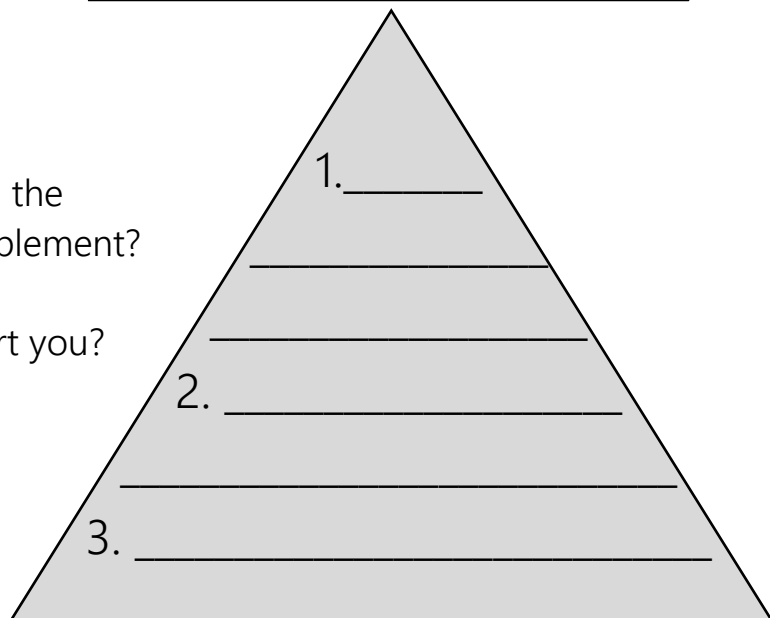
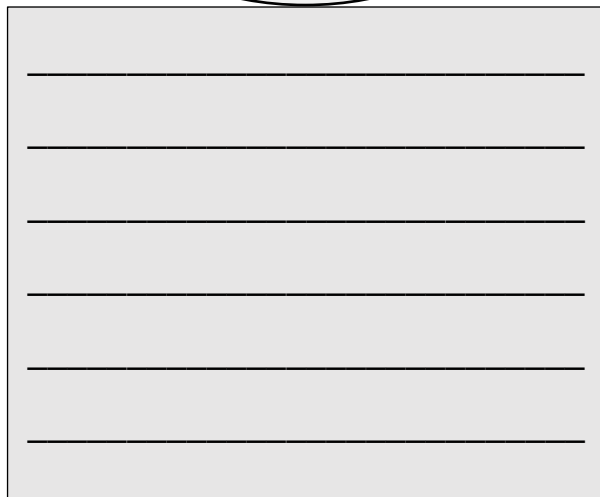
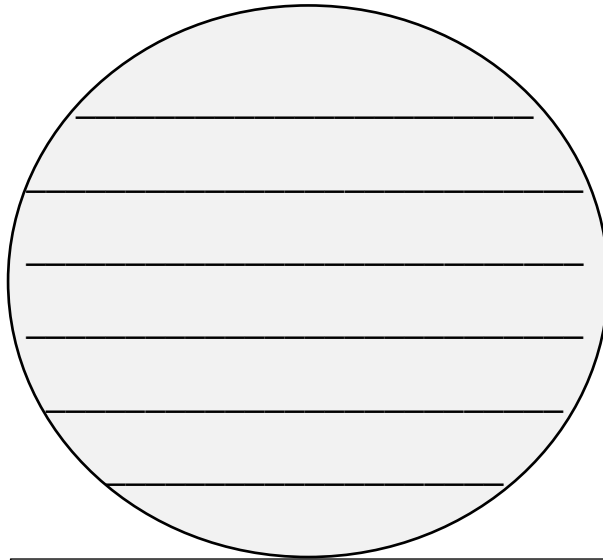
What aspects of your learning can be applied to your work? Our organization?

What are you squared away with from this session?

What are you feeling confident about from the session?

What three things from the session will you use/implement?

How might I/we support you?



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Pre-workshop Assignment:

- Leadership Skills Self-Assessment

### Leadership Competencies:

- Analyzes situations and selects/utilizes the most appropriate supervisory style.
- Cultivates trust in others through direct and honest interactions.
- Plans for and adapts influence strategies to best fit the audience.
- Leads with focused determination and intention.

### 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.
- Complete a personal 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.

### Sources:



- "Dare to Lead", Brené Brown
- "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.
- Complete a personal 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", Travis Bradberry, PhD and Jean Greaves, PhD.
- "Positive Psychology", Bridget Greenville-Cleave.



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



- 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: <http://www.pewinternet.org/2005/05/03/an-email-interview-with-lee-rainie/> 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.
- Complete a personal 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”, Erin Meyer
- “Cultures and Organizations”, Geert Hofstede, Gert Jan Hofstede, Michael Minkov,
- “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 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.
- Complete a personal 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”, Marshall Rosenberg.



- SkillsYouNeed.com. ND. 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.
- Complete a personal 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", Marshall Rosenberg.



- Mindtools Editorial Team. ND. Conflict Resolution: Using the "Interest-Based Relational" Approach. Retrieved April 12, 2017.  
[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. April 12, 2017.  
<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.
- Complete a personal 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", William Miller, BJ Fogg, Natalie Digate-Muth, Dan Goleman, Billie Frances, Robert Biswas-Diener, Linda Fogg-Phillips.



- 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.
- Complete a personal 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.
- Complete 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", John C. Maxwell.
- "Wisdom of Teams", Jon Katzenbach, Douglas Smith.



- 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/>



# Application Templates

## *The Mindful Manager Program Cover Memo:*

*"Hello,*

*Thank you for your interest in the Mindful Manager program. (Name of Organization) is strengthening its succession planning by providing professional development to emerging leaders (Desired business outcome). As an organization with a flat organizational structure, we recognize that not all potential manager applicants have previous supervisory experience. This ten-session program is designed to create a management pathway that addresses key leadership competencies.*

*This series, presented by Nonprofit Solutions, focuses on the development of essential skills for an effective leader-manager, including emotional intelligence, cultural awareness, communication and conflict resolution. Participants will take part in self-assessment, group discussion, individual and small group learning activities and personal action plan development. In these workshops you will have the opportunity to connect and network with other nonprofit professionals in the sector.*

*The [series](#) is held at Nonprofit Solutions' locations. Due to limited space, obtaining a recommendation from your immediate supervisor is necessary. It is important to understand that by submitting your interest in this program, you are committing to attending all 10 sessions. Participants must sign up for the ten workshops through Nonprofit Solutions registration system. [Register for a Workshop](#)*

*The workshops do not have to be taken in any particular order. Once you have completed your ninth workshop you will need to notify the Nonprofit Solutions' [member services coordinator](#) that you are close to completion. After notification, you will be required to complete a program evaluation. Once the evaluation has been completed, your certificate of completion will be emailed to you and our HR department.*

*I look forward to supporting you as you embark on your professional development journey!*

*Sincerely,*

*(Name of Contact at Organization)*

## *The Mindful Manager Application:*

- Name: \_\_\_\_\_
- Supervisor: \_\_\_\_\_
- Amount of time working here: \_\_\_\_\_
- Date: \_\_\_\_\_

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Why did you choose to apply to *The Mindful Manager* program?

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Describe a project or activity that you have managed.

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Please select five words that you would use to describe yourself.

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How would your manager(s) describe you?

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What is the most compelling reason you should be selected to this program?

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## The Mindful Manager Program Recommendation Form:

- Name: \_\_\_\_\_
- Candidate Name: \_\_\_\_\_
- Amount of time working here: \_\_\_\_\_
- Date: \_\_\_\_\_

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Please check the workshops that you think would provide the most benefit to the candidate.

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

Please share how you think this candidate will benefit from The Mindful Manager program.

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How will you support the transfer of the candidate's learning to work?

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How do you plan to measure the candidate's learning?

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