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### Restructuring the Leadership Development Program for Ukrop's Supermarkets

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**Restructuring the Leadership Development Program**

**for Ukrop's Super Markets**

**by**

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**Senior Project**

**Jepson School of Leadership Studies**

**University of Richmond**

**Richmond, VA**

**April 1994**

RESTRUCTURING THE  
LEADERSHIP  
DEVELOPMENT PROGRAM  
FOR UKROP'S SUPER  
MARKETS

THE JEPSON SCHOOL OF LEADERSHIP  
STUDIES

SENIOR SEMINAR  
DR. JOANNE B. CIULLA

KRISTINE SWEET  
APRIL 17, 1994

The leadership major has been one of the most worthwhile aspects of my four years at the University of Richmond. To end it appropriately, I wanted my senior project to be a sort of grand finale. So before choosing what kind of task I wanted to tackle for my senior seminar, I made a list of the characteristics that I thought a capstone project should encompass. For me, it was essential that the task have direct ties to the leadership major. My internship had been very successful in testing what I had learned in my classes, and I enjoyed using the knowledge I had gained in a practical manner. It was also important to me that the host organization be one which took risks and was innovative. I wanted to work in an atmosphere that encouraged creative thinking and gave me responsibility. In addition, I wanted the organization to have a need for me and for the work that I would do for them. I wanted the project to be put into use after I had completed it. Finally, I wanted the task to be along the lines of leadership development or management consulting, for I am interested in those areas and wanted to make sure that they entailed all that I expected they would.

In the fall I began my search for a suitable host organization. After I had conducted some research on companies that had innovative human resource departments, I discovered that one of my fellow leadership majors, Matt Stevens, was looking for an organization similar to the kind that I had been seeking. After discussing the types of projects that we were hoping to find, we realized that we had the same objectives in mind. With that discovery, we decided that we should continue our search together; after all, two students searching for a project that they will do for free for an organization might be more appealing than one student looking alone. So we pooled our research and set out to find the perfect organization with the perfect task.

We had written to several companies and had placed a few calls when we realized that Matt had a connection with Ukrop's Supermarkets. In the Foundations of Leadership class, Matt had done a project which involved working with Bob Kelley, the Vice President of Ukrop's. After one phone call, it was established that he was excited to help us find a way to do our project for his organization. Thus, we decided that because of the reputation that Ukrop's has for being on the cutting edge as far as customer service and employee relationships and since Bob Kelley was eager to work with leadership students, we would pursue a partnership with Ukrop's Supermarkets.

Ukrop's Supermarkets is a chain of twenty-two grocery stores throughout the Richmond area. They are known to be extremely customer service oriented to the point that if you ask a store employee where an item is you will be taken to it, not told where it might be found. In addition, you never bag your own groceries or even have to take them out to your car. Their employees do everything for you. The stores are very family oriented; as a result, they do not sell alcoholic beverages as is customary for supermarkets in Virginia, and they are not open on Sundays. The project that Matt had done in the Foundations class revealed that Ukrop's places an importance on educating all of its employees, promoting from within, and living out the values that it promotes. I was extremely interested in finding out what makes this organization so successful and hoped that I would have the opportunity to make a significant contribution.

### COMMITTING TO A TASK

Our first meeting with Bob Kelley was a very promising one. He had over ten projects that needed to be done, so we had our choice of whichever one suited our needs most fittingly. The obvious project to undertake was the one that involved

the Leadership Development Program that they had been teaching for several years. Bob wanted to update the material that was being taught and make the classes more interactive. Basically, Matt and I were offered the chance to use our creativity to reconstruct the entire leadership program. We knew that this would be something that we would be interested in doing, so we took on the challenge.

Bob Kelley explained to us the educational process that Ukrop's employees go through in the course of their careers so that we would understand where the Leadership Development Program fit into the big picture. Every Ukrop's employee, no matter what position he or she holds, must complete a set of core courses within the first few months of employment. The core courses include classes on necessary information to know about Ukrop's, superior customer service, values, safety and sanitation principles, and working together in a diverse work force. Associates, as employees are called, are paid to attend these mandatory classes. After they have been completed, there are elective courses that are encouraged to be taken by everyone who has an interest in continuing their educations. These classes include subjects from exploring customers' nutrition and food preparation needs to Kaizen. There is a Student Leadership Program for associates who are still attending high school to help to develop their skills and knowledge. Then there is the current Leadership Development Program. After graduating from the Leadership Development Program, associates may go on to the Advanced Leadership Laboratory.

The Leadership Development Program as it stood was an eight week program that consisted of eight separate modules. The people who attended the program were managers and employees that were selected to participate because of their leadership potential. There was one class a week scheduled for each of the eight weeks of the program. Those selected to attend would go to the corporate building to be trained by people from the Ukrop's community. Instructors included men and

women from the corporate office as well as selected managers from time to time.

## GETTING STARTED

Matt and I were given the notebooks with the original outlines of the modules that program participants used throughout their eight weeks (Appendices One through Eight). We were told to completely restructure each of the modules as we saw appropriate. Included with these original outlines were several articles, questionnaires, and information sheets. In addition, we were given the book, The Power of Ethical Management which participants read as a homework assignment for one of the modules. Unfortunately, everything that we were given was extremely vague, so we were not exactly sure how the classes were taught or how certain sections were tied into the themes of the classes.

We were, however, given large stacks of surveys that participants of the classes, whether managers, instructors, or general employees, had filled out anonymously (Appendices Nine through Eleven). Many of the surveys also contained written comments about specific courses, their contents, and suggestions for improvement. Matt and I were excited about these surveys and the things that they might teach us about the participants' needs until we discovered that we had to code them. To make matters worse, once we started to tally the results, we realized that they were not surveys that pertained to the Leadership Development Program specifically. The surveys asked general questions about any classes that the participants had ever taken. There was no way to tell which surveys were done by people who had participated in the Leadership Development Program or which were done by employees who had only taken the required core courses.

After coding the surveys, Matt and I decided that the two most valuable things that we could take from them were their ideas about making the classes more

fun and interactive and making the material more directly related to their jobs at Ukrop's. We kept these two things in mind as we began to review the first four modules of the existing program.

Shortly after we had taken on responsibility for the task, we were informed by a woman who had started working as the go-between for Bob Kelley and Matt and myself that our project had a deadline. It was the beginning of February, and we were told that Bob wanted to begin teaching these new modules on March 18. Knowing that we would not be able to produce the quality of work that we wanted to provide in such a short amount of time, Matt and I became concerned about the project. After giving it a lot of thought, we decided to set up a timeline for ourselves and work on the modules in the order in which they would be presented. Our go-between, Ginny expressed to us that the instructor would need to have each module in his or her hands at least three weeks in advance of the date of the actual teaching of the module. The system that Matt and I set up for ourselves was to work on one module a week, so that we would be working on the later modules as the earlier modules were actually being taught. We had also established that the participants of each of the modules would complete an evaluation of the classes so that we could improve them and make them of the quality that we had originally wanted for the next teaching.

### THE CREATION OF THE ORIGINAL PROPOSAL FOR MODULE 1

After looking at all of the modules that Bob had given us to improve, we decided that the basic idea of the first module (Appendix One) was good for an introduction to the eight week program, so we would use many of the ideas for our proposed module (Appendix Twelve). The first module was one of the ones that he taught, and it was his favorite. What he really was proud of was his leadership



questionnaire (Appendix Thirteen). Matt and I completed it so that we could see why Bob thought that it was so useful. Upon scoring ourselves and reading about the categories that we fell into, we decided that it was not a leadership instrument, but instead a personality profile. We felt that the positive characteristics described us fairly accurately, and thought that it would be a fun assessment to do at the beginning of the first module. We also thought that separating into groups according to categories might be a good icebreaker that would allow people to introduce themselves and get to know other members of the class. However, the negative characteristics were extremely negative and seemed to put terrible labels on the behavior that fell into all four of the four categories. Neither of us saw this as constructive because many of the characteristics seemed accusatory and were not things that people could work on to make improvements. So we have recommended that Bob Kelley only use the positive characteristics or find another instrument that is not so extreme or accusatory in the negative characteristic section, so that it may be used as a tool for seeing how to better oneself instead of an attack on self-esteem.

Matt and I were not sure what the Disney World case study was like, but we were hoping that it was the same video that we had seen in one of Dr. Hickman's classes. We liked the idea of using Disney as the example of a value-driven organization. So we decided that if the case study was not the video that we liked, we would introduce it to Bob and strongly suggest that he use it in place of or in conjunction with the material that he had been using.

We could not imagine how the second section on mission and corporate values could possibly take a full hour, and we did not think that simply discussing the questions offered would be extremely meaningful to them. Moreover, every person who works for Ukrop's is bombarded with their values and the importance of their values in every class that they take. So Matt and I thought that if we

personalized the values, the people in attendance would get more out of this section of the class. We decided that it would be a good idea for the instructor to give a value to each person in the room and have everyone come up with three examples of how they live that value in their daily work lives. That way, the values would be concrete instead of abstract. In addition, some of the examples might turn into suggestions for others who had never thought of applying a value in a way that could be mentioned.

After discussing the values in this personal manner, we felt that the discussion questions one and three would be more meaningful. So we included those in our lesson plan. We did not, however, include the second question, because since Bob Ukrop is one of this module's trainers, We felt that participants would be trying to come up with answers that would please him, rather than seriously thinking about the question.

Matt and I had some ideas for the third and fourth sections, so we skipped to the section on The Power of Ethical Management. Although Matt and I did think that the book brought up some important basic points and was written on a level that was appropriate for the people who would be taking this course, we felt that the content did not fit into the module smoothly. We could see that ethics did belong in a class that stressed values, but because of the vague outline that we were working with and the fact that he was very difficult to reach, we were not sure how Bob Kelley had connected it to the rest of the module in the past. However, we remembered that he had told us about the great discussions that he had led while talking about the book in this module, so we decided to leave that part of the module intact.

To try to make the ethics discussion more lively than we thought that it would be by simply reflecting on the contents of the book, we decided to suggest that Bob also use the case of the Parable of the Sadhu. We had talked about this story in

one of our classes, and it had caused many of us to really think about our own values. The thought behind including this was that we wanted to have the participants start doing some self-reflection. And while the Power of Ethical Management would bring out a discussion about work, Matt and I thought that it was important that they think about themselves not just as managers or leaders, but also as people. This was also a way to tie in the results of the personality profile.

The next thing we decided to add to the first module was a section in which participants set personal goals. The goals that we had in mind were in regard to both work and their outside lives. We thought that after having done some thinking about the Ukrop's values, their personalities, and their own values, it would be beneficial for them to take some time to identify what is important to them in the form of personal goals. To follow the time set aside for goal setting would be Bob Ukrop's section on Ukrop's vision for the future. After hearing about his ideas for the company, participants would be able to see if their personal work goals were in line with the organization's vision. They would also be encouraged to look at their department's performance to see if it currently contributes to an atmosphere that will be conducive to allowing the vision to become a reality.

After assessing their work groups, whether they were groups of managers or associates within one store, between stores, in the corporate building, or in a bakery, each participant would establish goals for their groups. In addition, they would set goals for Ukrop's as an entire organization that might support the vision for the future. Matt and I hope that the processes of setting goals will help them to feel responsible for their areas and convey to them that they are each an essential part of the Ukrop's team.

We hoped that the sharing of ideas about living the Ukrop's values at work on a daily basis and exchanging personal and group goals would start discussions on possible solutions to some of the problems that the participants may be experiencing

in their jobs. So rather than the module turning into one of making lists of goals and reciting the values for the thousandth time, we expected that it would become a type of brainstorming session. This kind of interaction could set the stage for the modules that would follow.

Looking back to the original outline of the Leadership in a Value-Driven Organization module, there are two sections that we did not include in our reconstruction. These were the ones on leadership styles and research. We thought that the brief overviews would not be nearly as valuable a component to the Leadership Development Program as would be an entire module dedicated to explaining them and bringing them to a level that the participants would find useful. So we carried them over in similar form to our second proposed module.

## THE CREATION OF THE ORIGINAL PROPOSAL FOR MODULE 2

The second proposed module was to deal strictly with leadership styles and characteristics (Appendix Fourteen). Originally it had dealt with superior customer service, but we felt that we could tie that in with another module. So Matt and I set out to create a module that included some of the original things that Bob Kelley had taught in his first module, but we also wanted there to be interaction and personalization of the material. What we came up with was a combination of leadership definitions, theories, styles, and a section on leadership versus management.

In order to introduce the concept of leadership as it applies to the theories and styles that we planned to introduce, we felt that it was imperative to not only have the participants come up with their own definition of leadership, but also to present some definitions that scholars have created. To start the module, we hoped to distribute a leadership questionnaire to be completed by each person. The questions

would ask them to come up with their definition of leadership and list their strengths and weaknesses, among other things. We then thought that there could be a discussion of those definitions that led into a sharing of ideas about the types of characteristics that they found to be desirable in a good leader. That would set the tone for a series of video clips that exemplified some of the characteristics that they had listed. The videos would serve two purposes. First, they would give concrete examples of sometimes abstract ideas. And second, they would be practitioners in real-life settings, showing that the characteristics were possible to display.

Next, we decided that some self-assessment would help them to both feel good about themselves and also point out areas that they could improve. The surveys that they had filled out in the beginning of the class would be taken out, and each participant would have time to seriously look at themselves as leaders. Bob had told us that the people who attend the courses are not shy about talking about themselves, even when it came to their problems at work. So we thought that they could use this time to share their strengths and weaknesses with each other, and give suggestions on how to make improvements. After this time, there would be a presentation on leadership styles and leader-follower communication. Matt and I felt that this would be important, because the participants would be able to continue their self-assessment by identifying with some of the descriptions or relationships that would be introduced.

We did not include leadership theories, because it had been stressed to us that the material that we offered had to have some applicable meaning for the participants. Matt and I both felt that though it is a good idea to have a basic understanding of some of the most popular theories, it would be difficult for a trainer to explain them without ever having been introduced to them. We had to keep in mind that some of our ideas, while feasible if we were to teach the modules, might lose their meaning and effectiveness when taught by other people.

The last part of the module was to include a section on leaders and managers. We had decided to go against the ideas of James MacGregor Burns and couple transactional and transformational with leading and managing. Although we knew that this was not entirely correct, we thought that the ideas would be more easily understood if presented in conjunction with those terms. (We later decided to change that part). The paper airplane exercise that Matt used with PSS in Florida would be the exercise that would teach them about all of the concepts.

### THE BREAKTHROUGH

Now Matt and I were faced with figuring out how to combine the modules Coaching for Superior Customer Service and Building Excitement for Food (Appendices Two and Three), and also add an element of leadership in there somewhere. This is where some real problems arose. We broke down the modules and decided what we thought was important, what we thought could be improved, what we thought was too repetitive, and what we thought was irrelevant. We figured out a way to put them together, but it was rather awkward. We also decided that motivation was an element of leadership that we could tie in. However, something about the module just was not right. At that point, Matt and I decided that we should meet with Bob Kelley to see if we were producing work that was along the lines of what he had expected.

The third module was not the only part of our project that we were concerned about. Some of the modules that we would need to improve contained things that we knew little or nothing about. We also were not sure where leadership would fit into the ones that we did understand. Although we did not want to appear as if we could not do that task that we had committed to, Matt and I welcomed the meeting with Bob, because we thought that he might be able to help us work through or

around some of the obstacles we were facing.

Even though the atmosphere in the corporate building of Ukrop's was casual, Matt and I decided that we would dress up and attempt to give as formal a presentation of our work as the meeting would allow. Bob was very receptive to our ideas, and really took the time to listen to both our proposal and our concerns. After a discussion about the need to make leadership the focal point of the Leadership Development Program's courses, and the difficulties we were having with integrating the super market related classes with our own ideas, we came to an earth-shattering conclusion. We needed to "create a new paradigm of the educational process at Ukrop's." Those were Bob's words, and Matt and I could not have asked for anything better to be decided. We were extremely excited that our project could be taking a turn for the better.

We used the rest of our meeting time to make a rough outline of what the new format would look like. It seemed that the best way to include everything that the three of us thought was important was to completely separate the grocery store type classes from the leadership classes. What we came up with was a Super Market Operations Program and a new Leadership Development Program. In addition, we felt that it was important to have prerequisites to the two programs. The prerequisites would be called the Core Curriculum, and would include things from basic writing and presenting skills to technology and change in the 21st century. After completing the Core Curriculum, managers and selected associates would be able to go through both of the new programs. It would take some time to make these kinds of changes, so Bob told us that he would teach the existing module in February and wait until May to start the new programs.

We left the meeting relieved and energized. Bob would be handling the Super Market Operations Program, and we would be coming up with suggestions for the core classes and creating the Leadership Development Program. Matt and I

envisioned the program as an eight class overview of the Jepson School curriculum. The new format would cause us to have to start all over again and most likely make all the time and effort that we had already put in amount to nothing. But we had discovered that we were a great team and looked forward to working together on something that we knew that we could do well.

### THE COMMUNICATION PROBLEM

The new format for the programs was not the only thing that came out of the meeting with Bob that day. Matt and I confirmed our suspicions about a lack of communication between the people with whom we had been working. For clarification, I should explain our situation with regard to a project supervisor. Initially, Matt and I had met with Bob Kelley to choose a project that would be suitable for the Senior Seminar. Bob then introduced us to Ashley Johnson, the human resources director. We talked with her about the project and established that she would be the person with whom we would meet every time we went to the corporate building to give them an update or get more information from Ukrop's. At what was to be our next meeting with Ashley, she brought with her two other women, Peggy and Ginny, who would also be working with us. After that time, Ashley never again met with us, and it seemed that Ginny was the person that we would be working with us on the project on a permanent basis. However, Ginny had no clue as to what we were doing.

Ginny was one of many associates at Ukrop's who had been promoted from within, but in our opinions, she had reached a point where she really was over her head. It was almost not worth our time and energy to try to explain our ideas to her, for she could only nod and tell us that it sounded good so far. We needed constructive feedback on the work that we had been doing so that we could make



changes and improvements before we continued to create new modules. We did not want to complete the entire project before he had had a chance to see some of our efforts, for fear that we were producing a product that was nothing like he had wanted. When we realized that she was probably going to be the only person that we would be meeting with, Matt and I tried to take action ourselves. We called Bob directly, because after we changed the format, he became the only person who knew about what we were doing. Unfortunately, all that we could do was leave messages. We knew that he was a very busy person, and that in addition to his job he was currently preparing for finals for his leadership degree at William & Mary. So we expected that it might take a few days for him to contact us. But days turned into a week, so we resorted to asking Ginny to set up an appointment for us. Apparently she had no more influence than we did, because she could not get in touch with him even being in the same building. This did not surprise us.

After trying to contact him several more times, Matt and I resolved to just go ahead with what we thought we were supposed to be doing, because we were running out of time. (At present, we still have yet to get in touch with him, so he may be in for a big shock when he sees what we have done! )

### THE NEW MODULES

During our discussion with Bob, we had decided on a rough outline of the modules that the Leadership Development Program. There were to be about five modules that would last approximately two and a half hours each. The Program was to include his section of Leadership in a Value-Driven Organization, and decision making, motivation, and group dynamics in some form. Ginny had told us about a rumor that Bob had revised his lesson plans for his section for this past teaching on March 18, but we had no idea what that meant. So, we figured that the

best that we could would be to show him an update of the one that we had originally made and at least offer it to him as a suggestion (Appendix Fifteen). We knew that we had time to make some improvements on it, but we figured that since it was HIS module he would not take many suggestions from us on it anyway. We also thought that we could use our time more wisely on developing the other modules.

### THE NEW MODULE TWO

Now that we had the time to make the modules as creative and interesting as we could, we were excited to get to work. We took a lot of time to revise the first proposal for the second module. We liked a lot of the content, but thought that there would be a better way to organize and present it (Appendix Sixteen). We kept the leadership questionnaire idea, but this time we actually sat down and developed it (Appendix Seventeen). The questions we asked were designed to correspond with the exercises and discussions during the module, so that they would have had to come up with their own ideas and written down their thoughts before the instructor went over the class materials. So we were satisfied with having the questionnaire as the introduction to the class.

We also liked the idea of discussing personal definitions of leadership then introducing the definitions that scholars have developed so that we can compare and contrast them. Sharing ideas and engaging in a discussion about the different words and concepts included in leadership definitions should set the stage for talking about the characteristics of effective leaders. We thought that by having the participants think of the best and the worst leaders they have ever encountered it would be easier for them to name both positive and negative characteristics, for their suggestions will come from experience. To tie the characteristics together, we

found five practices of effective leaders that we wanted to present. They are from Kouzes and Posner and are modeling the way, enabling others to act, inspiring a shared vision, challenging the process, and encouraging the heart (Appendices Eighteen through Twenty-Two). Matt and I chose video clips of real people who practice these things, and thought that showing them would give the participants ideas for ways that they, too, could model the behavior. The people who we chose included Mother Teresa, Tucker, Martin Luther King, Tom Malone of North American Tool and Dye Company, and Buck Rogers from IBM. We know that there may be problems with the copyrights of the films that the clips were from, but since we never had the opportunity to discuss with Ukrop's the copyright options that Scott Digby told us about, we do not know if that part of the module is feasible. Our alternative was to have them watch parts of the movie, "Hoosiers," which we know that Ukrop's already owns, for there are example of each of the practices in film.

The next part of the module involves having all of the participants look at the strengths and weaknesses that they wrote down as answers on their questionnaires. We want them to use this time, as we had thought originally, to share their answers if they are comfortable enough to do so. Then there could be an exchange of ideas on how to improve the things that they want to change about themselves or their leadership styles. This discussion will be followed with a presentation of the four styles of leadership introduced in Yukl's book that we used in Dr. Klenke's class: supportive, directive, participative, and achievement. The participants would have the opportunity to see if they saw themselves fitting into any of the categories. They could then find out from the lesson when they are most effective and why, and see what the strengths and weaknesses of the styles are. We thought that this would be a good time to talk about leader-follower communications since they are closely linked to styles.

Matt and I wanted to include the paper airplane exercise, and use it as a way to

show the differences between managers and leaders (Appendices Twenty-Three and Twenty-Four). We also wanted to keep the material on transactional and transformational leaders as part of the module, but we wanted to make sure that it was taught accurately. So although it follows the leader/manager section, it will not be paralleled to the ideas taught in that part of the module. We thought that we would end the module with this section, because the participants can leave on a positive note thinking that they might be able to get the people who work with or under them to achieve things that they did not think were possible.

### MODULE 3

The third module, Decision Making and Critical Thinking, should be an exciting one (Appendix Twenty-Five). We want to start off the day with a desert survival simulation (Appendix Twenty-Six). This exercise requires the participants to make decisions and prioritize. We would like to split the class into at least two different groups to do this so that after the simulation is completed we can compare the different decision-making styles among the groups. After they discuss the decision-making processes used in the exercises, The instructor will introduce the steps to effective decision making (Appendix Twenty-Seven). The groups will then talk about whether or not they followed them, and if they did, whether or not they were effective for their particular groups.

The next section will be devoted to some basic concepts that we learned in the Critical Thinking class. We would like the instructor to tie the idea of the false dilemma in with decision making. We thought that it was important to also include win-win situations. As a part of this critical thinking section we wanted to include fallacies. Several will be introduced, then a video will be shown of an interview or a trial for which they must identify the fallacies. The instructor should

stress the importance of identifying fallacies so that decisions can be made based on educated assessments of arguments.

We wanted to include the lifeboat case that Rich Volp did for the group in Florida, having each person take the role of one of the people in the lifeboat (Appendix Twenty-Eight). This case not only presents the opportunity for decision making, but in the discussion afterward, we thought that the participants should have to answer questions about the choices they made without using fallacies. This will be a fun way to conclude the day and tie everything together.

#### MODULE 4

The fourth module is Motivation and Empowerment (Appendix Twenty-Nine). At the end of the third module, each participant will receive a copy of Zapp! The Lightning of Empowerment. Upon arriving for the fourth module, they should have read the book so that they will be able to participate in the day's discussion. As soon as everyone has arrived in the classroom, the instructor will zapp and sapp people. The purpose of this is to remind the participants of the reading they were supposed to have done and get them ready for the discussion to come. They will talk about the main principles of Zapp! and share examples of them that they have witnessed at Ukrop's. A video of Pat Carrigan, a woman we studied in one of Dr. Hickman's classes will be used, copyrights allowing, to illustrate a practitioner of the zapp principles.

Next, the participants will engage in the Broken Squares exercise (Appendix Thirty). Matt and I thought that the group members would feel frustrated when they were not able to do anything but wait for others to hand them pieces, so they would have an understanding of why it is so important to be empowered.

After this section, the class will stay in their groups to work on case studies.

The case studies will be fashioned after the examples in the book, Motivating People, that was used in the Leadership and Motivation class. Each group will have a separate case (Example: Appendix Thirty-One), and a theory of motivation assigned to them which must be used in finding a solution to the problem presented. Once the group is finished with the case study, they must come up with a creative way to present their case, their theory, and their solution to the class. Each group will give their presentation, and there will be a discussion that follows.

The concluding discussion should be about what motivates each of the participants. This will give them ideas about what kinds of things might motivate the people they work with, and have them leave thinking about how they can become motivators.

## MODULE 5

The final module is Group Dynamics (Appendix Thirty-Two). The class will begin by discussing the cases from Groups That Work and Those That Don't that they had read for this module. There are many cases in the book that are suitable for this type of purpose, so the instructors may choose those that seem most interesting, or the ones that will be easiest for them to tie into Ukrop's. They must assign one effective group and one ineffective group, though. The discussion will be about why the groups were or were not successful, and this exchange of ideas will produce lists of characteristics of effective and ineffective groups.

After the lists are compiled, the class will divide into groups of between seven to ten people. Each person will be handed a card that they are not to show anyone (Appendices Thirty-Three to Thirty-Five). On the card is an animal and a description of the animal's behavior. The instructor will present a problem to each group and ask them to solve it. Throughout the process of solving the problem,

every person must act according to the instructions on each of their cards without telling the others what animal they are. At the end, everyone must guess what animals were being portrayed. The purpose of this exercise is to show that in group settings there are people with all kinds of communication styles. These different styles should be accounted for and understood if everyone is to give input and the group is to work effectively. Following the exercise, there should be an examination of the group dynamics and roles that were involved and how they affected the decision.

The next section of the module is a videotaped group activity. There is an excellent game that the Management Institute on campus uses that involves constructing things with straws while in a group. (Unfortunately I was unable to get a copy of the instructions to include with this paper, but they have agreed to let Ukrop's use the game if Bob decides that he likes it.) The activity will be performed by members of the class who volunteer to be videotaped. The number in the group should not exceed ten. While the people who will be doing the exercise are receiving their instructions, the rest of the class will be taught how to make a sociogram. The performing group will complete the task while the observing group makes sociograms of the interactions. When the task has been completed, the class will watch the video. Those who participated in the task group will complete an Interaction Process Analysis on themselves while watching the video (Appendix Thirty-Six). After the video has been viewed, the observing group will present their sociograms. The instructor will then explain the significance of some of the communication patterns and roles, like those of stars and isolates. A discussion of reactions and a sharing of IPAs by those who will volunteer to talk about their results will help to clarify the points that the instructor has made.

The next section will give the participants time to reflect on their work groups within Ukrop's. They will break down into small groups in the classroom

and talk about the strengths and weaknesses in their work groups and share stories of successful and unsuccessful group interactions. The best stories can be shared with the entire class.

To wrap up the module and the Leadership Development Program as a whole, the participants will be shown the circle diagram of their work world (Appendix Thirty-Seven). The instructor will conclude the course by explaining that the success of the big picture depends upon the success of each of the participants. A review of the week will be done, and everyone will be asked to tell the class what they found to be most valuable thing they learned throughout the program.

### FINAL ANALYSIS

Matt and I are both very pleased with the work that we have done on this project. We feel that we have developed some creative and informative modules from which the participants can take away many practical ideas about leadership. We are disappointed with the problems that we have had related to communicating with Bob Kelley, and we feel that had he responded to our requests to meet, we could have done more work on the project than we actually did.

At present, we are planning to drop off our product at the Ukrop's corporate building with a note offering some suggestions as to how we can teach the instructors about the material we have included, if indeed Bob does decide to use our modules. At this point, that is the only way we think that we might be able to communicate with him. Unfortunately, if he does not get in touch with us, we will never know what he thinks of our work. In addition, much of what we have planned may be lost due to the fact that we will not have a chance to explain the ideas behind the things that we have included.



Although the project is ending on a disappointing note, Matt and I feel that this task was ideal for us. It forced us to really think about what we have learned throughout the past two years, and allowed us to test our knowledge and creativity. We both have concluded that we would like to continue to use what we have learned in the Jepson School after graduation by pursuing jobs that are related to leadership development. And we are more appreciative than ever of the time and effort the Jepson School faculty have put into developing the courses that we have taken.

I hope that it is evident how much time and thought went into the creation of our proposed modules for the Leadership Development Program. I truly feel that the participants will come away from the classes feeling as if they have learned about themselves and about how they can become better at what they do. To give people the opportunity to improve themselves was my personal goal for the project, and I believe that if everything goes as planned I will have achieved it.

APPENDIX ONE

**MODULE 1  
LEADERSHIP IN A VALUE DRIVEN O**

<u>TOPIC</u>	<u>TIME</u>	
<b>① Introduction to the Leadership Development Program</b> <ul style="list-style-type: none"><li>* Introductions</li><li>* Overview of objectives</li><li>* Review manuals and housekeeping details</li><li>* Leadership questionnaire (same as #3 review) → incorporate performance questions</li><li>* Case study - Disney World → VIDEO?</li><li>* Discussion questions<ol style="list-style-type: none"><li>1. Why is it important to have a mission and values?</li><li>2. What are the corporate values of Disney?</li><li>3. What strategies are in place to instill their values?</li></ol></li><li>* Characteristics of a Value Driven Organization</li></ul>	45 min.	Bob K. Rick C.
<b>② Our Mission and Corporate Values</b> <ul style="list-style-type: none"><li>* Discussion questions<ol style="list-style-type: none"><li>1. As a leader within Ukrop's Super Markets, what gives you the greatest satisfaction?</li><li>2. Looking back over the past 56 years, what should make the company most proud?</li><li>3. As we grow, what should we (leadership) keep in focus in terms of our customers, our associates, our suppliers and our community?</li></ol></li><li>* Review our company's vision for the future</li></ul>	60 min.	Bob K.  Bob U.
<b>3. Leadership Styles</b> <ul style="list-style-type: none"><li>* Review survey and styles</li><li>* Discussion questions: small groups<ol style="list-style-type: none"><li>1. What surprised you most about the results of the survey?</li><li>2. Do you see any areas that need rethinking to help improve your leadership skills?</li></ol></li></ul>	60 min.	Bob K.
<b>4. Research on Leadership</b> <ul style="list-style-type: none"><li>* Characteristics of effective leaders</li><li>* Tom Peters: The Leadership Difference</li><li>* Cascading leadership</li></ul>	30 min.	Bob K.
<b>⑤ <u>The Power of Ethical Management</u></b>	30 min.	Bob U.
<b>⑥ Summary of Day</b> <ul style="list-style-type: none"><li>* Review objectives</li><li>* Distribute homework assignment</li></ul>	15 min.	Bob K.

WHAT DO THEY DO FOR AN HOUR?

DO THEY DO THIS IN?

S.C. SERV

APPENDIX TWO

*GENERATING ENTHUSIASM*

## Module 2

### Coaching for Superior Customer Service

	<u>Time</u>	<u>Speaker</u> <i>- bonus plus</i>
<b>1. Introduction to Superior Customer Service</b> * Introductions <del>* Recitation of Corporate Values</del> * Question: What is superior customer service? <i>← #1</i> * Give 5 examples of superior customer service at Ukrop's * What rewards are gained by superior customer service? <i>min. max</i>	45 min.	Roger MOTIVATION
<b>2. Creating Customer Commitment</b> * Show tape * Discuss the key points * Top down commitment * Establish goals <i>← is this done in Mod. 1?</i> * Communicate operating philosophy * Training and development * Measurement and feedback (inspect to expect/follow-up) * Rewards and recognition	30 min.	Danny
<b>3. How is Your Department Performing?</b> * Show tape (C.L.E.A.R. Approach) <i>→ CUSTOMER SERVICE</i> * <del>Distribute case studies (2)</del> * <del>Small group discussion</del> * <del>Review key points</del> * <del>Fine line labor/service level</del>	60 min.	Roger Danny
<b>4. Review Homework Assignment</b>	45 min.	Danny
<b>5. Generating Enthusiasm for Superior Customer Service</b> <i>discuss →</i> <i>is a handout</i> What Directors look for when they visit your store	15 min.	Danny Roger
<b>6. Summary of Day</b> <i>repetitive</i> * <del>Recitation of Corporate Values</del> * Distribute homework assignment	15 min.	Danny

EXC. FOR FOOD → TRENARDS  
↑  
ASSOCIATES

## APPENDIX THREE

### MODULE 3

### BUILDING EXCITEMENT FOR FOOD

	<u>TIME</u>	<u>WHO</u>
<b>1. Introduction to Building Excitement for Food</b>	<b>75 min.</b>	<b>Jackie Scott</b>
<ul style="list-style-type: none"><li>- Introductions and review objectives</li><li>- Recitation of Corporate Values</li><li>- Review homework<ul style="list-style-type: none"><li>- Develop criteria of positive selling skills</li><li>- Develop criteria of negative selling skills</li></ul></li></ul>		
<b>REST BREAK</b>	<b>15 min.</b>	
<b>2. Team Activity: Ukrop's Products</b>	<b>25 min.</b>	<b>Scott Jackie</b>
<i>WHAT ARE THESE THINGS?</i>		
<b>3. "It Ain't No Accident!" Chicken Salad Story</b>	<b>20 min.</b>	<b>Jackie</b>
<ul style="list-style-type: none"><li>- Slide Presentation</li></ul>		
<b>4. The Four Steps of Selling</b>	<b>20 min.</b>	<b>Jackie</b>
<i>IS THIS REALLY NECESSARY?</i>		
<ul style="list-style-type: none"><li>- Opening</li><li>- Customer Interaction</li><li>- Product Information</li><li>- Closing</li></ul>		
<b>5. "It's Not Your Mother's Grocery Store!"</b>	<b>30 min.</b>	<b>Jackie Scott</b>
<ul style="list-style-type: none"><li>- Slide Presentation</li><li>- Discussion</li></ul> <i>changing shoppers</i>		
<b>6. Where Do We Begin?</b>	<b>15 min.</b>	<b>Scott</b>
<b>7. Closure</b>	<b>15 min.</b>	<b>Scott</b>
<ul style="list-style-type: none"><li>- Closing comments<ul style="list-style-type: none"><li>- Review objectives</li><li>- Review characteristics of positive selling skills</li></ul></li><li>- Evaluations</li></ul>	<b>10 min.</b>	<b>Jackie</b>

MILES AUTO → STAPLES MILL

**MODULE 4****Minimizing Costs and Improving Profitability  
and  
The Role of Technology in our Operation**

8:00 a.m. - 12:00 p.m.

	<u>TIME</u>	<u>WHO</u>
<b>Introduction to Module 4</b>	<b>15 min.</b>	<b>David</b>
<ul style="list-style-type: none"> <li>• Introduction of leaders</li> <li>• Purpose of module and why it is important</li> </ul>		
<b>2. The Super Market Environment</b>	<b>30 min.</b>	<b>Julie</b>
<ul style="list-style-type: none"> <li>• How does a super market make money</li> <li>• Understanding fixed and variable costs</li> </ul>		
<b>3. Understanding the Profitability Analysis Report</b>	<b>45 min.</b>	<b>Julie</b>
<ul style="list-style-type: none"> <li>• Review homework problems</li> <li>• Where do the numbers come from</li> <li>• Work in groups on labor problem (case study #1)</li> </ul>		
<b>Inventory and its Effect on Profitability</b>	<b>30 min.</b>	<b>David</b>
<ul style="list-style-type: none"> <li>• Work in groups on inventory problem (case study #2)</li> </ul>		
<b>5. Focus on Contribution to Store Overhead</b>	<b>15 min.</b>	<b>David</b>
<b>6. Understanding Product Costs</b>	<b>30 min.</b>	<b>David</b>
<ul style="list-style-type: none"> <li>• Work in groups on case study</li> <li>• Opportunities for improvement</li> </ul>		
<b>7. Future Applications of Technology in the Super Market</b>	<b>15min.</b>	<b>David</b>
<b>8. Closing Comments</b>	<b>15 min.</b>	<b>David Julie</b>

## MODULE 5

APPENDIX FIVE

### Maintaining A Healthy And Safe Work

	<u>TIME</u>	<u>WHO</u>
<b>1. Better Safe Than Sorry</b>	<b>15 min</b>	<b>Richard Linda</b>
<ul style="list-style-type: none"><li>* Warm-up and team selection</li><li>* Recitation of Corporate Values</li><li>* Purpose of Module</li></ul>		
<b>2. Corporate Value #8</b>	<b>60 min</b>	<b>Linda Richard</b>
<ul style="list-style-type: none"><li>* Worker's comp. review</li><li>* Customers accidents</li><li>* Movie</li><li>* Skits (famous personalities)</li><li>* Store procedures</li></ul>		
<b>3. Stressed out? - Here's Some Answers</b>	<b>50 min</b>	<b>Richard Linda</b>
<ul style="list-style-type: none"><li>* Exercise/Game</li><li>* Recognizing stress in co-workers, family, and how to get help from our AAP</li></ul>		
<b>4. Substance Abuse - Is Not The Answer</b>	<b>40 min</b>	<b>Linda Richard</b>
<ul style="list-style-type: none"><li>* Recognition in co-workers</li><li>* Sources of help</li></ul>		
<b>5. Safe, Clean, Challenging</b>	<b>30 min</b>	<b>Richard Linda</b>
<ul style="list-style-type: none"><li>* Sanitation</li><li>* Bloodborne Pathogens</li></ul>		
<b>6. How Much Did You Learn?</b>	<b>30 min</b>	<b>Linda Richard</b>
<ul style="list-style-type: none"><li>* Recap of objectives</li><li>* Recitation of Corporate Values</li></ul>		

## Module 6

### Diversity

Antonio Rice and Rick Carr

#### TIME

#### 1. Introduction and Objectives

90 min.

- A. Diversity Quiz
- B. Defining and understanding diversity
- C. Video: Working Together
- D. Lifeboat exercise

#### **BREAK**

#### 2. Increasing Our Awareness of Diversity

60 min.

- A. Casting exercise
- B. Group discussion: What is your definition of the following:
  - 1. A "real" man
  - 2. A family
  - 3. A successful person
  - 4. A woman's "role"
  - 5. Disability
- C. Have you been "labeled"?

#### **BREAK**

#### 3. Diversity in the Workplace

90 min.

- A. Video: Discrimination
  - 1. Employment laws
  - 2. Harassment
  - 3. Workforce 2000 issues
- B. Strategies for managing diversity

## Performance Management

Antonio Rice

Rick Carr

- I. Introduction and objectives. 8:00-8:15**
1. To better understand "performance" and the factors which impact it.
  2. To practice techniques for delivering effective feedback.
  - ~~3. To examine the disciplinary process and documentation techniques.~~
  4. To better understand the Ukrop's performance management system.
- II. Demonstration: Putting all the pieces together. 8:15-9:15**
1. What's going wrong when someone is not performing well?
  2. The three critical performance components:
    - a. External conditions-Is the environment favorable to high performance?
    - b. Effort-How highly motivated is an individual toward getting the job done; what "will" they do?
    - c. Skills-The knowledge, abilities and technical expertise an individual brings to the job; what "can" they do?
  3. The types of performers: <sup>Wdy</sup> Stars, Victims, Coasters, Quitters, Long Shots, Wheel Spinners, Lottery Winners, Deadwood.
  4. Mager and Pipe: "They Really Oughta Wanna"
- III. Providing feedback. 9:15-9:45**
1. Exercise: How you say it can be more powerful than what you say.
  2. The six steps of delivering effective feedback.
- IV. Break 9:45-10:00**
- V. When all else fails? 10:00-10:30**
1. Progressive discipline.
  2. Documentation guidelines.
  3. Is punishment effective?
- VI. Group exercise: Your case studies. 10:30-11:30**
1. Develop an action plan to help someone improve their performance.
- VII. The Ukrop's performance management system. 11:30-11:45**



**MODULE 8****DEVELOPING SUPERIOR WORK TEAMS****Bob Kelley**

<b>TOPIC</b>	<b>TIME</b>	<b>WHO</b>
<b>1. Introduction</b> - Tape: Case Study - Discussion questions: <ol style="list-style-type: none"> <li>1. What adjectives would describe the team you just saw?</li> <li>2. What are the characteristics of a successful team?</li> </ol>	<b>30 min.</b>	<b>Bob</b>
<b>2. Desert Survival</b> - Group Discussion	<b>90 min.</b>	<b>Bob</b>
<b>3. Conflict and Teamwork</b> - Conflict Survey - The Styles of Conflict	<b>45 min.</b>	<b>Bob</b>
<b>4. Perception</b> - The impact of perception - Joshua and the Box <ol style="list-style-type: none"> <li>1. What is the significance of the box in terms of perception?</li> <li>2. What is the significance of Joshua getting outside of the box?</li> </ol> - Groups, Teams and Superior Teams - Strategies to promote team effectiveness	<b>45 min.</b>	<b>Bob</b>
<b>5. Review Homework</b> - Small group discussion questions: <ol style="list-style-type: none"> <li>1. What feedback did you receive from your significant others?</li> <li>2. Were you surprised at the results?</li> <li>3. What can you do to increase your effectiveness as a team leader?</li> </ol>	<b>30 min.</b>	<b>Bob</b>

# Associate Survey Ukrop's Center for Retail Food Studies



For the questions that follow, circle the **one** response that best fits your answer.

1. Based upon my overall experience, the Center for Retail Food Studies is:  
A Superior  
B Very good  
C Average  
D Below average  
E Poor
  
2. Overall, the quality of instruction is:  
A Superior  
B Very good  
C Average  
D Below average  
E Poor
  
3. Overall, the material presented in the courses is:  
A Superior  
B Very good  
C Average  
D Below average  
E Poor
  
4. Overall, how would you evaluate the communication of the schedule of courses:  
A Superior  
B Very good  
C Average  
D Below average  
E Poor

Comments:

Listed below is a series of statements concerning the Center for Retail Food Studies. Indicate the extent to which you **agree** or **disagree** with the statements by circling the appropriate letter.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
5. My job performance has been positively affected by the classes offered by the Center for Retail Food Studies.	A	B	C	D	E
6. The Center should offer more <i>basic business education</i> (math, writing, statistics etc.) courses.	A	B	C	D	E
7. For the most part, classes meet at times that are convenient for me.	A	B	C	D	E
8. The Center should offer more <i>skills-based</i> classes (perfecting bagging techniques, how to make a produce party tray, etc.).	A	B	C	D	E
9. The instructors are knowledgeable about their topic areas.	A	B	C	D	E
10. The Center <b>elective</b> classes ( <i>Business Math, Moving from Criticism to Feedback, Attitude Opportunities, etc.</i> ) are informative and help me better perform my job.	A	B	C	D	E
11. I understand how the core curriculum is structured.	A	B	C	D	E
12. Overall, the Center <b>core</b> classes ( <i>Values, The Game Plan, Kaizen, Food for Thought, etc.</i> ) are informative and help me better perform my job.	A	B	C	D	E
13. The Center should offer more <i>personal development</i> classes (time management, parenting skills, how to handle personal finances, etc.).	A	B	C	D	E

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
14. The course would be more interesting if the instructor lectured less and used more visual aids.	A	B	C	D	E
15. The Center offers too few electives.	A	B	C	D	E
16. The evaluation form allows me to give the instructor adequate feedback.	A	B	C	D	E
17. I am always informed of an upcoming class on a timely basis.	A	B	C	D	E
18. My manager encourages me to attend classes.	A	B	C	D	E
19. Most associates I know are not really very motivated to attend Center classes.	A	B	C	D	E
20. If you were in charge, what one change would you make to the Center to make it a more valuable program for our associates?					

Comments (please attach an additional sheet of paper if necessary):

*Please answer the following questions about yourself:*

**I work at the:**     store retail         manufacturing         support center

**My current employment status at Ukrop's is:**    part-time         full-time

**During the next 3 years, I see myself:**     working part-time at Ukrop's  
 working full-time at Ukrop's         working as a manager at Ukrop's  
 no longer working at Ukrop's

**The highest level of education I have completed is:**         high school  
 college graduate         graduate student

**I have been working at Ukrop's for:**         3 months or fewer         3-6 months  
 6 mos. to 1 yr     1-2 years         3 years or more         5 years or more

*Return this survey to Ginny Schmitz by Friday, January 14, 1994.  
Thank you for your participation.*

# Management Survey

## Ukrop's Center for Retail Food Studies



*For the questions that follow, circle the **one** response that best fits your answer.*

1. Based upon feedback I receive or overhear, the Center for Retail Food Studies is viewed by associates as:
  - A Superior
  - B Very good
  - C Average
  - D Below average
  - E Poor
  
2. In classes you have attended, the faculty's knowledge of the subject matter is:
  - A Superior
  - B Very good
  - C Average
  - D Below average
  - E Poor
  
3. In classes you have attended, the quality of materials distributed is:
  - A Superior
  - B Very good
  - C Average
  - D Below average
  - E Poor

Comments:

Listed below is a series of statements concerning the Center for Retail Food Studies. Indicate the extent to which you **agree** or **disagree** with the statements by circling the appropriate letter.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
4. The Center for Retail Food Studies courses meet the needs of <b>all</b> (store, manufacturing and support center) associates.	A	B	C	D	E
5. Classes offered in the Center should meet the <i>basic business education</i> needs (e.g., writing, math, statistics, etc.) of all associates.	A	B	C	D	E
6. The Center for Retail Food Studies should offer more classes on the <i>personal development</i> needs (e.g., time management, English as a second language, etc.) of associates.	A	B	C	D	E
7. The Center for Retail Food Studies should offer more classes to teach <i>on-the-job skills</i> (e.g. proper bagging skills, how to make a party tray, etc.) to associates.	A	B	C	D	E
8. Our associates understand the importance of required core classes ( <i>Values, The Game Plan, Food for Thought, Working Together</i> ) and how these courses relate to their jobs.	A	B	C	D	E
9. I understand the importance of the core classes.	A	B	C	D	E
10. It is difficult to schedule associates to be off to attend classes.	A	B	C	D	E
11. Electives ( <i>Business Math, Writing, etc.</i> ) are valuable enhancements to our associates' job knowledge.	A	B	C	D	E
12. Classes have positively affected our associates' job performance and knowledge of our industry.	A	B	C	D	E

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
13. For various reasons, our associates find it difficult to attend classes offered by the Center.	A	B	C	D	E
14. We should discipline associates who habitually do not show up for core classes and electives.	A	B	C	D	E
15. For the most part, our associates just do not want to attend Center classes.	A	B	C	D	E
16. The Center for Retail Food Studies is important to the success of our company.	A	B	C	D	E

*The following questions require a different response. Indicate your degree of **satisfaction** or **dissatisfaction** with the issues raised by these questions by circling the appropriate letter.*

	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED	VERY DISSATISFIED
17. How do you rate your level of satisfaction with the Center for Retail Food Studies at this time?	A	B	C	D	E
18. How would you rate the core classes' relevance to job performance?	A	B	C	D	E
19. How would you rate the elective classes' relevance to job performance?	A	B	C	D	E
20. How would you rate timeliness of the paperwork (confirmations; notification of cancelled classes)?	A	B	C	D	E



Comments on the preceding questions:

Please offer below any suggestions you have for making the Center for Retail Food Studies a more valuable program for our associates.

*Return this survey to Ginny Schmitz by Friday, January 14, 1994.  
Thank you for your participation.*

# Faculty Survey

## Ukrop's Center for Retail Food Studies



*For the questions that follow, circle the **one** response that best fits your answer.*

1. Based upon feedback you receive (or overhear), the Center for Retail Food Studies is viewed as:
  - A Superior
  - B Very good
  - C Average
  - D Below average
  - E Poor
  
2. What is your perception of the courses offered?
  - A Superior
  - B Very good
  - C Average
  - D Below average
  - E Poor
  
3. The catalogue describing courses offered by the Center is:
  - A Superior
  - B Very good
  - C Average
  - D Below average
  - E Poor

Comments:

Listed below is a series of statements concerning the Center for Retail Food Studies. Indicate the extent to which you **agree** or **disagree** with the statements by circling the appropriate letter.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
4. The Center for Retail Food Studies should offer more <i>basic business education</i> (math, writing, statistics, etc.) courses.	A	B	C	D	E
5. The Center should offer more <i>personal development</i> (time management, parenting skills, etc.) courses.	A	B	C	D	E
6. The Center should offer more <i>skills-based</i> classes (perfecting bagging techniques, how to make a produce party tray, fine points of cashiering, etc.).	A	B	C	D	E
7. Associates understand how the core curriculum is structured.	A	B	C	D	E
8. I believe my course should be taken only by those associates recommended by managers.	A	B	C	D	E
9. The Center offers too many core classes.	A	B	C	D	E
10. The timing of the core classes, that is, one class every three months over a period of two years, is ambitious and difficult for me to meet.	A	B	C	D	E
11. I believe the elective class I teach should be mandatory (answer only if applicable).	A	B	C	D	E
12. The format (core classes, electives) of the Center for Retail Food Studies is appropriate for our workforce.	A	B	C	D	E
13. I think we should take steps to discipline associates who habitually do not show up for classes.	A	B	C	D	E

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
14. I spend too much time preparing for my class.	A	B	C	D	E
15. I think we should discontinue offering my class; associates can get the information I present from another source (ExecuTrain, community college, etc.).	A	B	C	D	E
16. My course content is appropriate for the type of associate that attends my class.	A	B	C	D	E
17. The evaluation form gives me adequate feedback.	A	B	C	D	E
18. I receive my class roster and other paperwork on a timely basis.	A	B	C	D	E
19. The associates I know take classes because:					
20. List at least one thing we can do to make your role as a faculty member more enjoyable and effective.					

Comments:

*On the back of this form, please give us your suggestions for making the Center a more valuable resource for our associates*

Please offer below any suggestions you have for making the Center for Retail Food Studies a more valuable program for our associates.

*Return this survey to Ginny Schmitz by Friday, January 14, 1994.  
Thank you for your participation.*

**MODULE #1: LEADERSHIP  
IN A VALUE-DRIVEN ORGANIZA**

I. Introduction to Leadership Development Program & Intro. to Value-Driven Organization

- a) Introductions
- b) Objectives
- c) Explanation of manuals/housekeeping details
- d) Leadership questionnaire
- e) Case Study-video of Disney (One Value-Driven Org.)
- f) Discussion Questions
- g) Characteristics of Value-Driven Org. (list & article)

II. Mission, Shared Values, and Ethics of Business

- a) Values review -personal examples from participants
- b) Discussion Questions (#1 & #3)
- c) The Power of Ethical Management
- d) "Parable of the Sadhu"-ethics case study
- e) Establish personal goals
- f) Ukrop's vision for the future
- g) How is Your Department Performing?
- h) Establish goals for Departments and/or Ukrop's as a whole
- i) Closing comments and summary of ideas

# PERSONALITY PROFILE

NAME

APPENDIX THIRTEEN

**DIRECTIONS—** In each of the following rows of four words across, place an X in applies to you. Continue through all forty lines. Be sure each number is marked "most applies", ask a spouse or a friend, and think of what your answer would

## STRENGTHS

1	<input type="checkbox"/>	Adventurous	<input type="checkbox"/>	Adaptable	<input type="checkbox"/>	Animated	<input type="checkbox"/>	Analytical
2	<input type="checkbox"/>	Persistent	<input checked="" type="checkbox"/>	Playful	<input type="checkbox"/>	Persuasive	<input type="checkbox"/>	Peaceful
3	<input type="checkbox"/>	Submissive	<input type="checkbox"/>	Self-sacrificing	<input type="checkbox"/>	Sociable	<input type="checkbox"/>	Strong-willed
4	<input checked="" type="checkbox"/>	Considerate	<input type="checkbox"/>	Controlled	<input type="checkbox"/>	Competitive	<input type="checkbox"/>	Convincing
5	<input type="checkbox"/>	Refreshing	<input type="checkbox"/>	Respectful	<input type="checkbox"/>	Reserved	<input checked="" type="checkbox"/>	Resourceful
6	<input type="checkbox"/>	Satisfied	<input checked="" type="checkbox"/>	Sensitive	<input type="checkbox"/>	Self-reliant	<input checked="" type="checkbox"/>	Spirited
7	<input type="checkbox"/>	Planner	<input type="checkbox"/>	Patient	<input type="checkbox"/>	Positive	<input checked="" type="checkbox"/>	Promoter
8	<input type="checkbox"/>	Sure	<input type="checkbox"/>	Spontaneous	<input type="checkbox"/>	Scheduled	<input checked="" type="checkbox"/>	Shy
9	<input type="checkbox"/>	Orderly	<input checked="" type="checkbox"/>	Obliging	<input type="checkbox"/>	Outspoken	<input type="checkbox"/>	Optimistic
10	<input checked="" type="checkbox"/>	Friendly	<input type="checkbox"/>	Faithful	<input type="checkbox"/>	Funny	<input type="checkbox"/>	Forceful
11	<input type="checkbox"/>	Daring	<input type="checkbox"/>	Delightful	<input type="checkbox"/>	Diplomatic	<input type="checkbox"/>	Detailed
12	<input checked="" type="checkbox"/>	Cheerful	<input type="checkbox"/>	Consistent	<input type="checkbox"/>	Cultured	<input type="checkbox"/>	Confident
13	<input checked="" type="checkbox"/>	Idealistic	<input type="checkbox"/>	Independent	<input type="checkbox"/>	Inoffensive	<input type="checkbox"/>	Inspiring
14	<input type="checkbox"/>	Demonstrative	<input type="checkbox"/>	Decisive	<input type="checkbox"/>	Dry humor	<input checked="" type="checkbox"/>	Deep
15	<input type="checkbox"/>	Mediator	<input type="checkbox"/>	Musical	<input type="checkbox"/>	Mover	<input checked="" type="checkbox"/>	Mixes easily
16	<input checked="" type="checkbox"/>	Thoughtful	<input type="checkbox"/>	Tenacious	<input type="checkbox"/>	Talker	<input type="checkbox"/>	Tolerant
17	<input checked="" type="checkbox"/>	Listener	<input type="checkbox"/>	Loyal	<input type="checkbox"/>	Leader	<input type="checkbox"/>	Lively
18	<input type="checkbox"/>	Contented	<input type="checkbox"/>	Chief	<input type="checkbox"/>	Chartmaker	<input checked="" type="checkbox"/>	Cute
19	<input checked="" type="checkbox"/>	Perfectionist	<input type="checkbox"/>	Pleasant	<input type="checkbox"/>	Productive	<input type="checkbox"/>	Popular
20	<input checked="" type="checkbox"/>	Bouncy	<input type="checkbox"/>	Bold	<input type="checkbox"/>	Behaved	<input type="checkbox"/>	Balanced

## WEAKNESSES

21	<input type="checkbox"/>	Blank	<input checked="" type="checkbox"/>	Bashful	<input type="checkbox"/>	Brassy	<input type="checkbox"/>	Bossy
22	<input checked="" type="checkbox"/>	Undisciplined	<input type="checkbox"/>	Unsympathetic	<input type="checkbox"/>	Unenthusiastic	<input type="checkbox"/>	Unforgiving
23	<input checked="" type="checkbox"/>	Reticent	<input type="checkbox"/>	Resentful	<input type="checkbox"/>	Resistant	<input checked="" type="checkbox"/>	Repetitious
24	<input checked="" type="checkbox"/>	Fussy	<input type="checkbox"/>	Fearful	<input type="checkbox"/>	Forgetful	<input type="checkbox"/>	Frank
25	<input type="checkbox"/>	Impatient	<input checked="" type="checkbox"/>	Insecure	<input type="checkbox"/>	Indecisive	<input checked="" type="checkbox"/>	Interrupts
26	<input type="checkbox"/>	Unpopular	<input type="checkbox"/>	Uninvolved	<input type="checkbox"/>	Unpredictable	<input checked="" type="checkbox"/>	Unaffectionate
27	<input checked="" type="checkbox"/>	Headstrong	<input type="checkbox"/>	Haphazard	<input type="checkbox"/>	Hard to please	<input type="checkbox"/>	Hesitant
28	<input type="checkbox"/>	Plain	<input type="checkbox"/>	Pessimistic	<input type="checkbox"/>	Proud	<input checked="" type="checkbox"/>	Permissive
29	<input type="checkbox"/>	Angered easily	<input type="checkbox"/>	Aimless	<input type="checkbox"/>	Argumentative	<input checked="" type="checkbox"/>	Alienated
30	<input checked="" type="checkbox"/>	Naive	<input type="checkbox"/>	Negative attitude	<input type="checkbox"/>	Nervy	<input type="checkbox"/>	Nonchalant
31	<input checked="" type="checkbox"/>	Worrier	<input type="checkbox"/>	Withdrawn	<input type="checkbox"/>	Workaholic	<input type="checkbox"/>	Wants credit
32	<input type="checkbox"/>	Too sensitive	<input type="checkbox"/>	Tactless	<input type="checkbox"/>	Timid	<input type="checkbox"/>	Talkative
33	<input type="checkbox"/>	Doubtful	<input checked="" type="checkbox"/>	Disorganized	<input type="checkbox"/>	Domineering	<input type="checkbox"/>	Depressed
34	<input type="checkbox"/>	Inconsistent	<input checked="" type="checkbox"/>	Introvert	<input type="checkbox"/>	Intolerant	<input type="checkbox"/>	Indifferent
35	<input type="checkbox"/>	Messy	<input checked="" type="checkbox"/>	Moody	<input type="checkbox"/>	Mumbles	<input type="checkbox"/>	Manipulative
36	<input type="checkbox"/>	Slow	<input checked="" type="checkbox"/>	Stubborn	<input type="checkbox"/>	Show-off	<input type="checkbox"/>	Skeptical
37	<input type="checkbox"/>	Loner	<input type="checkbox"/>	Lord over	<input type="checkbox"/>	Lazy	<input checked="" type="checkbox"/>	Loud
38	<input type="checkbox"/>	Sluggish	<input type="checkbox"/>	Suspicious	<input type="checkbox"/>	Short-tempered	<input checked="" type="checkbox"/>	Scatterbrained
39	<input type="checkbox"/>	Revengeful	<input checked="" type="checkbox"/>	Restless	<input type="checkbox"/>	Reluctant	<input type="checkbox"/>	Rash
40	<input checked="" type="checkbox"/>	Compromising	<input type="checkbox"/>	Critical	<input type="checkbox"/>	Crafty	<input type="checkbox"/>	Changeable

▶ **TRANSFER ALL YOUR X's TO THE CORRESPONDING WORDS ON THE PERSONALITY SCORING SHEET AND ADD UP YOUR TOTALS.**

*Created by Fred Littauer*

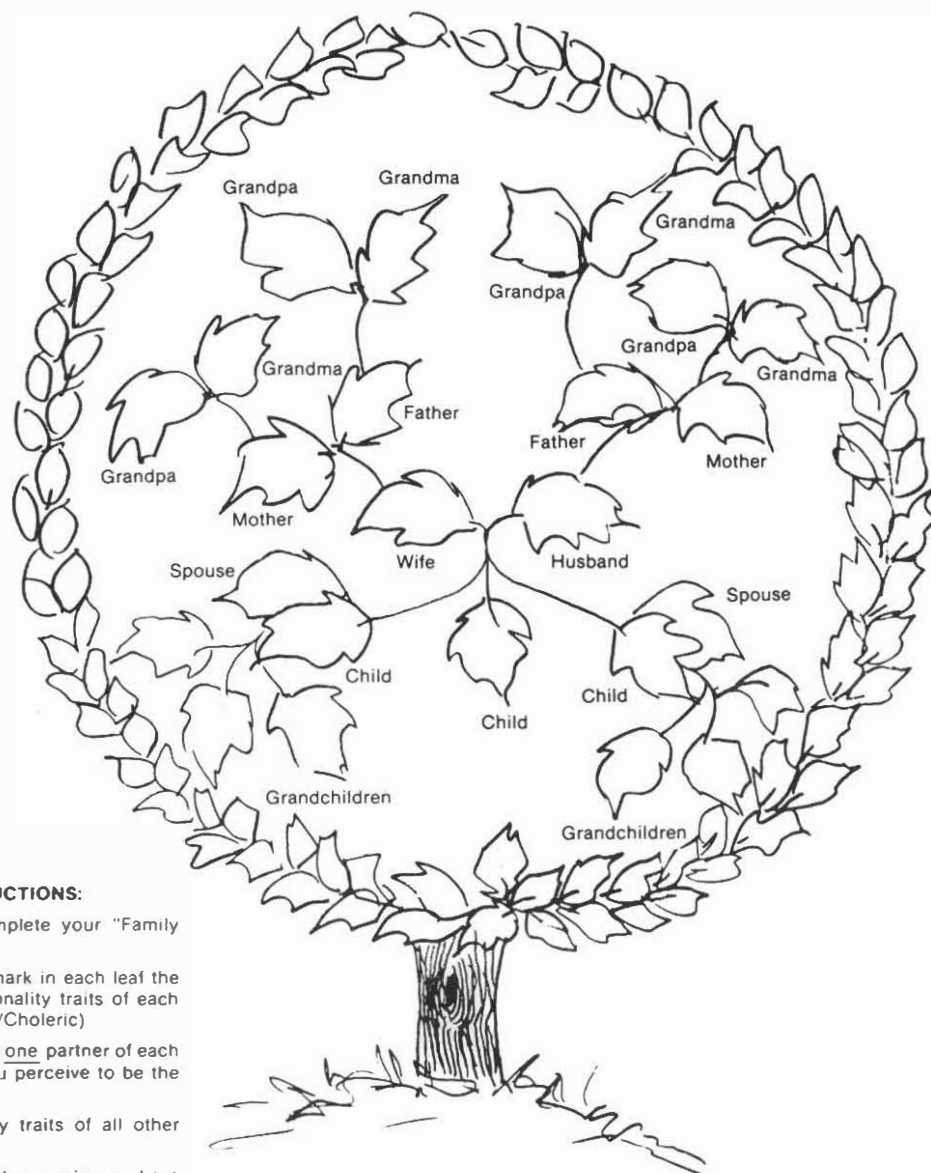
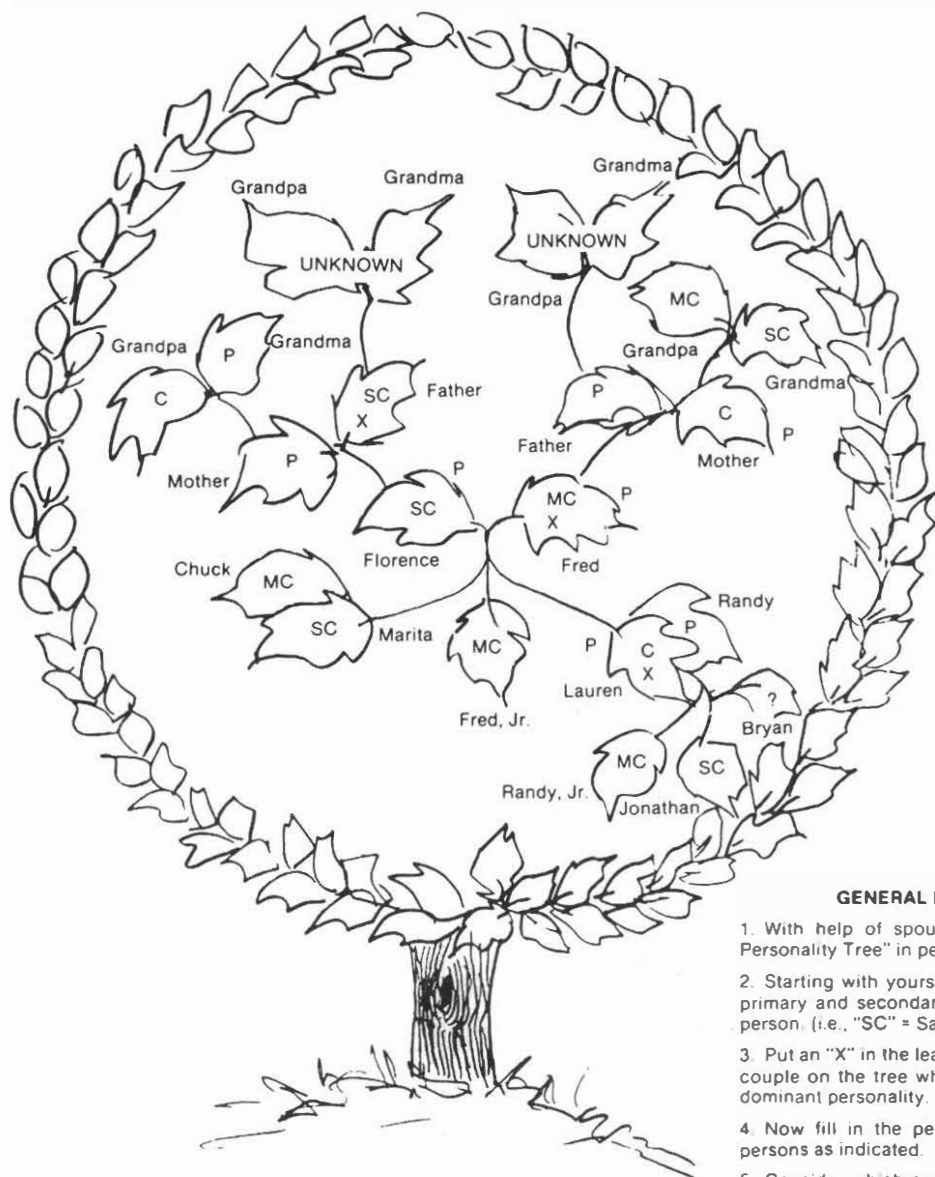
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**GENERAL INSTRUCTIONS:**

1. With help of spouse, complete your "Family Personality Tree" in pencil.
2. Starting with yourselves, mark in each leaf the primary and secondary personality traits of each person. (i.e., "SC" = Sanguine/Choleric)
3. Put an "X" in the leaf of the one partner of each couple on the tree whom you perceive to be the dominant personality.
4. Now fill in the personality traits of all other persons as indicated.
5. Consider which ones may be wearing, or have worn a mask



## MODULE #2: LEADERSHIP ST. AND CHARACTERISTICS

### I. What is leadership?

- incl. video "What's your def. of ldrp.?"*
- a) Definitions of Leadership (theirs and ours)
  - b) ~~The Leadership Difference-Tom Peters~~
  - c) Characteristics of Effective Leaders (according to their answers on leadership questionnaire)
  - d) Characteristics of Effective Leaders (video presentation)

### II. Theories & Styles

- a) Review Leadership Questionnaire from Module #1 and discuss STRENGTHS/WEAKNESSES
- b) Leadership Styles: supportive, directive, participative, and achievement-oriented
- c) Leader/Follower communication as related to b) (i.e. task-orientation vs. people-orientation and multidirectional communication)  
~~and exercise~~

### ~~III. Leadership vs. Management~~

- a) Transactional and Transformational Leadership
- b) Leader & Manager paper airplane folding exercise
- c) Concluding remarks and closing

# Leadership in a Value Driven O

## Module 1

### 1. Introduction to the Leadership Development Program and the concept of a value-driven organization

- Introductions
- Overview of objectives of program and module
- Explanation of manuals
- Distribution and completion of personality assessment test
- Case study--video of Walt Disney World
- Discussion questions
  1. Why is it important to have a mission and values?
  2. What are the corporate values of Disney?
  3. What strategies are in place to instill their values?
- Characteristics of a value -driven organization

### 2. Ethics and values

- Living the shared values
- Discussion questions
  1. As a leader within Ukrop's Super Markets, what gives you the greatest satisfaction?
  2. As we grow, what should we (leadership) keep in focus in terms of our customers, our associates, our suppliers, and our community?
- The Power of Ethical Management
- Ethics case study--"Parable of the Sadhu"

### 3. Goal setting

- Establish personal goals
- Ukrop's vision for the future
- How is your department performing?
- Establish work group goals, department goals, and goals for Ukrop's
- Summary of the day's ideas
- Conclusion

## Leadership Styles and Chara

### Module 2

#### 1. Definitions and characteristics

- Leadership questionnaire
- Discussion of personal definitions of leadership
- Presentation scholars' definitions
- Characteristics of effective leaders
- The five practices of effective leaders

#### 2. Leadership styles

- Review of questionnaire
- Presentation of leadership styles: supportive, directive, participative, and achievement-oriented
- Leader-follower communication
- Leader vs. manager paper airplane exercise
- Transactional leadership vs. transformational leadership
- Summary of the day's ideas

## Leadership Questionnaire

APPENDIX SEVENTEEN

1. What is your definition of leaders
  
2. Think of the best leader for whom you have ever worked or with whom you have been associated. What personal and professional characteristics made that individual the best leader?
  
3. Now think of a group or a situation in which you are/ were the leader. What were your strengths, positive leadership characteristics?
  
4. Think of the worst leader with whom you have been associated. Why, what characteristics made that individual the worst leader?
  
5. Again think of a situation in which you are/ were the leader. What were your weaknesses, negative characteristics?
  
6. Which of the following do you think best describes your leadership style? Circle one.  
  
A) Give consideration to the needs of subordinates; display concern for their welfare; and create a friendly climate at work.  
  
B) Let subordinates know what they are expected to do; give specific guidance; ask subordinates to follow rules and procedures; schedule and coordinate work.

C) Consult with subordinates and take their opinions and suggestions into account.

D) Set challenging goals; getting performance improvements; emphasizing excellence; and showing confidence that subordinates can perform up to those standards.

Are you typically more interested in getting the job done or in creating a pleasant work environment?

Think of the best team experience you have ever had, including work and non-work-related situations. Why was the team so effective and what compelled you to be an active team member?

## **MODELING THE WAY:**

- A) BE EXPRESSIVE ABOUT YOUR VALUES AND BELIEFS
- B) DO WHAT YOU SAY YOU ARE DOING TO DO
- C) BUILD COMMITMENT BY OFFERING CHOICES
- D) WALK THE HALLS

## **ENABLING OTHERS TO ACJ:**

- A) KEEP PEOPLE INFORMED
- B) GIVE PEOPLE RESPONSIBILITY
- C) BE ACCESSIBLE
- D) FOCUS ON GAINS, NOT LOSSES

## **INSPIRING A SHARED V.**

- A) APPEAL TO COMMON PEOPLE
- B) KNOW YOUR FOLLOWERS
- C) COMMUNICATE EXPRESSIVELY
- D) BELIEVE IN WHAT YOU ARE SAYING



## **CHALLENGING THE PRO**

- A) QUESTION THE STATUS QUO
- B) HONOR RISK TAKERS
- C) BREAK FREE OF DAILY ROUTINES
- D) TREAT EVERY JOB AS AN ADVENTURE

## **ENCOURAGING THE HEART:**

- A) MAKE CREATIVE USE OF REWARDS
- B) PROVIDE FEEDBACK ABOUT RESULTS
- C) BE PERSONALLY INVOLVED AS A CHEERLEADER
- D) SAY "THANK YOU"

## MANAGERS

You are to act as the manager for your group during the paper airplane folding exercise. You will not be allowed to fold airplanes. Instead, as the manager of the group (organization), you are responsible for directing/supervising the building of the airplanes.

Some guidelines and buzz words about management which you should keep in mind:

- be task-oriented rather than relationship oriented
- establish clear objectives
- be directive; delegate responsibilities to each member
- be controlling, making lone decisions

As a reminder, your group will gain the most points by making the most number of airplanes with an original style, and they must FLY!

It is MOST IMPORTANT to follow the general role of a manager and not of a leader. However, use your own discretion about how you exactly define the role. Remember, good management is not bad! Have fun!

## LEADERS

You are to act as the leader for your group during the paper airplane folding exercise. You will not be allowed to actually fold the airplanes. Instead, as the leader of the group, you must encourage group members to work, stress collaboration among members, and shared goals.

Some other guidelines and buzz words about leadership:

- be supportive
- take risks
- take charge
- set priorities
- mobilize energies, share decision making
- be relationship-oriented, more so than task-oriented

In essence, try to use those characteristics and a style of leadership you have learned that would be most effective in the airplane building exercise.

As a reminder, your group will gain the most points by making the most number of similar airplanes that have a creative design, and they must FLY!

It is MOST IMPORTANT to follow the general role of a leader and not a manager. However, use your discretion about how you exactly define the role.

# **Decision Making and Critical**

## **Module 3**

### **1. The decision-making process**

- **Desert survival simulation**
- **Discussion of decision making in simulation**
- **The steps to effective decision making**

### **2. Critical thinking**

- **The concept of the false dilemma**
- **Presentation of fallacies of arguments**
- **Interview video**
- **Lifeboat case role play**
- **Discussion of role play using valid arguments**
- **Summary of day's ideas**
- **Homework assignment distributed**

## GROUP EXERCISE

### LOST IN THE DESERT

It is 10:00 AM and you have just crash-landed in the Sonora Desert in the southwest of the U.S. The twin-engine plane, containing the bodies of the pilot and the co-pilot, has completely burned. Only the frame remains. None of the rest of you have been injured.

The pilot was unable to notify anyone of your position before the crash. However, she indicated before impact that you were 70 miles south-south-west from a mining camp which is the nearest known habitation and that you were approximately 65 miles off the course that was filed with your flight plan. The immediate area is quite flat and except for occasional cacti appears to be rather barren. The weather report indicated the temperature would reach 110 degrees. You are all dressed in light-weight clothes - short sleeves shirts, pants, and shoes. Everyone has a handkerchief. Collectively, your pockets contain \$2.83 in change, \$85.00 in bills, a pack of cigarettes, and a ballpoint pen.

Before the plane caught fire your group was able to salvage the 15 items listed below. Your task is to rank these items according to their importance to your survival, starting with "1" for the most important, to "15" for the least important. You may assume that you all have agreed to stay together and that all items are in good condition.

- |                                  |  |
|----------------------------------|--|
| --1. flashlight (4-battery size) | --10. A book titled Edible Animals of the desert |
| --2. jack knife                  | --11. A pair of sunglasses per person            |
| --3. air map of the area         | --12. 2 quarts of 180 proof vodka                |
| --4. plastic rain coat           | --13. One jacket per person                      |
| --5. magnetic compass            | --14. Cosmetic mirror                            |
| --6. compress kit & gaze         | --15. One quart of water per person _____        |
| --7. .45 caliber pistol          |  |
| --8. parachute (red/white)       |  |
| --9. bottle of salt tablets      |  |

**Steps to Effective Decision**

1. Set the objective
2. Generate alternatives
3. Compare and evaluate alternatives
4. Make a decision
5. Implement the decision
6. Follow up and control
7. Evaluate

WHO SHOULD DIE WITH

APPENDIX TWENTY-EIGHT

You are among thirty survivors designed for no more than two dozen others from the ship's crew, three children whose parents went down, six women, six other women, and the rest of whom were very severely injured during the wreck. Already many of the thirty are seasick and most are terrified. It is a dark night, and the weather continues to worsen.

The boat is already shipping water at the gunwales; if the sea gets any rougher the boat is sure to swamp and sink. It looks as if the only hope for any to survive is for five or six persons to get out of the boat, leaving the rest to bail and row in the hope that dawn will bring a slackening wind and chance of rescue.

As senior surviving ship's officer, and an experienced seaman, you are looked to for leadership. Having decided that the boat *must* lighten its human load, you ask for volunteers to jump overboard and take their chances in the icy waves. No one responds, even though all sense the danger to the overcrowded boat. You are not surprised at their selfishness, and you quickly review the alternative methods of deciding who shall be the unlucky half dozen.

Voting or a contest of some sort, which might do well enough in another situation, you immediately discard as unworkable here. One method that occurs to you is drawing straws – that seems fair enough – except that it, too, may be unfeasible in the situation. Then you think of a different sort of random selection process, such as designating every fifth person as the unlucky ones. You also consider throwing out the last six people who got into the boat, whoever they turn out to be (*you* are not among them). The thought crosses your mind to calculate the utilities of all possible combinations of twenty-four survivors, and throw overboard the six whose utility is the lowest; but this seems too time-consuming and conjectural under the circumstances. Yet another thought suddenly occurs to you. Perhaps you and the other crewmen have a duty to the passengers to give them safe voyage, and so the three of you must be among the six to abandon the boat however the other three are determined! You are also tempted to dismiss all these vexing ethical considerations and simply grab the weakest and nearest to you and with the help of other able-bodied men throw them overboard as quickly as possible and get it over with. You do not have much time to weigh these alternative methods of decision making – perhaps no more than a few minutes, to judge by the waves and wind, before panic or disaster overtakes all of you.

What method of decision should you choose and why? What result does this method yield, i.e., who goes overboard and who stays?



## Motivation and Empowerment Module 4

### 1. Principles of Empowerment

- Introduction--Zapping and Sapping
- Discussion of Zapp! The Lightning of Empowerment
- Examples of the zapp principles
- Video--Pat Carrigan
- Broken Squares game

### 2. Motivation

- Motivation case studies
- Presentation of cases, theories, and solutions
- Personal motivators
- Assignment of homework

## 'Broken Squares'

Obtain some thick cardboard (we have wood and painted them in lots of bright colors)

use this game a lot, we suggest that you do the same). Draw the outlines of the pieces, measuring their dimensions carefully with a ruler. Cut out the pieces and put them together in five little packages as described in the Appendix on pp. 156-7. If your group consists of about seven to ten people you need only one set, ie five packages (which will contain a total of 15 pieces in all) for five players; the rest of the group can be observers. If you have a lot of players — over 30, for example — you will need six sets, and so on. Do not worry too much if you do not have any observers in large groups because one set of five players is sure to finish before the others and then you can ask them to observe the struggles of the remaining players.

The only rules are: no talking at all, and no taking of or asking for other people's pieces, by force or non-verbal persuasion. If you like, you can supply the information that all of the completed squares will be approximately six inches in diameter, but you may not want to provide any clues at all, in which case the game will take longer — anything from ten minutes to half an hour.

Each of the five players in any given set begins with a few odd pieces of a puzzle, and each must end with a complete square identical in size with those of the others, that is, five squares in all. It looks impossible at first; the only way it can be done is for the players to stop thinking as individuals and operate as members of a team.

We saw this demonstrated in an amazing way once, when we played 'Broken Squares' with a group of teachers. As soon as the pieces are distributed, it becomes obvious that some players cannot make a square with what they have, but one of these teachers took this observation to its logical conclusion faster than we have ever seen anybody do it. He threw his brightly coloured wooden pieces with a clatter into the middle of the table and indicated so forcefully in pantomime that the others should do so too that they did, though uncomprehendingly at first. He soon made it clear by his actions that the five squares were to be built out of the common supply, and they were completed very quickly. This was an unusually neat demonstration of what happens when you get a confident, authoritative leader imposing a sense of direction and purpose on team-members, who can then take over and complete the task in record time.

Other patterns emerge from building 'Broken Squares'. What commonly happens is that one player completes what looks like a good square; in fact, the player has used too many pieces and the other four squares cannot be made out of what is left. Often the owner does not realize this for a while and neither do the other four players, who continue to move their own and eventually other people's pieces around without getting anywhere. Meanwhile, the

## Case Study

Jane Doe, 35, is one of six department managers in the Ukrop's store #X

Am I getting what I deserve at this company? Yes and no. Yest, for my education and experience I'm getting a better than average salary in this business. The benefits package is good, and we have a bonus plan that adds a significant amount to my retirement plan each year.

But no, I'm not getting what I deserve when it comes to this specific store and some of the things that have been happening here. Last month, for example, all six of us in the department manager level found out about our raises: a five percent raise for each of us across the board.

I went home stunned that day. Any objective observer of the company would have seen that, over the past year, four of us have been working like dogs and the other two--I'll call them Mike and Mary--have been absolutely loafing.

Last year my immediate boss, the store manager, gave us all a sermon about merit raises--how we would individually be rewarded for our effort. Like fools, four of us took that message seriously. We came in early, left late, often skipped lunches, and even spent days off on the job.

Mike and Mary, however, found every excuse in the book to be away from their departments. They each took their maximum number of sick leave days, left during work hours for frequent training, and generally treated their jobs as a hobby. On several occasions, Mary's people went to the store manager for information and decisions that she was responsible for.

The four of us have agreed that, if the company won't reward our effort, we won't give it. Mike and Mary have apparently set the standard of what it takes to get a 5% raise here, and that's the standard that the four of us are going to follow as well.

I'm not coming in a minute before seven and I'm leaving promptly at four, no matter what needs doing. If the store manager asks me about my change in work habits, I'll be more than happy to explain and I'll have three other managers there to back me up.

Either Mike and Mary have to start pulling their weight around here, or the company should reward those of us who do.

## Equity Theory

Jane Doe is suffering from what she feels is a lack of equity. In other words the following equation is out of balance:

$$\text{my reward/my input} = \text{your reward/your input}$$

Options: (to balance the equation)

- quit and wipe the slate clean
- change the level of my input
- try to change the level of your input or your reward
- don't compare oneself to that person any more

## Group Dynamics Module 5

### 1. Factors of successful groups

- Discussion of case studies from Groups that Work and Those that Don't
- Listing of characteristics of effective and ineffective groups
- Animal exercise
- Examination of characteristics of group dynamics and roles

### 2. Personal assessment

- Videotaped group activity
- Viewing of videotape--introduction to the IPA
- Presentation of sociograms
- Discussion about reactions
- Reflections on Ukrop's work groups

### 3. Circle diagram wrap-up of entire Leadership Development Program

## CHAMELEON

THE CHAMELEON CHANGES  
COLORS AND VIEWPOINTS  
FREQUENTLY. IT PRETENDS  
TO BE LOYAL TO WHOEVER  
SUITS ITS NEEDS BEST AT THE  
TIME.

## LION

THE LION IS A TYRANT. IT IS  
LOUD AND HEADSTRONG.  
THE LION THINKS THAT IT  
CAN USE ITS SIZE TO  
THREATEN OTHERS INTO  
SUPPORTING ITS IDEAS.

## HYENA

THE HYENA LAUGHS AT  
OTHERS' IDEAS, NO MATTER  
HOW GOOD THEY ARE. IT  
POKES FUN AT THEIR  
OPINIONS, BUT HAS NO  
SUGGESTIONS OF ITS OWN.

## MULE

THE MULE IS EXTREMELY  
STUBBORN. IT REFUSES TO  
COMPROMISE OR MOVE  
FROM ITS ORIGINAL STANCE.

## ELEPHANT

THE ELEPHANT NEVER FORGETS WHAT IT HAS LEARNED OR WHAT OTHERS HAVE SAID. IT REMINDS OTHERS OF PAST EXPERIENCES AND INTERACTIONS.

## TURTLE

THE TURTLE HAS GOOD IDEAS, BUT IT TAKES A VERY LONG TIME FOR IT TO ARTICULATE THEM.

## KANGAROO

THE KANGAROO JUMPS FROM IDEA TO IDEA. IT IS A LITTLE FLIGHTY, BUT USUALLY HAS A GENERAL COURSE OF ACTION IN MIND.

## FISH

THE FISH HAS A BLANK STARE ON ITS FACE. IT HAS NOTHING TO SAY, AND DOES NOT RESPOND TO ANYTHING.

**MONKEY**  
THE MONKEY FOOLS  
AROUND  
AND CANNOT BE SERIOUS.  
IT TRIES TO DISTRACT  
OTHERS  
WITH ITS ANTICS.

**PARROT**  
THE PARROT NEVER HAS ITS  
OWN IDEAS. IT ALWAYS  
REPEATS OTHERS' IDEAS AS IF  
THEY WERE ITS OWN.

**MOUSE**  
THE MOUSE IS TIMID AND  
QUIET. IT ONLY OFFERS ITS  
OPINIONS DURING THE FEW  
MOMENTS THAT IT THINKS IT  
IS SAFE TO DO SO.



APPENDIX THIRTY-SIX

### Interaction Process Analysis\*

PART I

	SHOWS SOLIDARITY, raises other's status, gives help rewards:																					
	SHOWS TENSION RELEASE, jokes, laughs, shows satisfaction:																					
	AGREES, shows passive acceptance, understands, concurs, complies:																					
4.	GIVES SUGGESTION, direction, implying autonomy for other:																					
5.	GIVES OPINION, evaluation, analysis, expresses feeling, wish:																					
6.	GIVES ORIENTATION, information, repeats, clarifies, confirms:																					
7.	ASKS FOR ORIENTATION, information, repetition, confirmation:																					
8.	ASKS FOR OPINION, evaluation, analysis, expression of feeling:																					
9.	ASKS FOR SUGGESTION, direction, possible ways of action:																					
10.	DISAGREES, shows passive rejection, formality, withholds help:																					
11.	SHOWS TENSION, asks for help, withdraws "Out of Field":																					
12.	SHOWS ANTAGONISM, deflates other's status, defends or asserts self:																					

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\*Developed by Robert Freed Bales, Harvard University

