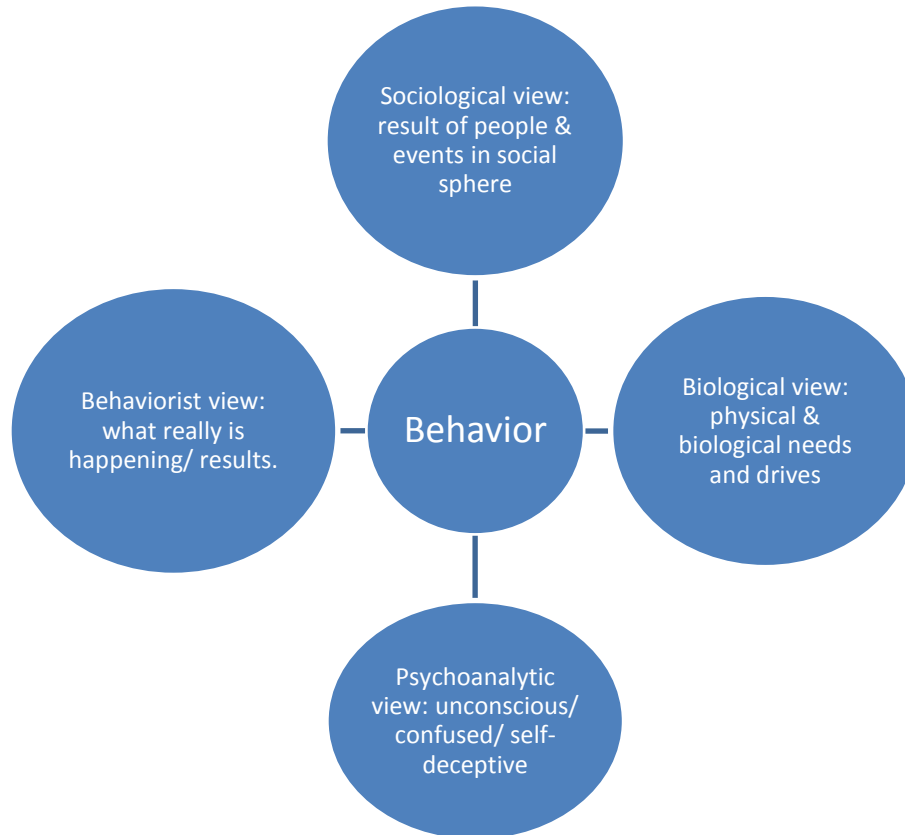


Summary, outline, or diagram of key concepts:

- Know thyself... it is the first step to good management. The humanistic theory combines all four views.
- Maslow's hierarchy of needs is optimistic, where all of us innately strive towards accomplishment, health, and happiness.
- Self-actualized people are independent, confident, creative, good judges of situations, and they accept things the way they are.
- A positive attitude and a true understanding of one's strengths and weaknesses can provide a boost to confident decision making, productivity, and scholastic work.

**So....**

- As a counselor, I am not always going to be a potter, and my client is not always going to be like clay. It is more accurate to describe the counselor as a gardener and the client as a growing plant. I will be able to bring back sun and water into the plant's life, but there are many more factors that influence the development and change of the plant. It is a living organism, much like people are living, and they have choices. I can influence and help my client's make decisions, but I cannot force them to change.

I'm still not sure about:

- No questions; I'm good.

Summary, outline, or diagram of key concepts:Effective Listening:

-**DO:** Create supportive atmosphere, listen for feelings and words, note cues-(gestures, tone of voice, body positions, eye movements, breathing), test for understanding at time “Is this what you meant?”, demonstrate acceptance and understanding (verbally and nonverbally, ask exploratory open-ended questions

-**DON’T:** Try to change other’s views, solve problems or give advice, explain or interpret other’s behavior, attack back if the other is hostile to you—understand the source of the anger, ask questions about “why” the feelings.

Communication:

Communication Model: Sender, Receiver, the message itself (verbal and nonverbal), feedback, and interference.

Interference: room size, shape and color; temperature; furniture arrangement; physiological state of each communicator.

How to create a supportive climate: Let one person speak and the other one listen.

- 1. Discuss problems descriptively rather than evaluatively.** The professional can tell a client that his or her continuing to eat ___ several times each day is frustrating to her as the client’s counselor. Describe that the behavior is causing problems, and this will allow for a nondefensive response.
- 2. Describe situations with a problem orientation rather than in a manipulative way.** (“In 6 weeks you have gained 3 pounds. With the diet planned, we anticipated a 4 to 5 lb weight loss. There seems to be a discrepancy here. Let’s discuss what possibilities might explain the weight gain.” Give the client TIME to think and then respond. Do not jump in to provide excuses or put words in the client’ mouth. Often, the first responses are those that people believe will not upset or shock the professional. The “real” reasons may not come out until the person feels secure enough to risk shocking the professional without fear of being humiliated or embarrassed.
*BEST thing for a dietitian to do: Repeat in their own words what they have understood.
- 3. Offer alternative provisionally rather than dogmatically.** “Here are several alternative things you might consider” or “There may be other ways of handling this problem; perhaps you have some ideas too, but here are things you might consider.”
- 4. Treat clients as equals and be empathic rather than neutral or self-centered.** “I have studied this problem and dealt with other clients who have similar symptoms. I am interested, however, in incorporating your own insights and plans into the solution. You must be satisfied and willing to try new eating habits, so please express your views, too. We will continue to modify over time.”
(**Manager and employee:** “I can understand why you say that. I have thought the same myself, but when I tried, it was not successful” “Let’s think about this together”, or, “how do you think we can fix this?”)
- 5. Be empathic rather than “neutral”.** “You seem to be worried that the quality of your life will change because of the dietary changes.” (or say another emotion you gather from your client).
(**Manager and employee:** In response to getting work off, “I realize how badly you feel about not being able to attend the family gathering. I feel terrible myself having to refuse your request. I am truly sorry, but I can’t afford to let you off.”)

The skill of Paraphrasing: “I know that I don’t always explain as well as I should, and that frequently, people have questions. The topic is complicated. Just to be sure I clearly covered the instructions, would you mind explaining in your own words how you will plan your meals?”

“I want to make sure I am understanding this, let me repeat what you are saying in my own words”

Paraphrasing often leads to additional disclosure and therefore tends to cause longer interaction sessions.

People are so accustomed to being with others who do not really listen that when they are with someone who proves he or she has been paying attention by repeating the content of what has been said, they usually want to talk more. Benefits: professional has more valuable info, client or staff member has expressed all concerns (cleared mental agenda), and is more psychologically ready to sit back and listen or to solve problems.

Nonverbal Communication and Image Management:

To create a supportive environment:

- Relaxed face with pleasant expression; tone of voice- calm, controlled, energetic, enthusiastic; eye contact- showing interest and desire to communicate; posture- leaning towards rather than away.
- Positive affect must be consistent: Smile, say hello and shake hands, and do not look at the clock.

Listening Skills:

4 Common Issues:

1. Most people have a limited and undeveloped attention span
2. People tend to stop listening when they have deemed the material uninteresting and tend to pay attention only to material they “like” or see an immediate benefit in knowing.
3. Listeners tend to trust their intuition regarding the speaker’s credibility, basing their judgments more on the speaker’s nonverbal behavior than on the content of the message.
4. Listeners tend to attach too much credibility to messages heard via media (radio, TV, movies, news, etc.).

Negotiation:

Begin with a positive overture (attitude)

Address problems, not personalities (focus on the negotiations issues)

Pay attention to initial discussion and offers (they tend to be extreme and idealistic)

Emphasize win-win solutions (frame options in terms of the other’s interests)

Create an open and trusting climate (skilled negotiators ask more questions, focus their alternatives more directly, are less defensive, and have learned to avoid words and phrases that can irritate others).

FO, p. 402: Distributive vs integrative bargaining (Distributive divides the resources each will get, target and resistance points... settlement range is the area between both. Integrative- both win.

Communicating with Legislators (p. 28)

Knowledge of how to communicate with legislators has become another critical skill for dietitians. It is important to get to know elected representatives and make sure they appreciate the point of view from the perspective of dietetics practitioners before they start considering legislation concerning the dietetics profession.

* “Nothing is as frightening to humans as the fear of uncertainty and ambiguity. When people have the opportunity to try out new communication behavior, forces within them tend to pull them toward their past behavior. Even when the old strategies are unsuccessful, they generally tend to be repeated because the probable outcomes are predictable.”

FO 397-405

Techniques for Improved Communication

- Feedback (Analyzing the verbal and nonverbal cues from the receiver)
- Questions can be encouraged and areas of confusion clarified as a result of 2-way communication, and face-to-face communication may encourage feedback.
- Several channels (following up a verbal message with a written note → reinforcement)
- Sensitivity to the receiver (enables the communicator to adapt the message to the situation)
- Awareness of symbolic meanings—to avoid red flag words
- Careful timing/reinforcing words with action
- Simple language (limit the message to the knowledge level of the receiver)
- Repetition

Lesikar’s 4 factors that influence the effectiveness of organizational communication:

1. The formal channels of communication (chef → supervisor... then maybe to manager; information does not always get to the top)
2. The authority structure (formal or strained politeness between a FS director and an employee)
3. Job specialization (members within a group speak the same, but communication between other groups)

may be inhibited)

4. “Information ownership” (individuals possess unique information and knowledge about their jobs, a feeling of power makes them unwilling to share the information with others)

*** A typed letter rather than face-to-face conversation for handling a touchy matter may lead to hurt feelings.

Directions of Internal Communication

- Downward: job instructions, policy statements, procedure manuals
- Upward: suggestion boxes, special meetings, grievance procedures (Important to give opportunity for employees to have a say in what happens in the organization)
- Horizontal: Production ← → service, i.e.: department head meetings.
- Diagonal: reports flowing directly between departments or units

Informal Communication: grapevine; manager can and should listen to rumors and investigate

Formal Communication: Written communication, and electronic communication (emails included)

Intercultural communication: understanding language and customs (when it happens, it is called acculturation)

-Assimilation: absorbed in a new culture and withdraw from their former culture

-Integration: combine both

-Separation: keep culture and stay independent of new culture

-Deculturation: lose original, but do not gain new culture

Problems that may affect communication process:

Paralanguage- rate, pitch, volume

Chronemics- attitudes about time

Proxemics- physical space between individuals while communicating

Oculistics- use of eye contact

Olfactics- smell (body, breath, clothes)

Haptics- communication through touch or body contact

Kinesics- body mvmts, such as facial expressions, gestures, and posture

Chromatics- colors (white can mean peaceful and pure, while another can associate it with mourning)

Silence- duration and appropriateness varies with culture (long periods of it is common in Japanese business)

How to Reduce Misconceptions and Misperceptions

-Assume differences until similarities are proven

-Emphasize description rather than interpretation or evaluation

-Practice empathy

-Treat your interpretation as a working hypothesis

Balance: (Linking Process)

Force-field theory: any behavior is the result of a balance between driving and restraining forces.

Stability, Entrepreneurial, and Habit-breaking pillars

So . . .

I have been learning listening skills all of my life, but I need to focus on really “being there” when I’m with an employee or client. It is easy to get distracted by a computer screen full of information or if another person walks by with another agenda. As a counselor or mentor in the workforce, it is so important to show empathy to those you work with. If you don’t seem to care, others will feel neglected and you will not be as effective as you would have hoped to be. It will take more practice to be the best counselor every time, but that is the only way to become a trustworthy counselor. Change is hard for everyone, because habits are hard to break (even the good ones). After doing the reading, I have decided to try and make good communication as one of my habits.

I’m still not sure about: I’m sure I’ll learn about this later, but if not, what are the protocols about expressing an opinion to the legislature about how laws concerning the dietetics profession should be dealt with? Is a letter addressed to the state sufficient in getting a message across?

Summary, outline, or diagram of key concepts:

Management of Human Resources

Recruitment and selection of employees are important steps, but careful planning and decision making will not be successful if orientation to the organization and the job is not carried out properly. After the hiring decision, orientation and workforce development are the next stages in the employment process.

Orientation- formal process of familiarizing new employees with the organization, job and work unit.

***For new foodservice employees: Follow-up sessions during the first week are advised, and then a review session during the first month on the job. Why? Proper orientation pays off in terms of decreased turnover and increased job performance.

Developing and Maintaining the Workforce

Training and Development

Training- ongoing process of updating skills of an employee (To maintain standards in an operation; increased employee productivity and morale). Whenever possible, discussion should be supplemented with visual aids, demos, or printed materials. Lack of reinforcement is a common error, while many managers point out mistakes.

Management development- these are designed to improve the technical, human, and conceptual skills of managers. NO training or development program is complete w/o an evaluation. A manager may ask employees to evaluate training in terms of satisfaction, benefits derived, and suggestions for future training activities.

Performance Appraisal: The assessment of performance

Characteristics: *Job-related criteria*- only criteria directly related to the job being performed; *Performance expectations*- clearly defined (discussed in advance of the appraisal period); *Standardization*- same job category, supervisor, scale of measurement, and frequency of review; *Trained appraisers*- those doing the evaluation should be trained on issues of accuracy, consistency, objectivity, and process; *Continuous open communication*- feedback should be provided on a regular basis; *Performance reviews*- specific time line for discussion of employee performance should be established; *Due process*- a formal grievance procedure should be established. ***These are generally used for compensation decisions (like transfers, promotions, or demotions. A variety of appraisal methods are covered in pages 439-440.

MBO- management by objectives; method for evaluating managerial and professional personnel (but it is lengthy and time consuming).

360° feedback method: obtain evaluation input from individuals in an organization's hierarchy that are both above and below the individual being evaluated. Yum Brands, Inc., Taco Bell, KFE, A&W franchises use this.

***Interviews can be useful by exploring areas of improvement. Stress strengths, avoid recommendations about changing personality traits, but suggest more acceptable ways of performing. Concentrate on change or growth within employee's present job.

Personnel Actions

Promotion, Succession Planning (planning for qualified individuals to be available to assume management positions as they become available), Demotion (a solution may be to restructure a job, rather than demote a loyal employee). Transfer, Separation (voluntary or involuntary termination of a job).

Employee Discipline (p.442)

Unrecorded oral warning (remind/teach of the policy/procedure) → Oral warning w/ notation in an employee's personnel file → Written reprimand → Suspension → Discharge. Figure out the cause: stress → burnout; impaired mental health, alcoholism, drug abuse, health problems; family, financial or legal problems, etc. *Employee assistance program (EAP)* provides counseling, diagnosis, and referral for advice or Tx, when necessary. Discharging a troubled employee may be not only inhumane but also an ineffective solution because similar problems may occur with a new employee.

CES: Job Instruction Training

The majority of employee training can happen on the job, not in a classroom. A four-step process can be used to teach skills (based on performance rather than subject matter), and it's called JIT (job instruction training).

1. Preparation (Tell)
2. Presentation (Show)
3. Learner Performance (Do)
4. Follow-up (Review)

In *preparation*, you state the job, find out what the individual knows about it, put the learner to ease, develop interest, and then correct the person's position. To *present*, you may tell, show, or illustrate concepts; explain one important step at a time while stressing key points; instruct clearly, completely, and patiently, but no more than the learner can master (at one time); and summarize the operation in a second run-through. Next, try out the *performance*: have the learner do the job and explain key points while performing the job again. Make sure the learner understands and continue until you know that learner knows the job. Finally, *follow-up* and put the learner on his or her own, designate where to obtain help, encourage questions, taper off your help, and then continue with normal supervision.

An overview or large picture of the task should be presented first, followed by details and specifics. Skills used most frequently should be taught first, and then the next most frequently used skill, and so on. Save the "nice to know" information for later—even for "on the job" training, if necessary.

So . . .

After I read these sections, I went to my choir class in the Tanner Building and was instructed by my director, Professor Broomhead. I started to analyze his teaching style, and he started to fix mistakes by proposing questions to the class. He said things like, "can we be more in tune next time?" and "can the sopranos not be flat?" Next, he offered suggestions like the following: "Let's stand up" or "those kisses are held too long, let's shorten them" (This last one refers to a sound production technique, so don't worry about it, Dr. Nyland). His way of teaching was inviting us to learn for ourselves, rather than always telling us to shape up in an authoritative way. He would also ask for our responses to what we thought he was thinking after we finished a song. Some individual gave responses and he either agreed with them, or he said that was not what we were focusing on, but thanked them for their input. Discipline. It does not have to be feared. Students can welcome it with open minds if the one who is giving the discipline is thoughtful and teaches the learners one thing at a time. And practices it over and over again until the correct way is set in their minds. Responding with praise after an employee does something right is recommended, and managers would be better off if they focused less on reprimanding poor behavior and rather focused on teaching and reinforcing good behavior. Afterall, one of the goals of a foodservice manager is to decrease turnover and to support employee morale.

I'm still not sure about:

This section was quite applicable, and I hope I can remember where it is in the book if I ever need help with performance appraisals or developing a job training program. No questions. ☺

Summary, outline, or diagram of key concepts:Making Diversity Work

How to cope with problems that arise from the different backgrounds employees bring to the workplace:

1. Analyze your own biases and prejudices.
2. Become a student of other cultures. (Stay Curious!).
3. Forget memos (It does not approach cultural cooperation or harmony).
4. Meet individually with staff (Might as well use your own management style to connect to your staff).
5. Involve your staff in all aspects of the restaurant operation (or of any other entity).
6. Learn the native languages of the staff.
7. Be prepared to deal with intercultural squabbles.
8. If you are a *woman*, be prepared to have your authority challenged.
9. Don't get hung up on language labels.
10. Be prepared to adjust to a different sense of family.
11. Be prepared to adjust for a different sense of time. (When there is a "problem," ask the employee... what does it mean to you to be on-time, or when your shift starts at 8 am, when do you arrive?)
12. Be aware of cultural differences that pertain to food.
13. Learn verbal and non-verbal behavior signs.
14. Be aware of the "new demographics."
15. Try using "sensitivity groups."

Disability Etiquette- communicate directly with customer, NOT just their companions. Say 'have disabled, 'use a wheelchair', 'are hearing impaired'). Don't touch a wheelchair w/o permission; speak to persons at eye level.

Sexual Harrassment: Adopt a "zero tolerance" policy for sexual harassment. Emplace an effective reporting mechanism for complaints. How to handle a complaint: seek first to understand what occurred, respect the right of privacy of all parties, be objective, document the investigation, ensure compliance, seek other solutions such as outside counseling and termination if nothing else works.

So. . . .

"The lower the status of the job, the lighter the touch the manager should use." How profound that is. When a situation comes up and I could get really mad, I will try to look at it from a different angle. I must try to see it from the other person's perspective--- with simple eyes. The manager in the reading did NOT lower her performance expectations but she backed off, lightened the touch, and used a lot of humor. And did it work? It worked like a charm. Concerning tip #4 listed above, I had a good experience with one of my managers at the bakery I worked at this summer. He only saw me for a minute or two most of the times I was working, but when he saw me, he always did a few things. He called me by name, say hello, and asked how I was doing. I'm amazed at how *simple* that was for him to do, but it made my respect and admiration for him as a manager sky rocket. I knew that if I ever had a problem, I could go to him and he would listen and try to help me out or point me to someone who would be able to help me. I could not say the same of the chef who I worked under. My chef was under a lot of stress, and later became sick. I ended up working extra-long days to make up for the hours when my chef could not be there.

I'm still not sure about:

I want to stay curious, but I don't have any questions at this time.