

A POSITIVE ATTITUDE:

YOUR #1 ASSET



WORKSHOP LEADER'S GUIDE

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Introduction

How to Use *A Positive Attitude*

This *Leader's Guide* for *A Positive Attitude: Your #1 Asset* presents outlines for three possible workshops:

- 1 session @ 180 minutes = 3 hours total;
- 2 sessions @ 120 minutes each = 4 hours total;
- 3 sessions @ 120 minutes each = 6 hours total.

However, *A Positive Attitude* can be used in three ways.

- ① **Use *Attitude* as part of a workshop.** You can build a workshop around *A Positive Attitude* — using 1, 2, or 3 workshop sessions to supplement the results people get from working through the book on their own between the sessions:
 - » introduce or emphasize key topics covered in the book;
 - » prompt discussions on *how* the ideas, techniques, and skills can be applied to the daily work and current projects that people in the class are involved with; and
 - » provide a forum where new foremen and potential foremen can learn from each other by sharing their problems, solutions, opportunities, and experiences.

This *Leader's Guide* is modular, so each workshop session can run from 60 to 120 minutes. It's possible to select a series of activities that creates a customized workshop as short as 1 hour or as long as 10 hours — whatever fits the training situation and the needs of the people in the group.

- ② **Use *Attitude* as a self-study book, but also organize or encourage discussions among the people who are working through the book.** Use *A Positive Attitude* as a self-study book, but also organize or encourage people to get together for informal discussions on the topics they're learning about. This approach, which falls somewhere between self-study and a workshop, has two important benefits: people can learn by helping each other anticipate and solve problems and by passing on ideas that work; people who get together for discussions will likely spend more time studying, thinking about, and applying the topics covered in the book.

This *Leader's Guide* can be downloaded as an Adobe pdf file at:

www.HardHatOnline.com.

This *Leader's Guide* is purposely designed with wide margins and some blank pages for notes.

③ **Use *Attitude as a self-study book*** without classes, organized discussions, or other additional arrangements. ***A Positive Attitude*** is designed as a self-study book. It can be used successfully by one person and without any interaction with others. Just buy the books, distribute them to new and potential foremen, and follow up from time to time by encouraging them to work through the book and complete an Action Plan.

This approach works best for situations where it's not possible to get people together for classes or informal discussions — either because of logistics or because there's *some* interest in supervisory training but not enough to support the time and expense commitments required for classes or organized discussions.

Some companies and organizations use all three approaches to reach supervisors and potential supervisors in various specific situations.

Hardware You'll Need

The basics: a flipchart and a set of markers; masking tape so you can remove flipchart pages and tape them to the wall for reference.

Highly recommended: an overhead projector for showing the four transparencies that are provided on pages 55/57/59/61 of this ***Leader's Guide***. Be sure to check out the projector before class.

How to Set Up the Room

A successful workshop is driven by spirited discussion that involves every participant. People often learn more from each other and by expressing themselves than they learn from an instructor or a book. So, the room set-up must promote lively discussion, and you'll accomplish this if you *make people feel comfortable*.

- Everyone must have direct eye contact with everyone else. Seating should be U-shaped or at round tables — and if you use round tables, don't fill the perimeter of the table; seat people in semi-circles that face the middle of the room.
- Everyone must have a good writing surface — a table or a school-arm chair. If you use school-arm chairs, try to get a couple of lefties.
- Everyone must have elbow room — at least 4 lineal feet if you're seating people at tables. **Remember:** these are construction supervisors who are used to working outdoors; don't cramp them.
- Orient chairs so they face away from the door to minimize distractions from people who come and go or pass by the door.

Your Pre-Flight Checklist

- One copy of *A Positive Attitude: Your #1 Asset* is on hand for each participant
- The room is set up and checked out to ensure the set-up is OK; temperature, lighting, table for your materials, name card tents
- Arrangements are confirmed as necessary for parking, building access, room key, break supplies, etc.
- Flipchart, flipchart markers, and masking tape are on hand
- Overhead projector and screen are set up; projector works OK and has a spare bulb; see **What! No Overhead Projector?** on page 7 if you don't have an overhead projector
- Copies are ready: workshop agenda, housekeeping rules, class registration sheet; also name card tents and markers, a few extra pens/pencils

Overhead Transparencies

Overhead transparency masters, suitable for making TRs on a copier, are provided on pages 55/57/59/61 of this *Leader's Guide*.

- **TR #1: Table of Contents** (Activity 1.2, 1.11)
Use this TR to show the “big picture” and to focus everyone's attention on the topics covered in the book and workshop.
- **TR #2: The Four Fundamentals of Effective Supervision** (Activity 1.3)
A new supervisor has hundreds of thoughts swirling through his head; use TR #2 to *focus* participants on the four fundamentals. If you do two or three sessions, have TR #2 on the screen as participants arrive for Session 2 and Session 3.
- **TR #3: 8 Attitude Adjustment Techniques** (Activity 2.1, 2.2)
Use this TR to show the range of techniques as you preview them.
- **TR #4: Action Plan (blank)** (Activity 3.4)
You may want to use this TR of a blank Action Plan form to present examples that “prime the pump” for this “punch line” activity.
- Make transparencies of other pages from *A Positive Attitude* — especially if you feel you can use a TR to encourage participation.

Leading a Workshop: The Basics

Adult Learners

Be aware that some people in the class may not have good reading skills. Do your best to find out who these people are without calling attention to them or embarrassing them. Try to match up poor readers with good readers who can help them keep up with the pace of the class.

Most construction supervisors are involved in supervisory training because they want to be there. They're generally eager to learn, but for many of them, school wasn't exactly fun and games the first time around. Remember these basic principles.

- **Respect.** Respect their time. Respect their field knowledge. Respect their mixed feelings of excitement and vulnerability as they undertake new and challenging responsibilities.
- **Promote respect.** No power plays, no put-downs among participants. You might have to remind the class that this isn't Hannity & Colmes where talking heads max their air time by shouting each other down. Make sure what everyone says is respected — even if it's dead wrong.
- **Maximize participation.** Make sure everyone is heard — and, more important, make sure everyone *feels* that it's OK to talk. Encourage and draw out anyone who hangs back.
- **Never . . .**
 - » embarrass anyone, even if it's someone who's giving you a hard time.
 - » BS your way through a question if you don't know the answer; turn the question back to the class; if that doesn't work, say you don't know but you'll find the answer and get it to them (and never fail to keep that commitment).

Participation, Enjoyment, and Buy-in

The success of every workshop is directly related to the quality and amount of participation by the people who attend it. The same people who are in the room to learn are also often the best resource for ideas, answers, and war stories that make the learning real. Guide the discussion — don't dominate it, don't force it. If you're talking more than 20 percent of the time, you need to insert some techniques that increase participation.

Remember: the real value of this workshop shows up in the field through *Action Plans that are carried out*. It's important for participants to “buy in” so the *effect* of what people learn breaks the “5 and 5” rule: most training is forgotten within 5 miles or 5 minutes of the workshop benediction.

Preparation

- Go through the Pre-Flight checklist and handle any exceptions.
- List all housekeeping rules and make copies for distribution so you don't have to use much class time to explain them.
- Make up a blank registration form to pass around so you can have a class list without using class time to get it: name, company, job title or role, phone contact, e-mail address, etc.

What! No Overhead Projector?

TR #1: Table of Contents is not essential, but you'll find that they can be very helpful to your presentation — to keep the focus on you at a time when you want them to listen. If you don't have an overhead projector, we suggest that you go to Kinko's and get enlargements — masters are on pages 55/57/59/61 — and use them. If you want color enlargements, tell Kinko's to make a color copy first, then make the enlargement from the copy.

Presenting This Workshop at a Jobsite

The 2-hour session time blocks for this workshop are designed for jobsite delivery. Participants can get a crew started, step away for a two-hour workshop, then catch up with the crew before lunch (morning workshop) or quitting time (afternoon workshop).

Follow-up

If participants leave the workshop, return to the jobsite and do things the same old way, all you've done it to shake a bowl of Jello. The workshop will have more impact if there is follow-up to reinforce what people have learned — especially the *application* of what they've learned.

Ask if people in the group want to continue to get together every now and then. If there's interest, set up a meeting within 30 days — no later or people will “break contact” with the workshop and each other. Encourage this follow-up meeting, but don't force it. Just follow the group's lead, and they'll find a level that works for them.

At the end of Session 1, copy or circulate the filled-out class registration list so participants can pick up each others' phone and e-mail contact information. Encourage them to talk with each other about what they're learning in the workshop. Put your name, phone and e-mail on the list, and tell the class when it's OK to contact you.

This section, **Ideas to Prompt More Effective Discussions**, is adapted from *Effective Meetings*, which is written by Marion E. Haynes and published by Crisp Publications. For more information, see page 63.

Ideas to Prompt More Effective Discussions

- Ask for feelings and opinions.
 - » *What do you think about....?*
 - » *What's your reaction to...?*
 - » *How does this make you feel?*
- Paraphrase what is said.
 - » *What I'm hearing you say is...Do I have it right?*
 - » *Do you mean that...?*
- Draw out people who hang back from participating.
 - » *Tom, how do you feel about this?*
 - » *Mike, how would this affect your crew over on the XYZ Project?*
 - » *You seem a little skeptical, Larry. How do you see it?*
- Ask for a summary.
 - » *We've heard a lot of good ideas on this. What's the one thing you need to remember every time?*
 - » *If you wanted to capture these ideas on a bumper sticker, what would it say?*
- Ask for clarification.
 - » *I'm not quite following you, Ted. What would you do if...?*
 - » *There's a good idea in there somewhere, but it's not quite coming through. Can someone else take a shot at it?*
- Ask for more detail.
 - » *How so? Tell us more.*
 - » *What else should you keep in mind?*
 - » *Who can take this a step farther?*
- Ask for examples.
 - » *What are some other examples of this kind of problem/opportunity/situation?*
 - » *How do you handles this with your crew, Juan?*
 - » *How do they do this over at XYZ Company? (or XYZ Project)*
- See if there's a consensus.
 - » *Before we move on, how many of you agree that...?*
 - » *OK, taking everything you've said into account, who would rather work for Frank? Who would rather work for Hank?*

- Take a quick & dirty survey.
 - » *How many of you have worked on a project where the attitude of the people made a bottom line difference? What was that attitude and how did it affect results?*
 - » *Everybody's got good ideas on this and we've got a long list. What are the three most important points to remember?*
- Ask for an Action Plan.
 - » *Now that you know what to do, how would you go about it on your project?*
 - » *If this happened on your project, what would you do? How would you go about it?*
 - » *Okay, you've talked the talk. How are you going to walk the walk?*
- Do a "go around."
 - » *Let's go around the table on this; everyone vote "yes" or "no" and give us a one-sentence reason.*
 - » *Let's go around the room and have each of you point out a clutter area that you think you can simplify.*
- Call a pause, pose a question, wait a minute, then resume.
 - » *Sometimes you have to choose between being rock-steady and being active and creative. Think about it for a minute.....Now, what are the trade-offs?*
 - » *Take a minute and think about all we've said.....How do you feel about the situation? Relieved? Angry? Determined?*
- Share your feelings, then invite others to jump in.
 - » *When I see something like that on a jobsite, I feel really good. How about you?*
 - » *I'm feeling a little frustrated right now. How do the rest of you feel?*
- Change the time frame.
 - » *Looking ahead, what would you need to watch out for?*
 - » *What are some possible long run consequences of this action/behavior/decision?*
- Switch the focus from **what** to **how** or **why**.
 - » *How -> action plans. Why -> introspection & underlying logic.*
 - » *Now that you know what to do, how can you do this on your project?*
 - » *Why is this important? Why would you do it that way?*

Workshop Management Checklist (aka Housekeeping Rules)

- Administrative: registration, payment, attendance requirements, name tags, name cards (tents)
- Class meeting schedule: dates; starting/quitting times
- Punctuality: no waiting for latecomers; workshop starts and ends on time
- Site arrangements: parking, building and room access, smoking areas
- Clean-up: clean shoes before entering the building; help straighten up the classroom before leaving
- Locations: restrooms, phones, vending machines, coffee and snack supplies
- Breaks: occasional 1-minute “stretch breaks” only; it’s OK to get up and move around and to quietly tend to personal breaks as necessary, then return to the group ASAP
- Interruptions & distractions: turn off cell phones and pagers — or put them on vibrate; emergency calls only, and leave the room immediately if a conversation is necessary
- Workshop pace: swift, get right to the point
- Participant responsibilities:
 - » respect everyone
 - » 100% focus on the topic at hand
 - » share knowledge and feelings openly
 - » work through Part 2 and Part 3 of the book between sessions so you’re prepared to participate (two-session and three-session workshops)
 - » read the book cover-to-cover, work through all the exercises (all workshops)
 - » ask questions
 - » participate!
- It’s OK to say “Pass” if you don’t want to answer a question — or for any reason — and you don’t have to explain yourself
- And: have fun; meet people; extend your network

Workshop Agenda

Session 1

- Opening Remarks and Introductions
- Activity 1.1: Overview of *A Positive Attitude: Your #1 Asset*
- Activity 1.2: Why Is a Positive Attitude So Important in Construction? (8*)
- Activity 1.3: What Is a Positive Attitude? (10)
- Activity 2.2: Technique #1: Use the Flipside Approach (31)
- Activity 2.3: Technique #2: Play Your Winners (35)
- Activity 2.4: Technique #3: Simplify! Simplify! (38)
- Activity 2.5: Technique #4: Insulate! Insulate! (42)
- Activity 2.6: Technique #5: Give Your Positive Attitude to Others (46)
- Activity 3.1: Technique #6: Look Sharp (49)
- Activity 3.2: Technique #7: Feel Sharp (52)
- Activity 3.3: Technique #8: Clarify Your Mission (55)
- Activity 3.4: Your Action Plan (84)
- Activity 3.9: Closing

This one-session workshop agenda includes selected activities taken from the three-session workshop presented on pages 37 - 51. That's why there are some skips in the activity number sequence. This one-session workshop is three hours total.

* page numbers in *A Positive Attitude: Your #1 Asset*

USE THIS BLANK PAGE FOR NOTES

Workshop Objectives, Schedule & Details

Basic Plan for Session 1: Introduce everyone to each other and introduce the topics covered in *A Positive Attitude: Your #1 Asset*; get people “into” the book and “into” the class discussion by working through two key topics from Part 1 and discussing them; help everyone to become comfortable enough to talk candidly about relevant personal experiences; present the 8 attitude adjustment techniques; get people started on compiling Action Ideas for an Action Plan; find out if people are interested in any follow-up meetings; and recognize participants for completing the workshop.

This one-session workshop outline includes selected activities taken from the three-session workshop presented on pages 37 - 51. That's why there are some skips in the activity number sequence.

This one-session workshop is three hours total.

Activity 1.1: Opening Remarks & Introductions. Welcome everyone to the workshop; introduce yourself and tell your company name or construction industry affiliation.

- Tell people to pair up and do a 60 second interview with each other: name, company, current job title, current project, number of years in construction, a couple of items of personal interest. If there's an odd number, form one group of three or pair up with that person yourself.
- Appoint somebody to keep track of the # of years in construction as each person takes 30 seconds to introduce the person they interviewed. Keep it moving — this session is only 3 hours long!
- At the end, ask the tallykeeper how many total years of construction experience is in the room. **Point out:** *We have X years of construction experience in this room. None of us has all the answers, but here in this group we have a lot to draw on — so, for the next two hours we need everybody to pitch in and contribute and make this workshop really worthwhile.*
- Distribute copies of the workshop Agenda; pass out copies of workshop housekeeping rules or guidelines and **point out** any that you feel need special attention.

15 minutes (0:15)

Objective: break the ice; get people to talk; encourage participation; pass out the workshop agenda and review workshop housekeeping rules.

Activity 1.2: Book Overview, Pages 3/4, etc. Tell everyone to turn to page 3. Show TR #1 (Table of Contents). The TR #1 master is on page 55 of this Leader's Guide.

- Summarize the key points from the Introduction; review the **Table of Contents**. **Point out:** the **Action Ideas** sidebar (page 10) and the **Action Ideas** form (page 84); the **Checklists** (pages 91 - 97); the **photocopy masters** in Part 4 (pages 84 - 87); the **Glossary** (page 98); the **Index** (pages 101 - 104); and the **Pocket Checklist**.
- **Point out:** *We'll use this book today for information and we'll fill out some of the worksheets in it. You can also use it as a self-study book, now and later. Highlight key ideas; make notes.*

5 minutes (0:20)

Objective: point out and preview what's in the book; participants will understand how to use the book — during the workshop and after it's over.

10 minutes (0:30)

Objective: get everyone thinking about why a positive attitude is important and what its impact can be.

Activity 1.3: Why Is A Positive Attitude So Important in

Construction? Pages 8/9. Tell everyone to read pages 8 and 9. Put TR #2 on the screen (The Four Fundamentals of Supervision). The TR #2 master is on page 57 of this Leader's Guide. Allow about 3 - 5 minutes for reading, then ask.

- *What effect have you seen **good supervision** have on a jobsite?* Prompt responses in three areas: quality, safety & productivity. Allow about 2 minutes for responses; list them on a flipchart.
- *What effect have you seen **training** have on a jobsite?* Again, prompt responses in three areas: quality, safety & productivity. Allow about 2 minutes for responses; list them on a flipchart.
- Using a flipchart with two columns, ask: *What effect have you seen a **negative attitude** have on a jobsite?* Get a few responses, then ask: *What effect have you seen a **positive attitude** have on a jobsite?* Go back & forth between negative and positive; prompt comments about personal satisfaction in addition to comments about jobsite performance; try to get everyone talking. Allow about 10 minutes total for this discussion.
- To wrap up this activity, **point out** the sidebar at the bottom of page 9 ("When a positive attitude ripples...") and ask: *Which has a greater effect on jobsite performance: a positive attitude from the ground up or pressure from the top down?* When someone responds, ask them: *How did this play out on the project?*
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but **don't let the group break up and leave the room** or you won't get them back for 10 - 15 minutes, your schedule will be shot, and the workshop will lose momentum.

15 minutes (0:45)

Objective: present and practice the Flipside Technique.

Activity 2.2: Adjustment Technique #1: Use the Flipside

Technique, Pages 31 - 34. Show TR #3 (8 Ways to Adjust Your Attitude) and **point out:** *We're going to talk about 8 ways to adjust your attitude.* The TR #3 master is on page 59 of this Leader's Guide. Split everyone up into small groups of 4 or 5. Tell them to read pages 31 - 33, then do the exercise on page 34. Encourage them to be creative when they think of situations and flipside responses. **Point out:** *In 10 minutes, we're going to come back together and see what you've come up with.*

Be available and circulate around the room while the groups are working. **Special Note:** Although the form on page 34 shows boxes for two situations, encourage the groups to think of additional situations and flipside responses. After about 10 minutes, pull everyone back together and ask:

- *Who can explain what the Flipside Technique is? How does it work?*

- Then go around the room, asking each group to tell about one situation and the flipside response they came up with. Write the situations and flipside responses on a flipchart. Keep the discussion lively and moving along. Go around the room again and ask each group for another situation and flipside response. If the discussion lags, tell the groups to get back together for a minute and see who can come up with one more.
- Then ask: *How easy or difficult do you think it will be to incorporate the Flipside Technique into your daily life? Why?*
- **Point out:** *During this workshop, you'll learn about eight different attitude adjustment techniques. Some will fit your situation or your way of doing things better than others. Once you've covered all eight of them, you'll be able to choose the techniques that will work best for you.*

Activity 2.3: Adjustment Technique #2: Play Your Winners, Pages 35 - 37. Tell everyone read pages 35 and 36, then complete the exercise on page 37. Allow 7 - 10 minutes for this, then ask:

- *What does it mean to “Play Your Winners?”*
- *Does any of you have a special technique or way that you try to “Think About” your winners?*
- *What’s the best way to “Talk About” your winners? How can talking about your winners backfire on you? How can you guard against that?*
- *How do you reward yourself by enjoying your winners — beyond thinking and talking, what **actions** do you take?*
- To wrap up this activity, tell everyone to take a minute and see if they can add anything to the list of “winners” they made on page 37.

15 minutes (1:00)

Objective: understand what it means to “Play Your Winners.”

Activity 2.4: Adjustment Technique #3: Simplify! Simplify! Pages 38 - 41. Tell everyone to get back into the groups they formed for the Flipside Technique. Assign each group two of the five Clutter Areas to discuss. **Point out:** *In 5 minutes, we’re going to come back together and see what you’ve come up with. Create a list of possible ways to simplify each Clutter Area.*

Be available and circulate around the room while the groups are working. After 5 minutes, pull everyone back together and ask:

- *Who thinks Clutter Area #1 might apply to you? The show of hands will indicate how important this clutter area is. Ask the groups who were assigned Clutter Area #1 to report their ideas for simplifying. Then ask others for their ideas. List the responses on a flipchart.*

15 minutes (1:15)

Objective: participants will understand how they can simplify their life.

- Repeat the same procedure for each of the other four Clutter Areas. Move the discussion along briskly — the timeline for this Activity allows 9 minutes for the five Clutter Area discussions.
- Tell everyone to take a minute and fill out the 1-2-3 list on page 41 — three things they promise to do to Simplify! Simplify!
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but *don't let the group break up and leave the room.*

15 minutes (1:30)

Objective: participants will understand how to insulate their positive attitude from negative factors.

Special Note: It just wasn't possible to design a 2-hour workshop without leaving out some of the attitude adjustment techniques or the Action Plan activity. If you have a 2-hour time constraint, we suggest that you break after Activity 2.5 and deliver the workshop in two 90 minute sessions. To finish off Day 1, tell participants exactly what topics you'll cover next time so they can read about them; encourage everyone to write down Action Ideas.

15 minutes (1:45)

Objective: participants will understand the effect of giving their positive attitude away to others — and how to do it.

Activity 2.5: Adjustment Technique #4: Insulate! Insulate! Pages 42 - 45. Tell everyone to turn to page 42 and allow them about 5 minutes to read pages 42 - 45 and do the exercise on page 45.

Point out the list of Phase I Insulators on page 42 and ask:

- *Who can tell us about an experience where you used one of these Phase I Insulators to keep a negative factor or force under control? If the discussion lags, ask specifically about two or three items from the list on page 42.*
- *Then ask: Who can tell us about an experience where you used one of the Phase II Insulators: Talk It Out, Work It Out, Laugh It Out, Pray About It, Change the Scene.*
- *Then say: Take a look at the Insulation Checklist you filled out on page 45. Did anyone add any new ideas on the lines marked "Other?" Tell us about them.*
- **Point out:** *This Insulation Checklist is your **personal** list, so it doesn't make any difference which approaches you feel are #1 or #2. The important thing is that you "Just Do It!"*

Activity 2.6: Adjustment Technique #5: Give Your Positive Attitude to Others Pages 46 - 48. Tell everyone to turn to page 46 and allow them 5 - 7 minutes to read pages 46 - 48 and do the exercise on page 48. Then ask:

- *What are some of the best ways you can give your positive attitude to others?*
- *Who can tell us about a time when you received a positive attitude from someone else? What happened? How did it make you feel? What effect did it have on your work or personal life?*
- **Special Note:** *If the discussion lags, use the three cases (Mitch, Phil, Vic, Julio, Bart) to prompt comments. For example: Has anyone had an experience like Mitch where you helped yourself by making a special effort to help out a brother, sister, or friend?*

Activity 3.1: Adjustment Technique #6: Look Sharp, Page 49 - 51.

Tell everyone to turn to page 49 and **point out**:

- *People are sometimes a little touchy about discussing their personal appearance. Maybe it's because they feel this is something they can't do much about. Maybe they don't want others to think they're overly concerned with how they look. But most of us would probably agree that the way you look can have an affect on your attitude. Read pages 49 - 51, and as you read through the seven items on pages 50 and 51, make a note if you've had an experience with any of these "appearance factors" that affected your attitude.*
- Allow 5 - 7 minutes for everyone to complete the reading, then prompt a discussion by asking: *When you walk on to a jobsite, what is it that you notice about the appearance of people and their personal workspace? What does appearance suggest about the quality, safety, and productivity of a jobsite?*
- *Then ask: Has anyone had an experience with any of the seven "appearance factors" that affected your attitude?*
- To wrap up this activity, **point out**: *It's not money spent that counts; just be neat and clean and look like you're ready to do first-rate work.*
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but *don't let the group break up and leave the room*

15 minutes (2:00)

Objective: participants will understand how "appearance factors" can affect attitude.

Activity 3.2: Adjustment Technique #7: Feel Sharp, Page 52 - 54.

Tell everyone to turn to page 52 read pages 52 and 53. Tell them to do the True/False questions, then look up the answers on page 90. Allow about five minutes, then ask:

- *Who can tell us about an experience with exercise or diet that had an effect on your attitude?*
- Then tell everyone to turn to page 53 and fill out the form — as much as they can. **Point out**: *this is your personal plan — what **you** plan to do. There are no right answers; just be honest about what you're going to do in the next 30 days — starting tomorrow.*
- Allow about five minutes, then ask for volunteers to describe their plan to the group.
- Ask: *What are the things you listed under "Might as well face it, there are some things I'm never gonna do?"*

15 minutes (2:15)

Objective: understand how "feeling sharp" can affect attitude.

15 minutes (2:30)

Objective: participants will explore their life's purpose and think about what they'd do if they had only one year to live.

25 minutes (2:55)

Objective: participants will review the list of Action Ideas they've compiled and create a personal Action Plan that uses selected attitude adjustment techniques.

Activity 3.3: Adjustment Technique #8: Clarify Your Life's Mission, Pages 55 - 56. Tell everyone to quickly read page 55, then do the Mission Exercise on page 56. **Point out:** *Clarifying your life's mission isn't something you can do in a few minutes today. But you can take a look at what's important to you.*

- After about 5 minutes, split everyone up into groups of 4 or 5 and tell them to discuss the pictures, symbols, and circle designs they've made.
- Allow about 5 minutes for this discussion, then ask for volunteers to draw their circle designs on a flipchart. Several people can do this at the same time; just tear off flipchart pages and pass them out. Then ask each person to briefly explain the meaning of his or her drawing.
- **Point out:** *Your life's mission is a very personal matter. Sometimes it seems clear and other times it's difficult to figure out. The important thing to remember today is that the way you feel about your life's mission has an effect on your attitude, and it's worth it to spend some time thinking about the connection.*

Activity 3.4: Your Action Plan, Page 57. Tell everyone to stand up and take a 1 minute stretch break while they split up into groups of 4 or 5. After a minute, settle everyone down and give these instructions:

- **Turn to *Your Action Plan* on page 57.** Put TR #4 (Action Plan) on the screen. The TR #4 master is on page 61 of this Leader's Guide.
- **Review the Action Ideas list you've compiled on page 85 and all the notes you've made in Part 2, pages 31 - 56.**
- **Fill out the chart on page 57 with ideas and actions that you think will work for you during the next 30 to 60 days.** You won't fill in all the boxes, but try for a balance between techniques you can use to **maintain** and techniques you can use to **recapture** a positive attitude.
- **You'll have 20 minutes to work on your Action Plan.** Feel free to share ideas and help each other out.
- **At the 25 minute mark, wrap up this activity:** *Our goal today, was for each of you to write down some specific actions you plan to take in the next few weeks. Of course, this is just a first step. Circumstances change and so do people, so it's a good idea to review and revise your Action Plan from time to time. There's a photocopy master on page 84 that you can use to revise your Action Plan as often as you need to.*

Activity 3.9: Closing.

- **Point out** the Review but you won't have time for people to work through it during this workshop. This is just as well, because anyone who works through these questions later will get an excellent review of the ideas and skills they learned in the workshop.
- Tell everyone to turn to page 79 - 82, and make sure everyone understands that these questions are a Review, not a test.
- **Point out:** *Work through this Review sometime in the next few days. It will help you remember what you've learned. Each review question is cross-referenced to the page that contains the answer — and the answers to all the questions are on page 90.*
- Copy or circulate the filled-out class registration list so participants can pick up each others' phone and e-mail contact information. Encourage them to talk with each other about what they've learned' in the workshop. Put your name, phone and e-mail on the list, and tell the class when it's OK to contact you.
- Ask if people in the group want to continue to get together every now and then. If there's interest, set up a meeting within 30 days — no later or people will "break contact" with the workshop and each other. Facilitate and encourage this follow-up meeting, but don't force it. Just follow the group's lead, and they'll find a level that works for them.
- Thank everybody for coming to the workshop. Recognize participants — and do this personally: one by one, with eye contact, a smile, a handshake, and a word of encouragement.

5 minutes (3:00)

Objective: find out if people want any follow-up meetings; recognize participants and send everyone away with a word of encouragement.

This concludes the one-session workshop.

USE THIS BLANK PAGE FOR NOTES

Workshop Agenda

Session 1

- Opening Remarks and Introductions
- Activity 1.1: Overview of *A Positive Attitude: Your #1 Asset*
- Activity 1.2: Why Is a Positive Attitude So Important in Construction? (8*)
- Activity 1.3: What Is a Positive Attitude? (10)
- Activity 1.4: A Positive Attitude Affects Personality (15)
- Activity 1.7: Attitude Renewal: How to Give Your Attitude a Tune-Up (24)
- Activity 1.10: Preview Session 2 (29)\
- Activity 2.2: Technique #1: Use the Flipside Approach (31)
- Activity 2.3: Technique #2: Play Your Winners (35)
- Activity 2.4: Technique #3: Simplify! Simplify! (38)

This two-session workshop agenda includes selected activities taken from the three-session workshop presented on pages 37 - 51. That's why there are some skips in the activity number sequence. This two-session workshop is four hours total.

Session 2

- Activity 2.5: Technique #4: Insulate! Insulate! (42)
- Activity 2.6: Technique #5: Give Your Positive Attitude to Others (46)
- Activity 3.1: Technique #6: Look Sharp (49)
- Activity 3.2: Technique #7: Feel Sharp (52)
- Activity 3.3: Technique #8: Clarify Your Mission (55)
- Activity 3.4: Your Action Plan (84)
- Activity 3.6: Protecting Your #1 Asset By Solving Problems (76)
- Activity 3.8: Action Plan (84)
- Activity 3.9: Closing

* page numbers in *A Positive Attitude: Your #1 Asset*

USE THIS BLANK PAGE FOR NOTES

Workshop Objectives, Schedule & Details

Basic Plan for Session 1: Introduce everyone to each other and introduce the topics covered in *A Positive Attitude: Your #1 Asset*; get people “into” the book and “into” the class discussion by working through three key topics from Part 1 and discussing them; help everyone to become comfortable enough to talk candidly about relevant personal experiences; preview Part 2 and discuss the first three attitude adjustment techniques; get people started on compiling Action Ideas for an Action Plan.

Activity 1.1: Opening Remarks & Introductions. Welcome everyone to the workshop; introduce yourself and tell your company name or construction industry affiliation.

- Tell people to pair up and do a 60 second interview with each other: name, company, current job title, current project, number of years in construction, a couple of items of personal interest. If there’s an odd number, form one group of three or pair up with that person yourself.
- Appoint somebody to keep track of the # of years in construction as each person takes 30 seconds to introduce the person they interviewed. Keep it moving — this session is only 2 hours long!
- At the end, ask the tallykeeper how many total years of construction experience is in the room. **Point out:** *We have X years of construction experience in this room. None of us has all the answers, but here in this group we have a lot to draw on — so, for the next two hours we need everybody to pitch in and contribute and make this workshop really worthwhile.*
- Distribute copies of the workshop Agenda; pass out copies of workshop housekeeping rules or guidelines and **point out** any that you feel need special attention.

Activity 1.2: Book Overview, Pages 3/4, etc. Tell everyone to turn to page 3. Show TR #1 (Table of Contents). The TR #1 master is on page 55 of this Leader’s Guide.

- Summarize the key points from the Introduction; review the **Table of Contents**. **Point out:** the **Action Ideas** sidebar (page 10) and the **Action Ideas** form (page 84); the **Checklists** (pages 91 - 97); the **photocopy masters** in Part 4 (pages 84 - 87); the **Glossary** (page 98); the **Index** (pages 101 - 104); and the **Pocket Checklist**.
- **Point out:** *We’ll use this book today for information and we’ll fill out some of the worksheets in it. You can also use it as a self-study book, now and later. Highlight key ideas; make notes.*

This two-session workshop outline includes selected activities taken from the three-session workshop presented on pages 37 - 51. That’s why there are some skips in the activity number sequence.

This two-session workshop is four hours total.

15 minutes (0:15)

Objective: break the ice; get people to talk; encourage participation; pass out the workshop agenda and review workshop housekeeping rules.

5 minutes (0:20)

Objective: point out and preview what’s in the book; participants will understand how to use the book — during the workshop and after it’s over.

15 minutes (0:35)

Objective: get everyone thinking about why a positive attitude is important and what its impact can be.

Activity 1.3: Why Is A Positive Attitude So Important in

Construction? Pages 8/9. Tell everyone to read pages 8 and 9. Put TR #2 on the screen (The Four Fundamentals of Supervision). The TR #2 master is on page 57 of this Leader’s Guide. Allow about 3 - 5 minutes for reading, then ask.

- *What effect have you seen **good supervision** have on a jobsite?* Prompt responses in three areas: quality, safety & productivity. Allow about 2 minutes for responses; list them on a flipchart.
- *What effect have you seen **training** have on a jobsite?* Again, prompt responses in three areas: quality, safety & productivity. Allow about 2 minutes for responses; list them on a flipchart.
- Using a flipchart with two columns, ask: *What effect have you seen a **negative attitude** have on a jobsite?* Get a few responses, then ask: *What effect have you seen a **positive attitude** have on a jobsite?* Go back & forth between negative and positive; prompt comments about personal satisfaction in addition to comments about jobsite performance; try to get everyone talking. Allow about 10 minutes total for this discussion.
- To wrap up this activity, **point out** the sidebar at the bottom of page 9 (“When a positive attitude ripples...”) and ask: *Which has a greater effect on jobsite performance: a positive attitude from the ground up or pressure from the top down?* When someone responds, ask them: *How did this play out on the project?*
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but **don’t let the group break up and leave the room** or you won’t get them back for 10 - 15 minutes, your schedule will be shot, and the workshop will lose momentum.

15 minutes (0:50)

Objective: define “attitude” and identify factors and messages encountered in daily life that can affect a person’s attitude.

Activity 1.4: What Is A Positive Attitude? Pages 10 - 14.

Tell everyone to read pages 10 & 11 and fill in the chart at the bottom of page 11. Five minutes is probably enough time for most people to do this. This is a good time to get away from the podium, to move around the room and be accessible. Then ask:

- *What is a positive attitude?* Look for a playback of phrases from the book and also definitions in “their own words.”
- **Point out:** *Your attitude is never static. It’s always affected by factors and messages you encounter in daily life.* Ask various people to tell the factors or messages they identified, and list them on a flipchart.
- **Point out:** *Later in this workshop, you’ll learn ways to control or influence the effect of factors and messages on your attitude.*
- **Point out:** The group was able to come up with a more extensive list than any one person did, and this shows how they can learn

from each other — even if many of them are not experienced foremen. *Help each other by discussing topics in the book.*

Activity 1.7: Keeping People and Events From Stealing Your Positive Attitude, Pages 20 - 22. Tell everyone to read pages 20 - 22. Allow 5 - 6 minutes (which still might not be enough for some people). Then ask:

- *What kinds of events can steal your positive attitude?* Write the responses on a flipchart. Then ask, *What kinds of conflicts with other people can steal your positive attitude?* Write the responses on a flipchart.
- *Who knows about a situation where there was a personal conflict that wasn't dealt with right away? What happened to the attitude of the people involved? Did the issue resolve itself, or did it get worse?*
- *If you want to protect your attitude — in addition to solving a problem or a conflict — what are some guidelines for handling the situation?* Write the responses on a flipchart.

Activity 1.10: Action Plan. Ask volunteers to tell the class about any *Action Ideas* they've listed so far on page 85. **Encourage** everyone to write down ideas they think they can use in their daily work.

- **Point out:** *This workshop only has value when you apply what you learn to your daily work!*

Activity 1.11 Preview Part 2, Page 29. Tell everyone to turn to page 29, and introduce Part 2 by showing **TR #3** (8 Ways to Adjust Your Attitude.) The TR #3 master is on page 59 of this Leader's Guide.

- **Point out:** *Part 2 of your book includes eight attitude adjustment techniques. Today we'll learn about three of them.*
- Then move ahead by making a few remarks about The Flipside Technique (page 31), but don't prompt a discussion. Repeat this brief preview for each of the eight Techniques.
 - » Flipside Technique
 - » Play Your Winners
 - » Simplify! Simplify!
 - » Insulate! Insulate!
 - » Give Your Positive Attitude to Others
 - » Look Sharp
 - » Feel Sharp
 - » Clarify You Life's Mission
- Tell everyone to stand up and take a 1 minute stretch break...but *don't let the group break up and leave the room.*

10 minutes (1:00)

Objective: participants will understand that their positive attitude can be "stolen" and will learn how to safeguard it.

5 minutes (1:05)

Objective: prompt everyone to start compiling Action Ideas.

5 minutes (1:10)

Objective: preview Part 2.

15 minutes (1:25)

Objective: present and practice the Flipside Technique.

Activity 2.2: Adjustment Technique #1: Use the Flipside

Technique, Pages 31 - 34. Split everyone up into small groups of 4 or 5. Tell them to read pages 31 - 33, then do the exercise on page 34. Encourage them to be creative when they think of situations and flipside responses. **Point out:** *In 10 minutes, we're going to come back together and see what you've come up with.*

Be available and circulate around the room while the groups are working. **Special Note:** Although the form on page 34 shows boxes for two situations, encourage the groups to think of additional situations and flipside responses. After about 10 minutes, pull everyone back together and ask:

- *Who can explain what the Flipside Technique is? How does it work?*
- *Then go around the room, asking each group to tell about one situation and the flipside response they came up with. Write the situations and flipside responses on a flipchart. Keep the discussion lively and moving along. Go around the room again and ask each group for another situation and flipside response. If the discussion lags, tell the groups to get back together for a minute and see who can come up with one more.*
- *Then ask: How easy or difficult do you think it will be to incorporate the Flipside Technique into your daily life? Why?*
- **Point out:** *During this workshop, you'll learn about eight different attitude adjustment techniques. Some will fit your situation or your way of doing things better than others. Once you've covered all eight of them, you'll be able to choose the techniques that will work best for you.*

15 minutes (1:40)

Objective: understand what it means to “Play Your Winners.”

Activity 2.3: Adjustment Technique #2: Play Your Winners, Pages

35 - 37. Tell everyone read pages 35 and 36, then complete the exercise on page 37. Allow 7 - 10 minutes for this, then ask:

- *What does it mean to “Play Your Winners?”*
- *Does any of you have a special technique or way that you try to “Think About” your winners?*
- *What's the best way to “Talk About” your winners? How can talking about your winners backfire on you? How can you guard against that?*
- *How do you reward yourself by enjoying your winners — beyond thinking and talking, what **actions** do you take?*
- *To wrap up this activity, tell everyone to take a minute and see if they can add anything to the list of “winners” they made on page 37.*

Activity 2.4: Adjustment Technique #3: Simplify! Simplify! Pages

38 - 41. Tell everyone to get back into the groups they formed for the Flipside Technique. Assign each group two of the five Clutter Areas to discuss. **Point out:** *In 5 minutes, we're going to come back together and see what you've come up with. Create a list of possible ways to simplify each Clutter Area.*

Be available and circulate around the room while the groups are working. At the 2 minute mark, tell them: *Try to finish up on your first clutter area now — and move on to the second one.*

After 5 minutes, pull everyone back together and ask:

- *Who thinks Clutter Area #1 might apply to you?* The show of hands will indicate how important this clutter area is. Ask the groups who were assigned Clutter Area #1 to report their ideas for simplifying. Then ask others for their ideas. List the responses on a flipchart.
- Repeat the same procedure for each of the other four Clutter Areas. Move the discussion along briskly — the timeline for this Activity allows 14 minutes for the five Clutter Area discussions.
- Tell everyone to take a minute and fill out the 1-2-3 list on page 41 — three things they promise to do to Simplify! Simplify!
- To wrap up Session 1, Tell everyone to work through the next five techniques, pages 42 - 56, as self-study, before the next session. Also tell them to read Part 3 and Part 4, if they can. **Point out:** *As you can see, this workshop moves fast. You'll get a lot more out of it if you read through the book as self-study between workshop sessions. Highlight key ideas, make notes, do the exercises, and start compiling a list of Action Ideas. Then you'll really be ready to pitch in on the discussions and activities — because next time, we'll spend more workshop time on discussions and activities and less time on reading. Bring along any questions that you come up with as you work through Part 2.*
- Copy or circulate the filled-out class registration list so participants can pick up each others' phone and e-mail contact information. Encourage them to talk with each other about what they're learning in the workshop. Put your name, phone and e-mail on the list, and tell the class when it's OK to contact you.

20 minutes (2:00)

Objective: participants will understand how they can simplify their life; exchange phone and e-mail contact info.

This is the end of Session 1. Whew!

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Basic Plan for Session 2: Present the remaining five attitude adjustment techniques; discuss the links between attitude and problem solving; continue to encourage everybody to develop an Action Plan; find out if people are interested in any follow-up meetings; and recognize participants for completing the workshop.

Activity 2.5: Adjustment Technique #4: Insulate! Insulate! Pages 42 - 45. Tell everyone to turn to page 42 and allow them about 5 minutes to read pages 42 - 45 and do the exercise on page 45.

Point out the list of Phase I Insulators on page 42 and ask:

- *Who can tell us about an experience where you used one of these Phase I Insulators to keep a negative factor or force under control? If the discussion lags, ask specifically about two or three items from the list on page 42.*
- *Then ask: Who can tell us about an experience where you used one of the Phase II Insulators: Talk It Out, Work It Out, Laugh It Out, Pray About It, Change the Scene.*
- *Then say: Take a look at the Insulation Checklist you filled out on page 45. Did anyone add any new ideas on the lines marked "Other?" Tell us about them.*
- **Point out:** *This Insulation Checklist is your **personal** list, so it doesn't make any difference which approaches you feel are #1 or #2. The important thing is that you "Just Do It!"*

Activity 2.6: Adjustment Technique #5: Give Your Positive Attitude to Others Pages 46 - 48. Tell everyone to turn to page 46 and allow them 5 - 7 minutes to read pages 46 - 48 and do the exercise on page 48. Then ask:

- *What are some of the best ways you can give your positive attitude to others?*
- *Who can tell us about a time when you received a positive attitude from someone else? What happened? How did it make you feel? What effect did it have on your work or personal life?*
- **Special Note:** *If the discussion lags, use the three cases (Mitch, Phil, Vic, Julio, Bart) to prompt comments. For example: Has anyone had an experience like Mitch where you helped yourself by making a special effort to help out a brother, sister, or friend?*

15 minutes (0:15)

Objective: participants will understand how to insulate their positive attitude from negative factors.

15 minutes (0:30)

Objective: participants will understand the effect of giving their positive attitude away to others — and how to do it.

15 minutes (0:45)

Objective: participants will understand how “appearance factors” can affect attitude.

Activity 3.1: Adjustment Technique #6: Look Sharp, Page 49 - 51.

Tell everyone to turn to page 49 and **point out:**

- *People are sometimes a little touchy about discussing their personal appearance. Maybe it’s because they feel this is something they can’t do much about. Maybe they don’t want others to think they’re overly concerned with how they look. But most of us would probably agree that the way you look can have an effect on your attitude. Read pages 49 - 51, and as you read through the seven items on pages 50 and 51, make a note if you’ve had an experience with any of these “appearance factors” that affected your attitude.*
- Allow 5 - 7 minutes for everyone to complete the reading, then prompt a discussion by asking: *When you walk on to a jobsite, what is it that you notice about the appearance of people and their personal workspace? What does appearance suggest about the quality, safety, and productivity of a jobsite?*
- *Then ask: Has anyone had an experience with any of the seven “appearance factors” that affected your attitude?*
- To wrap up this activity, **point out:** *It’s not money spent that counts; just be neat and clean and look like you’re ready to do first-rate work.*

15 minutes (1:00)

Objective: understand how “feeling sharp” can affect attitude.

Activity 3.2: Adjustment Technique #7: Feel Sharp, Page 52 - 54.

Tell everyone to turn to page 52 read pages 52 and 53. Tell them to do the True/False questions, then look up the answers on page 90. Allow about five minutes, then ask:

- *Who can tell us about an experience with exercise or diet that had an effect on your attitude?*
- Then tell everyone to turn to page 54 and fill out the form — as much as they can. **Point out:** *this is your personal plan — what **you** plan to do. There are no right answers; just be honest about what you’re going to do in the next 30 days — starting tomorrow.*
- Allow about five minutes, then ask for volunteers to describe their plan to the group.
- Ask: *What are the things you listed under “Might as well face it, there are some things I’m never gonna do?”*

Activity 3.3: Adjustment Technique #8: Clarify Your Life's Mission, Pages 55 - 56. Tell everyone to quickly read page 55, then do the Mission Exercise on page 56. **Point out:** *Clarifying your life's mission isn't something you can do in a few minutes today. But you can take a look at what's important to you.*

- After about 5 minutes, split everyone up into groups of 4 or 5 and tell them to discuss the pictures, symbols, and circle designs they've made.
- Allow about 5 minutes for this discussion, then ask for volunteers to draw their circle designs on a flipchart. Several people can do this at the same time; just tear off flipchart pages and pass them out. Then ask each person to briefly explain the meaning of his or her drawing.
- **Point out:** *Your life's mission is a very personal matter. Sometimes it seems clear and other times it's difficult to figure out. The important thing to remember today is that the way you feel about your life's mission has an effect on your attitude, and it's worth it to spend some time thinking about the connection.*

Activity 3.4: Your Action Plan, Page 57. Tell everyone to stand up and take a 1 minute stretch break while they split up into groups of 4 or 5. After a minute, settle everyone down and give these instructions:

- **Turn to *Your Action Plan* on page 57.** Put TR #4 (Action Plan) on the screen. The TR #4 master is on page 61 of this Leader's Guide.
- **Review the *Action Ideas* list you've compiled on page 85 and all the notes you've made in Part 2, pages 31 - 56.**
- **Fill out the chart on page 57 with ideas and actions that you think will work for you during the next 30 to 60 days. You won't fill in all the boxes, but try for a balance between techniques you can use to **maintain** and techniques you can use to **recapture** a positive attitude.**
- **You'll have 20 minutes to work on your Action Plan. Feel free to share ideas and help each other out.**
- **At the 25 minute mark, wrap up this activity: *Our goal today, was for each of you to write down some specific actions you plan to take in the next few weeks. Of course, this is just a first step. Circumstances change and so do people, so it's a good idea to review and revise your Action Plan from time to time. There's a photocopy master on page 84 that you can use to revise your Action Plan as often as you need to.***

15 minutes (1:15)

Objective: participants will explore their life's purpose and think about what they'd do if they had only one year to live.

25 minutes (1:40)

Objective: participants will review the list of Action Ideas they've compiled and create a personal Action Plan that used selected attitude adjustment techniques.

10 minutes (1:50)

Objective: understand the connection between attitude and problem solving; learn an 8-step problem solving process.

Activity 3,6: Protecting Your #1 Asset By Solving Problems, Pages 76 - 77. Tell everyone to turn to page 76 and **point out:** *You have the capacity to hold a positive attitude in all kinds of circumstances — even when you have significant problems to deal with.* Then ask:

- *When you first encounter a problem, what’s a good way to slow down and gain a clear perspective? When you do this, what do you have to watch out for?* (Be sure this time for reflection doesn’t turn into a delay that allows the problem to fester.)
- List the 8 problem solving steps on a flipchart:
 - » Identify the real problem— which may be concealed by various symptoms of the problem.
 - » Gather data and information about the problem.
 - » Analyze the data and information.
 - » Discuss your observations and conclusions with others.
 - » Identify possible solutions and their costs and benefits.
 - » Make a decision by choosing one of the possible solutions.
 - » Implement — and communicate — the solution.
 - » Follow up to see if the solution actually solved the problem — if not, start again at the top.

5 minutes (1:55)

Objective: encourage everyone to make using an Action Plan a daily practice.

Activity 3.8: Action Ideas and Action Plan, Pages 84 and 85.

Emphasize: *The time you’ve spent in this workshop will have practical value only if it affects your daily work at your jobsite. Your Action Plan is the best way to accomplish this.*

- Ask: *Has anyone tried to implement an Action Plan or some Action Ideas?*
- Ask: *How did it go and what did you learn from the experience?*
- Ask: *How can you keep a steady flow of Action Ideas coming?*

5 minutes (2:00)

Objective: find out if people want any follow-up meetings; recognize participants and send everyone away with a word of encouragement.

Activity 3.9: Closing.

- **Point out** the Review but you won’t have time for people to work through it during this workshop. This is just as well, because anyone who works through these questions later will get an excellent review of the ideas and skills they learned in the workshop.
- Tell everyone to turn to page 79 - 82, and make sure everyone understands that these questions are a Review, not a test.
- **Point out:** *Work through this Review sometime in the next few days. It will help you remember what you’ve learned. Each review question is cross-referenced to the page that contains the answer — and the answers to all the questions are on page 90.*

- Ask if people in the group want to continue to get together every now and then. If there's interest, set up a meeting within 30 days — no later or people will “break contact” with the workshop and each other. Facilitate and encourage this follow-up meeting, but don't force it. Just follow the group's lead, and they'll find a level that works for them.
- Thank everybody for coming to the workshop. Recognize participants — and do this personally: one by one, with eye contact, a smile, a handshake, and a word of encouragement.

This concludes the two-session workshop.

USE THIS BLANK PAGE FOR NOTES

Workshop Agenda

Session 1

- Opening Remarks and Introductions
- Activity 1.1: Overview of *A Positive Attitude: Your #1 Asset*
- Activity 1.2: Why Is a Positive Attitude So Important in Construction? (8*)
- Activity 1.3: What Is a Positive Attitude? (10)
- Activity 1.4: A Positive Attitude Affects Personality (15)
- Activity 1.5: The Power of a Positive Attitude (17)
- Activity 1.6: Keeping People and Events From Stealing Your Positive Attitude (20)
- Activity 1.7: Attitude Renewal: How to Give Your Attitude a Tune-Up (24)
- Activity 1.8: Attitude Barometer (27)
- Activity 1.9: Action Ideas (85)
- Activity 1.10: Preview Session 2 (29)

Session 2

- Activity 2.1: Opening Remarks
- Activity 2.2: Technique #1: Use the Flipside Technique (31)
- Activity 2.3: Technique #2: Play Your Winners (35)
- Activity 2.4: Technique #3: Simplify! Simplify! (38)
- Activity 2.5: Technique #4: Insulate! Insulate! (42)
- Activity 2.6: Technique #5: Give Your Positive Attitude to Others (46)
- Activity 2.7: Action Plan (84)
- Activity 2.8: Preview Session 3 (29, 59, 75)

* refers to page numbers in *A Positive Attitude: Your #1 Asset*

Session 3

- Activity 3.1: Technique #6: Look Sharp (49)
- Activity 3.2: Technique #7: Feel Sharp (52)
- Activity 3.3: Technique #8: Clarify Your Mission (55)
- Activity 3.4: Your Action Plan (84)
- Activity 3.5: Attitude and the Work Environment (60)
 - A Positive Attitude About Diversity (64)
 - A Positive Attitude Affects Career Success (68)
 - A Positive Attitude Affects Teamwork (72)
- Activity 3.6: Protecting Your #1 Asset By Solving Problems (76)
- Activity 3.7: Protecting Your #1 Asset During a Major Lifestyle Change (77)
- Activity 3.8: Action Plan (84)
- Activity 3.9: Closing

Workshop Objectives, Schedule & Details

Basic Plan for Session 1: Introduce everyone to each other and introduce the topics covered in *A Positive Attitude: Your #1 Asset*; get people “into” the book and “into” the class discussion by working through each of the topics from Part 1 and discussing it; help everyone to become comfortable enough to talk candidly about relevant personal experiences; get people started on compiling Action Ideas for an Action Plan; preview Part 2.

Activity 1.1: Opening Remarks & Introductions. Welcome everyone to the workshop; introduce yourself and tell your company name or construction industry affiliation.

- Tell people to pair up and do a 60 second interview with each other: name, company, current job title, current project, number of years in construction, a couple of items of personal interest. If there’s an odd number, form one group of three or pair up with that person yourself.
- Appoint somebody to keep track of the # of years in construction as each person takes 30 seconds to introduce the person they interviewed. Keep it moving — this session is only 2 hours long!
- At the end, ask the tallykeeper how many total years of construction experience is in the room. **Point out:** *We have X years of construction experience in this room. None of us has all the answers, but here in this group we have a lot to draw on — so, for the next two hours we need everybody to pitch in and contribute and make this workshop really worthwhile.*
- Distribute copies of the workshop Agenda; pass out copies of workshop housekeeping rules or guidelines and **point out** any that you feel need special attention.

Activity 1.2: Book Overview, Pages 3/4, etc. Tell everyone to turn to page 3. Show TR #1 (Table of Contents). The TR #1 master is on page 55 of this Leader’s Guide.

- Summarize the key points from the Introduction; review the **Table of Contents**. **Point out:** the **Action Ideas** sidebar (page 10) and the **Action Ideas** form (page 84); the **Checklists** (pages 91 - 97); the **photocopy masters** in Part 4 (pages 84 - 87); the **Glossary** (page 98); the **Index** (pages 101 - 104); and the **Pocket Checklist**.
- **Point out:** *We’ll use this book today for information and we’ll fill out some of the worksheets in it. You can also use it as a self-study book, now and later. Highlight key ideas; make notes.*

15 minutes (0:15)

Objective: break the ice; get people to talk; encourage participation; pass out the workshop agenda and review workshop housekeeping rules.

5 minutes (0:20)

Objective: point out and preview what’s in the book; participants will understand how to use the book — during the workshop and after it’s over.

15 minutes (0:35)

Objective: get everyone thinking about why a positive attitude is important & what its impact can be.

Activity 1.3: Why Is A Positive Attitude So Important in

Construction? Pages 8/9. Tell everyone to read pages 8 and 9. Put TR #2 on the screen (The Four Fundamentals of Supervision). The TR #2 master is on page 57 of this Leader's Guide. Allow about 3 - 5 minutes for reading, then ask.

- *What effect have you seen **good supervision** have on a jobsite?* Prompt responses in three areas: quality, safety & productivity. Allow about 2 minutes for responses; list them on a flipchart.
- *What effect have you seen **training** have on a jobsite?* Again, prompt responses in three areas: quality, safety & productivity. Allow about 2 minutes for responses; list them on a flipchart.
- Using a flipchart with two columns, ask: *What effect have you seen a **negative attitude** have on a jobsite?* Get a few responses, then ask: *What effect have you seen a **positive attitude** have on a jobsite?* Go back & forth between negative and positive; prompt comments about personal satisfaction in addition to comments about jobsite performance; try to get everyone talking. Allow about 10 minutes total for this discussion.
- To wrap up this activity, **point out** the sidebar at the bottom of page 9 ("When a positive attitude ripples...") and ask: *Which has a greater effect on jobsite performance: a positive attitude from the ground up or pressure from the top down?* When someone responds, ask them: *How did this play out on the project?*
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but **don't let the group break up and leave the room** or you won't get them back for 10 - 15 minutes, your schedule will be shot, and the workshop will lose momentum.

15 minutes (0:50)

Objective: define "attitude" and identify factors and messages encountered in daily life that can affect a person's attitude.

Activity 1.4: What Is A Positive Attitude? Pages 10 - 14.

Tell everyone to read pages 10 & 11 and fill in the chart at the bottom of page 11. Five minutes is probably enough time for most people to do this. This is a good time to get away from the podium, to move around the room and be accessible. Then ask:

- *What is a positive attitude?* Look for a playback of phrases from the book and also definitions in "their own words."
- **Point out:** *Your attitude is never static. It's always affected by factors and messages you encounter in daily life.* Ask various people to tell the factors or messages they identified, and list them on a flipchart.
- **Point out:** *Later in this workshop, you'll learn ways to control or influence the effect of factors and messages on your attitude.*
- **Point out:** The group was able to come up with a more extensive list than any one person did, and this shows how they can learn

from each other — even if many of them are not experienced foremen. *Help each other by discussing topics in the book.*

Activity 1.5: A Positive Attitude Affects Personality, Page 15/16.

Tell everyone to read page 15, skip the two examples on page 16 (Mario and Matt), then read the section “A Change in Your Attitude...” Allow 3 - 4 minutes for this, then ask:

- *What are the seven ways you transmit or project your personality?* Participants will play back the 7 items from the sidebar on page 15. List their responses on a flipchart.
- Pick two or three of the 7 items and ask (for example): *How does someone’s **tone of voice** transmit their personality on a jobsite? On the phone? How does **what you talk about** project your personality? How can your personality show up in **the way you handle problems**?* List responses on a flipchart.
- Then ask: *Who can tell us about someone whose positive attitude has made their personality stand out or made them more interesting or desirable to be around.* Let this discussion flow for a couple of minutes, but don’t write the responses down.

Activity 1.6: The Power of a Positive Attitude, Pages 17 - 19. Split everyone up into small groups of 4 or 5. Assign each group to read and discuss one of the three sub-topics (Result #1, #2, #3). After about 5 - 7 minutes, pull everyone back together. Ask these questions and allow each group 2 - 3 minutes to speak to its topic.

- For Result #1, ask: *Who can give us an example of a time when you felt your level of energy and enthusiasm was affected by your attitude?* Prompt for energy levels that were affected by both a positive and a negative attitude — and for attitudes that resulted from events or messages encountered both on and off the job. List responses on a flipchart.
- Then ask: *How many think an estimator like Pete can come up with better ideas if his attitude is more positive? How many disagree?* Ask for examples where a positive attitude has enhanced creativity or a negative attitude has dampened it. List responses on a flipchart.
- Ask: *How many think a positive attitude can help you be more aware of solutions to problems and opportunities to improve?* Ask for examples where a positive attitude has helped to “see right through” a problem. List responses on a flipchart.

Special Note: This discussion could run longer, though that would mean extending this workshop session beyond 120 minutes. You’ll need to decide if this is something you want to do.

10 minutes (1:00)

Objective: participants will understand the seven ways a person transmits or projects his or her personality.

15 minutes (1:15)

Objective: identify ways a positive attitude can affect enthusiasm, creativity, and problem solving.

15 minutes (1:30)

Objective: participants will understand that their positive attitude can be “stolen” and will learn how to safeguard it.

Activity 1.7: Keeping People and Events From Stealing Your Positive Attitude, Pages 20 - 22. Tell everyone to read pages 20 - 22. Allow 5 - 6 minutes (which still might not be enough for some people). Then ask:

- *What kinds of events can steal your positive attitude?* Write the responses on a flipchart. Then ask, *What kinds of conflicts with other people can steal your positive attitude?* Write the responses on a flipchart.
- *Who knows about a situation where there was a personal conflict that wasn't dealt with right away? What happened to the attitude of the people involved? Did the issue resolve itself, or did it get worse?*
- *If you want to protect your attitude — in addition to solving a problem or a conflict — what are some guidelines for handling the situation?* Write the responses on a flipchart.

15 minutes (1:45)

Objective: participants will understand how to renew their attitude when it is affected by environmental shock wages, self-image problems, and negative drift.

Activity 1.8: Attitude Renewal: How to Give Your Attitude a Tune-Up, Pages 24/25. Tell everyone to read pages 24/25. Allow 4 - 5 minutes, then ask:

- *Who can give me an example of an environmental shock wave that affected you or your crew?* Prompt for both work and personal examples. *How did you and others respond to the situation?* Write the responses, in two columns (Situations, Responses) on a flipchart.
- *If you don't feel your self-image is quite up to par, what do you do about it?*
- *Who has had an experience with what we call “negative drift?” What was the situation and what did you do about it?*

5 minutes (1:50)

Objective: participants will do a self-assessment of their current attitude.

Activity 1.9: Attitude Barometer, page 27. Tell everyone to turn to page 27 and fill out the attitude barometer. Allow 5 minutes.

- **Point out:** *Possible interpretations of your score are presented on page 89.*
- **Point out:** *In Part 2 of this book you'll learn about techniques for adjusting your attitude.*

5 minutes (1:55)

Objective: prompt everyone to start compiling Action Ideas they can later use to create an Action Plan.

Activity 1.10: Action Plan. Ask volunteers to tell the class about any *Action Ideas* they've listed so far on page 85. Encourage everyone to write down ideas they think they can use on their project or in their daily work.

- **Point out:** *This workshop only has value when you apply what you learn to your daily work!*

Activity 1.11: Preview Part 2, Page 29. Tell everyone to turn to page 29, and allow a minute for people to look over the list of topics covered in Part 2. Show **TR #3** (8 Ways to Adjust Your Attitude.) The TR #3 master is on page 59 of this Leader's Guide.

- Then move ahead by making a few remarks about The Flipside Technique (page 31), but don't prompt a discussion. Repeat this preview for each of the eight Techniques.
- Tell everyone to work through the first five techniques, pages 29 - 48, as self-study, before the next session.
- **Point out:** *As you can see, this workshop moves fast. You'll get a lot more out of it if you read through the book as self-study between workshop sessions. Highlight key ideas, make notes, do the exercises, and start compiling a list of Action Ideas. Then you'll really be ready to pitch in on the discussions and activities — because next time, we'll spend more workshop time on discussions and activities and less time on reading. Bring along any questions that you come up with as you work through Part 2.*
- Copy or circulate the filled-out class registration list so participants can pick up each others' phone and e-mail contact information. Encourage them to talk with each other about what they're learning in the workshop. Put your name, phone and e-mail on the list, and tell the class when it's OK to contact you.

5 minutes (2:00)

Objective: preview Part 2; exchange phone and e-mail contact info.

This is the end of Session 1. Whew!

USE THIS BLANK PAGE FOR NOTES

Basic Plan for Session 2: Introduce five attitude adjustment techniques and practice some of them; continue to encourage everybody to develop an Action Plan; preview Part 3.

Activity 2.1: Opening Remarks. Five minutes or so before the workshop is scheduled to start — as participants are arriving — encourage them to talk about any Action Ideas they tried out since Session 1. If some people had worthwhile experiences others should know about, give them each 30 seconds to tell the group. Then to start Session 2, show **TR #3** (8 Ways to Adjust Your Attitude) and **point out:** *Part 2 of your book includes eight attitude adjustment techniques. Today we'll learn about five of them.* The TR #3 master is on page 59 of this Leader's Guide.

5 minutes (0:05)

Objective: encourage everyone to think about and try Action Ideas; preview the 8 attitude adjustment techniques.

Activity 2.2: Adjustment Technique #1: Use the Flipside Technique, Pages 31 - 34. Split everyone up into small groups of 4 or 5. Tell them to read pages 31 - 33, then do the exercise on page 34. Encourage them to be creative when they think of situations and flipside responses. **Point out:** *In 10 minutes, we're going to come back together and see what you've come up with.*

20 minutes (0:25)

Objective: present and practice the Flipside Technique.

Be available and circulate around the room while the groups are working. **Special Note:** Although the form on page 34 shows boxes for two situations, encourage the groups to think of additional situations and flipside responses. After 10 minutes, pull everyone back together and ask:

- *Who can explain what the Flipside Technique is? How does it work?*
- Then go around the room, asking each group to tell about one situation and the flipside response they came up with. Write the situations and flipside responses on a flipchart. Keep the discussion lively and moving along. Go around the room again and ask each group for another situation and flipside response. If the discussion lags, tell the groups to get back together for a minute and see who can come up with one more.
- Then ask: *How easy or difficult do you think it will be to incorporate the Flipside Technique into your daily life? Why?*
- **Point out:** *During this workshop, you'll learn about eight different attitude adjustment techniques. Some will fit your situation or your way of doing things better than others. Once you've covered all eight of them, you'll be able to choose the techniques that will work best for you.*

20 minutes (0:45)

Objective: understand what it means to “Play Your Winners.”

Activity 2.3: Adjustment Technique #2: Play Your Winners, Pages

35 - 37. Tell everyone read pages 35 and 36, then complete the exercise on page 37. Allow 7 - 10 minutes for this, then ask:

- *What does it mean to “Play Your Winners?”*
- *Does any of you have a special technique or way that you try to “Think About” your winners?*
- *What’s the best way to “Talk About” your winners? How can talking about your winners backfire on you? How can you guard against that?*
- *How do you reward yourself by enjoying your winners — beyond thinking and talking, what **actions** do you take?*
- To wrap up this activity, tell everyone to take a minute and see if they can add anything to the list of “winners” they made on page 37.
- At the end of this activity, tell everyone to stand up and take a 1 minute stretch break...but *don’t let the group break up and leave the room.*

25 minutes (1:10)

Objective: participants will understand how to simplify their life.

Activity 2.4: Adjustment Technique #3: Simplify! Simplify! Pages

38 - 41. Tell everyone to get back into the groups they formed for the Flipside Technique. Assign each group two of the five Clutter Areas to discuss. **Point out:** *In 10 minutes, we’re going to come back together and see what you’ve come up with. Create a list of possible ways to simplify each Clutter Area.*

Be available and circulate around the room while the groups are working. **Special Note:** If you have to take a quick break, do it as soon as you’re sure the groups are underway — but get back ASAP. After 10 minutes, pull everyone back together and ask:

- *Who thinks Clutter Area #1 might apply to you?* The show of hands will indicate how important this clutter area is. Ask the groups who were assigned Clutter Area #1 to report their ideas for simplifying. Then ask others for their ideas. List the responses on a flipchart.
- Repeat the same procedure for each of the other four Clutter Areas. Move the discussion along briskly — the timeline for this Activity allows 14 minutes for the five Clutter Area discussions.
- To wrap up this activity, tell everyone to take a minute and fill out the 1-2-3 list on page 41 — three things they promise to do to Simplify! Simplify!

Activity 2.5: Adjustment Technique #4: Insulate! Insulate! Pages

42 - 45. Tell everyone to turn to page 42 and allow them about 5 minutes to read pages 42 - 45 and do the exercise on page 45.

Point out the list of Phase I Insulators on page 42 and ask:

- *Who can tell us about an experience where you used one of these Phase I Insulators to keep a negative factor or force under control? If the discussion lags, ask specifically about two or three items from the list on page 42.*
- Then ask: *Who can tell us about an experience where you used one of the Phase II Insulators: Talk It Out, Work It Out, Laugh It Out, Pray About It, Change the Scene.*
- Then say: *Take a look at the Insulation Checklist you filled out on page 45. Did anyone add any new ideas on the lines marked "Other?" Tell us about them.*
- **Point out:** *This Insulation Checklist is your **personal** list, so it doesn't make any difference which approaches you feel are #1 or #2. The important thing is that you "Just Do It!"*

20 minutes (1:30)

Objective: participants will understand how to insulate their positive attitude from negative factors.

Activity 2.6: Adjustment Technique #5: Give Your Positive Attitude to Others Pages 46 - 48.

Tell everyone to turn to page 46 and allow them 5 - 7 minutes to read pages 46 - 48 and do the exercise on page 48. Then ask:

- *What are some of the best ways you can give your positive attitude to others?*
- *Who can tell us about a time when you received a positive attitude from someone else? What happened? How did it make you feel? What effect did it have on your work or personal life?*
- **Special Note:** *If the discussion lags, use the three cases (Mitch, Phil, Vic, Julio, Bart) to prompt comments. For example: *Has anyone had an experience like Mitch where you helped yourself by making a special effort to help out a brother, sister, or friend?**

20 minutes (1:50)

Objective: participants will understand the effect of giving their positive attitude away to others — and how to do it.

Activity 2.7: Action Plan. Ask volunteers to tell the class about some of the *Action Ideas* they've listed so far on page 85.

- Ask: *Has anyone tried to implement any action ideas?*
- If yes, ask: *How did it go and what did you learn from the experience?*
- Encourage participants to share the lists of Action Ideas they've compiled with each other.

5 minutes (1:55)

Objective: prompt everyone to continue compiling an Action Plan.

5 minutes (2:00)

Objective: preview the rest of the book.

Activity 2.8: Preview the Rest of the Book, Pages 29, 59, and 75.

Tell everyone to turn to page 29, and make a few remarks about the three remaining techniques: Look Sharp (#6), Feel Sharp (#7), and Clarify Your Life's Mission (#8). Then tell everyone to turn to page 59 and briefly preview the four topics covered in Part 3: the Work Environment, Diversity, Career Success, and Teamwork. Finally, tell everyone to turn to page 75 and make a few remarks about Protecting Your #1 Asset.

- Tell everyone to work through the rest of the book, pages 49 - 78 — starting with Attitude Adjustment Technique #6 on page 49 — before the next workshop session.
- **Point out** the Review on pages 79 - 82 and tell the class: *If you work through these questions, you'll get an excellent review of the ideas and skills you've learned in this workshop.*

This is the end of Session 2.

Basic Plan for Session 3: Introduce the remaining three attitude adjustment techniques; continue to encourage everybody to develop an Action Plan; discuss the links between attitude and the work environment, diversity, career success, and teamwork; find out if people are interested in any follow-up meetings; and recognize participants for completing the workshop.

Activity 3.1: Adjustment Technique #6: Look Sharp, Page 49 - 51.

Tell everyone to turn to page 49 and **point out**:

- *People are sometimes a little touchy about discussing their personal appearance. Maybe it's because they feel this is something they can't do much about. Maybe they don't want others to think they're overly concerned with how they look. But most of us would probably agree that the way you look can have an affect on your attitude. Read pages 49 - 51, and as you read through the seven items on pages 50 and 51, make a note if you've had an experience with any of these "appearance factors" that affected your attitude.*
- Allow 5 - 7 minutes for everyone to complete the reading, then prompt a discussion by asking: *When you walk on to a jobsite, what is it that you notice about the appearance of people and their personal workspace? What does appearance suggest about the quality, safety, and productivity of a jobsite?*
- *Then ask: Has anyone had an experience with any of the seven "appearance factors" that affected your attitude?*
- To wrap up this activity, **point out**: *It's not money spent that counts; just be neat and clean and look like you're ready to do first-rate work.*

15 minutes (0:15)

Objective: participants will understand how "appearance factors" can affect attitude.

Activity 3.2: Adjustment Technique #7: Feel Sharp, Page 52 - 54.

Tell everyone to turn to page 52 read pages 52 and 53. Tell them to do the True/False questions, then look up the answers on page 90. Allow about five minutes, then ask:

- *Who can tell us about an experience with exercise or diet that had an effect on your attitude?*
- Then tell everyone to turn to page 54 and fill out the form — as much as they can. **Point out**: *this is your personal plan — what you plan to do. There are no right answers; just be honest about what you're going to do in the next 30 days — starting tomorrow.*
- Allow about five minutes, then ask for volunteers to describe their plan to the group.
- Ask: *What are the things you listed under "Might as well face it, there are some things I'm never gonna do?"*

15 minutes (0:30)

Objective: understand how "feeling sharp" can affect attitude.

15 minutes (0:45)

Objective: participants will explore their life's purpose and think about what they'd do if they had only one year to live.

Activity 3.3: Adjustment Technique #8: Clarify Your Life's Mission, Pages 55 - 56. Tell everyone to quickly read page 55, then do the Mission Exercise on page 56. **Point out:** *Clarifying your life's mission isn't something you can do in a few minutes today. But you can take a look at what's important to you.*

- After about 5 minutes, split everyone up into groups of 4 or 5 and tell them to discuss the pictures, symbols, and circle designs they've made.
- Allow about 5 minutes for this discussion, then ask for volunteers to draw their circle designs on a flipchart. Several people can do this at the same time; just tear off flipchart pages and pass them out. Then ask each person to briefly explain the meaning of his or her drawing.
- **Point out:** *Your life's mission is a very personal matter. Sometimes it seems clear and other times it's difficult to figure out. The important thing to remember today is that the way you feel about your life's mission has an effect on your attitude, and it's worth it to spend some time thinking about the connection.*

25 minutes (1:10)

Objective: participants will review the list of Action Ideas they've compiled and create an Action Plan that used selected attitude adjustment techniques.

Activity 3.4: Your Action Plan, Page 57. Tell everyone to stand up and take a 1 minute stretch break while they split up into groups of 4 or 5. After a minute, settle everyone down and give these instructions:

- **Turn to *Your Action Plan* on page 57.** Put TR #4 (Action Plan) on the screen. The TR #4 master is on page 61 of this Leader's Guide.
- **Review the *Action Ideas* list you've compiled on page 85 and all the notes you've made in Part 2, pages 31 - 56.**
- **Fill out the chart on page 57 with ideas and actions that you think will work for you during the next 30 to 60 days.** You won't fill in all the boxes, but try for a balance between techniques you can use to **maintain** and techniques you can use to **recapture** a positive attitude.
- **You'll have 20 minutes to work on your Action Plan.** Feel free to share ideas and help each other out.
- **At the 25 minute mark, wrap up this activity:** *Our goal today, was for each of you to write down some specific actions you plan to take in the next few weeks. Of course, this is just a first step. Circumstances change and so do people, so it's a good idea to review and revise your Action Plan from time to time. There's a photocopy master on page 84 that you can use to revise your Action Plan as often as you need to.*

Activity 3.5: Topics from Part 3, Attitude and Your Job, Pages 59 - 73. There isn't enough time in this workshop to discuss all four of these topics in detail. So, review the discussion questions below and choose two topics to discuss in this 20 minute activity.

20 minutes (1:30)

- **Topic 1: Attitude and the Work Environment, Pages 60 - 63.**
 - » What kinds of attitudes do you see among supervisors and crew members on a jobsite that's safe, efficient, and productive?
 - » Who can tell us about a situation where a supervisor with a negative attitude put a damper on the crew or the project? What happened? Did things get better? How and why?
 - » What can a crew do to overcome a negative attitude from one of its members?
- **Topic 2: A Positive Attitude About Diversity, Pages 64 - 67.**
 - » *In what ways are the jobsites you work on more diverse than they were ten years ago? Twenty years ago?*
 - » *What new demands does a diverse workforce place on supervisors?*
 - » *As a supervisor, what can you do to ensure that your crew maintains a positive attitude toward diversity?*
- **Topic 3: A Positive Attitude Affects Career Success, Pages 68 - 71.**
 - » *What are important things to remember concerning your attitude and the people you work for?*
 - » *What are important things to remember concerning your attitude and other supervisors you work with?*
 - » *What are important things to remember concerning your attitude and the people who work for you?*
 - » *What are important things to remember concerning your attitude and quality? Safety? Productivity?*
- **Topic 4: A Positive Attitude Affects Teamwork, Pages 72 - 73.**
 - » *How can a supervisor use a positive attitude to affect teamwork?*
 - » *What must a supervisor do if teamwork is undermined by a negative attitude?*
- To wrap up this activity, **encourage** everyone to work through all the pages of Part 3 as self study.

Objective: participants will identify attitudes that are common on a safe and productive jobsite; they will identify ways to deal with a negative crew member.

Objective: understand the relationship between attitude and diversity.

Objective: participants will identify important factors to remember concerning their attitude and various groups of people they work with; and the effect of attitude on quality, safety, and productivity.

Objective: understand the relationship between attitude and teamwork.

10 minutes (1:40)

Objective: understand the connection between attitude and problem solving; learn an 8-step problem solving process.

Activity 3.6: Protecting Your #1 Asset By Solving Problems, Pages 76 - 77. Tell everyone to turn to page 76 and **point out:** *You have the capacity to hold a positive attitude in all kinds of circumstances — even when you have significant problems to deal with.* Then ask:

- *When you first encounter a problem, what’s a good way to slow down and gain a clear perspective? When you do this, what do you have to watch out for?* (Be sure this time for reflection doesn’t turn into a delay that allows the problem to fester.)
- List the 8 problem solving steps on a flipchart:
 - » Identify the real problem— which may be concealed by various symptoms of the problem.
 - » Gather data and information about the problem.
 - » Analyze the data and information.
 - » Discuss your observations and conclusions with others.
 - » Identify possible solutions and their costs and benefits.
 - » Make a decision by choosing one of the possible solutions.
 - » Implement — and communicate — the solution.
 - » Follow up to see if the solution actually solved the problem — if not, start again at the top.

10 minutes (1:50)

Objective: understand how a positive attitude can help when coping with a major lifestyle change.

Activity 3.7: Protecting Your #1 Asset During a Major Lifestyle Change, Pages 77 - 78. Tell everyone to turn to page 77 and **point out:** A major life change can put your positive attitude to the test. then ask:

- *How can a positive attitude make coping with a major lifestyle change easier?*
- *If temporary letdowns are normal, what can you do to recapture a positive attitude when this happens?*
- *Can anyone tell us about an experience where a positive attitude made it easier to cope with a major lifestyle change?*

5 minutes (1:55)

Objective: encourage everyone to make using an Action Plan a daily practice.

Activity 3.8: Action Ideas and Action Plan, Pages 84 and 85.

Emphasize: *The time you’ve spent in this workshop will have practical value only if it affects your daily work at your jobsite. Your Action Plan is the best way to accomplish this.*

- Ask: *Has anyone tried to implement an Action Plan or some Action Ideas?*
- Ask: *How did it go and what did you learn from the experience?*
- Ask: *How can you keep a steady flow of Action Ideas coming?*

Activity 3.9: Closing.

- **Point out** the Review but you won't have time for people to work through it during this workshop. This is just as well, because anyone who works through these questions later will get an excellent review of the ideas and skills they learned in the workshop.
- Tell everyone to turn to page 79 - 82, and make sure everyone understands that these questions are a Review, not a test.
- **Point out:** *Work through this Review sometime in the next few days. It will help you remember what you've learned. Each review question is cross-referenced to the page that contains the answer — and the answers to all the questions are on page 90.*
- Ask if people in the group want to continue to get together every now and then. If there's interest, set up a meeting within 30 days — no later or people will “break contact” with the workshop and each other. Facilitate and encourage this follow-up meeting, but don't force it. Just follow the group's lead, and they'll find a level that works for them.
- Thank everybody for coming to the workshop. Recognize participants — and do this personally: one by one, with eye contact, a smile, a handshake, and a word of encouragement.

5 minutes (2:00)

Objective: find out if people want any follow-up meetings; recognize participants and send everyone away with a word of encouragement.

This concludes the three-session workshop.

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Transparency Masters

Overhead transparency masters, suitable for making TRs on a copier, are provided on pages 55/57/59/61.

- TR #1, **Table of Contents**. Use this TR whenever you preview the topics covered in *A Positive Attitude: Your #1 Asset*. The TR master is on page 55 of this *Leader's Guide*.
- TR #2, **Four Fundamentals of Effective Supervision**. A new supervisor has hundreds of thoughts swirling through his head; use this TR to **focus** participants on these four fundamentals while you discuss *Why Is a Positive Attitude So Important in Construction?* The TR master is on page 57 of this *Leader's Guide*. The Four Fundamentals and this illustration are taken from *Stepping Up To Supervisor*. For more information about this book, see page 63.
- TR #3, **8 Ways To Adjust Your Attitude**. Use this TR when you introduce the 8 techniques.
- TR #4, **Action Plan**. The Action Plan is the “punch line” for these workshops. It's through an Action Plan that the ideas and skills learned in this workshop can have a real and personal impact for workshop participants — at the jobsite and in their daily lives. Use TR #4 to present the Action Plan and, if you wish, to list some sample actions.

If you don't have access to an overhead projector, you can make flipcharts for the activities designated for TRs, but make these flipcharts up in advance — don't try to create them on the fly as you present each topic.

You can also go to Kinko's and get an enlargement made of any of the TR masters and use that visual to present the topic. If you want color enlargements, tell Kinko's to make a color copy first, then make the enlargement from the copy.

A POSITIVE ATTITUDE: YOUR #1 ASSET

Part 1: Understanding Your Attitude

- ▼ Why Is a Positive Attitude So Important in Construction?
- ▼ What Is a Positive Attitude?
- ▼ A Positive Attitude Affects Personality
- ▼ The Power of a Positive Attitude
- ▼ Keeping People and Events from Stealing Your Positive Attitude
- ▼ Attitude Renewal: How to Give Your Attitude a Tune-Up
- ▼ Action Plan

Part 2: 8 Ways to Adjust Your Attitude

- ▼ Technique #1: Use the Flipside Technique
- ▼ Technique #2: Play Your Winners
- ▼ Technique #3: Simplify! Simplify!
- ▼ Technique #4: Insulate! Insulate!
- ▼ Technique #5: Give Your Positive Attitude to Others
- ▼ Technique #6: Look Sharp
- ▼ Technique #7: Feel Sharp
- ▼ Technique #8: Clarify Your Life's Mission
- ▼ Your Action Plan

Part 3: Attitude and Your Job

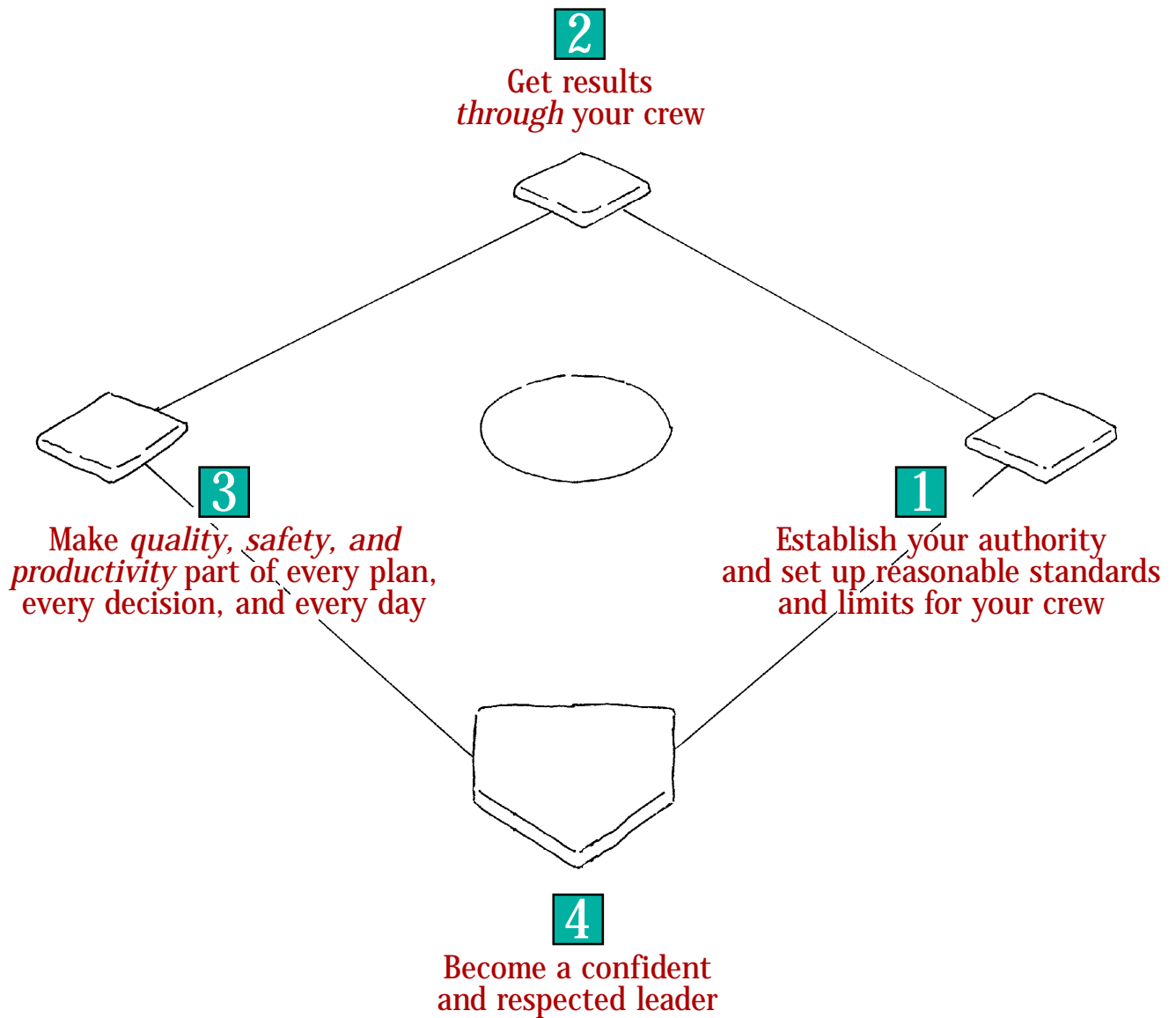
- ▼ Attitude and the Work Environment
- ▼ A Positive Attitude About Diversity
- ▼ A Positive Attitude Affects Career Success
- ▼ A Positive Attitude Affects Teamwork

Part 4: Protecting Your #1 Asset

- ▼ Protecting Your #1 Asset By Solving Problems
- ▼ Protecting Your #1 Asset During a Major Lifestyle Change

It's better not to use this page for notes; your writing might show through when you make a transparency from the master on page 45.

THE FOUR FUNDAMENTALS OF EFFECTIVE SUPERVISION



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8 WAYS TO ADJUST YOUR ATTITUDE

- 1: Use the Flipside Technique**
- 2: Play Your Winners**
- 3: Simplify! Simplify!**
- 4: Insulate! Insulate!**
- 5: Give Your Positive Attitude to Others**
- 6: Look Sharp**
- 7: Feel Sharp**
- 8: Clarify Your Life's Mission**

It's better not to use this page for notes; your writing might show through when you make a transparency from the master on page 49.

Action Plan

Date: _____

	Maintain	Recapture
Flipside Technique		
Play Your Winners		
Simplify! Simplify!		
Insulate! Insulate!		
Give Your Positive Attitude to Others		
Look Sharp		
Feel Sharp		
Clarify Your Life's Mission		

It's better not to use this page for notes; your writing might show through when you make a transparency from the master on page 51.

Useful References

From Wil McKnight Associates

In addition to *A Positive Attitude: Your #1 Asset*, Wil McKnight Associates also publishes *Stepping Up To Supervisor* and *Ascienda a supervisor*, a Spanish edition of *Stepping Up*. Like *A Positive Attitude*, *Stepping Up* and *Ascienda* are 100-page, self-study paperbacks and each includes a Pocket Checklist. For more information, call 309-451-0000 or check WMA's website: www.HardHatOnline.com

From Crisp Publications

Crisp Publications, Menlo Park, CA publishes several books that are useful references for workshop leaders. All books are inexpensive paperbacks and some also have related videos and/or transparencies.

- *Delivering Effective Training Sessions* by Geri McArdle
- *Effective Meeting Skills* by Marion Haynes
- *Effective Presentation Skills* by Steve Mandel
- *50 One-Minute Tips for Trainers* by Carrie Van Doyle
- *50 One-Minute Tips to Better Communication* by Philip Bozek
- *Graphics for Presenters* by Lynn Kearney

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