

## Managing from a Distance Design Document

Topic and Timing	Learning Objective (Skill) and Learning Points (Knowledge)	Instructional Method	Materials
Welcome and Introduction :15	N/A	<ul style="list-style-type: none"><li>• Trainer introduces self, welcomes participants, and reviews learning goal and objectives.</li><li>• Trainer reviews housekeeping.</li><li>• Trainer asks for participants' expectations and records them on the flipchart.</li></ul>	<ul style="list-style-type: none"><li>• Flipchart paper</li><li>• Markers</li><li>• Tape</li></ul>

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<p><b>Challenges of Managing from a Distance</b> :25</p>	<p><u>LO</u> Identify four core issues regarding distance management.</p> <p><u>LPs</u></p> <ul style="list-style-type: none"> <li>• Distance management is challenging to most managers. It requires adaptation of traditional management methodologies and a shift in how manager-employee relationships are viewed.</li> <li>• There's a lot to like about distance management...it may have its challenges, but it's not really all that different from on-site management and, in some cases, it may lead to more effective results than what on-site employees produce.</li> <li>• Understanding what employees expect from their managers can greatly enhance many elements of the distance management relationship.</li> <li>• As managers become aware of what they expect from their employees (and what their employees expect of them), there is an increased likelihood that they will adjust their management style and behavior.</li> </ul>	<p><u>Part 1</u> (:10) Small group rotation: Four groups simultaneously rotate around the room in 2-minute intervals and write answers to the following questions that are posted on flipchart paper:</p> <ol style="list-style-type: none"> <li>1. What is challenging about managing employees from a distance?</li> <li>2. What do you like about managing employees from a distance?</li> <li>3. What do you think employees who work from a distance expect from their managers?</li> <li>4. What do you expect from your employees who work from a distance?</li> </ol> <p><u>Part 2</u> (:05) Individual activity: At conclusion of activity, individuals rotate around the room, read the comments, and take notes about the ideas they thought were important.</p> <p><u>Part 3</u> (:05) Lecture: Trainer highlights the learning points and discloses what employees generally expect from their distance managers.</p> <p><u>Part 4</u> (:05) Trainer debriefs by asking for volunteers to disclose their reactions about anything that surprised them or ideas they feel are important.</p>	<ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• 4 Question cards</li> <li>• Markers</li> <li>• Tape</li> <li>• Blank note cards (4x6)</li> </ul>

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<p><b>Bridging the Distance</b> :20</p>	<p><u>LO</u> Build the concept of successful distance management by creating a metaphorical image.</p> <p><u>LPs</u></p> <ul style="list-style-type: none"> <li>• Distance management can be compared to:               <ul style="list-style-type: none"> <li>○ A telescope – no matter how far the distance between people, a little adjustment to the focus (management approach) can result in clear vision (connection and results)</li> <li>○ A bridge – the elements of effective distance management can span time and space just like a bridge spans a river-filled gorge</li> </ul> </li> <li>• Distance management requires an adjustment to traditional management practices that will lead to:               <ul style="list-style-type: none"> <li>○ Hiring people with qualities/skills conducive to working from a distance</li> <li>○ The creation of strong working relationships and a sense of connection to the team, the manager, and the company</li> <li>○ Leveraging technology to support and enhance communication and training</li> <li>○ An approach to performance management that is people-sensitive and results-oriented</li> </ul> </li> </ul>	<p><u>Part 1</u> (:10) Small Group Activity: Trainer forms 4-5 small groups with each group drawing a picture that represents effective distance management</p> <p><u>Part 2</u> (:05) Small groups present their drawings to class and briefly explain the rationale behind the imagery.</p> <p><u>Part 3</u> (:05) Lecture: Trainer displays two metaphorical images of distance management – a telescope and a bridge – and covers the learning points.</p>	<ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Markers</li> <li>• Tape</li> </ul>
<p><b>Break :10</b></p>			

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<p><b>Distance Management Strategies for:</b></p> <ul style="list-style-type: none"> <li>• <b>Hiring for Conduciveness</b></li> <li>• <b>Building Relationships and Community</b></li> <li>• <b>Leveraging Technology for Communication and Training</b></li> <li>• <b>Managing Performance</b></li> </ul> <p>:60</p>	<p><u>LOs</u></p> <ul style="list-style-type: none"> <li>• Describe distance management strategies that will help ensure successful management of employees working from a distance.</li> <li>• Identify technologies that can be used to enhance distance management relationships and how they can be leveraged for maximum impact.</li> </ul> <p><u>LPs</u></p> <p>The learning points for this section expand on the LPs from the previous activity (and are too detailed to list here). Essentially, this section covers the tips, techniques, and best practices of distance management.</p>	<p><u>Part 1</u> (:15)</p> <p>Round Robin Group Instruction: Trainer forms 4 small groups and assigns each group to research one of the strategies (based on information in the Participant Guide) and discuss it.</p> <p><u>Part 2</u> (:40)</p> <p>Small Group “Expert” Sharing: Following the small group discussions, the groups are re-assigned so that each new group contains at least one “expert” from the Round Robin groups. Participants then take turns summarizing their strategy to the new group.</p> <p><u>Part 3</u> (:05)</p> <p>Debrief: Trainer debriefs and clarifies the strategies, as needed.</p> <p><u>[Alternative Method (:60)]</u></p> <p>Lecture: Trainer uses Socratic questioning and lectures about each of the four strategies.</p>	<ul style="list-style-type: none"> <li>• Content regarding Strategies in PG</li> <li>• Place for participants to take notes in PG</li> </ul>

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<p><b>Case Studies</b> :40</p>	<p><u>LO</u> Apply distance management methods and the use of technology to overcome the challenges presented in a set of case studies.</p> <p><u>LP</u></p> <ul style="list-style-type: none"> <li>• Distance management problems can be overcome by adapting traditional management approaches and creativity.</li> <li>• Distance management can be applied in a number of ways, depending on the manager, employees involved, and the situation.</li> <li>• Other LPs will depend on the nature of the case studies.</li> </ul>	<p><u>Part 1:</u> (:15) Small group activity: 4 small groups create a case study (1 per group) that features a distance-management problem. The groups also develop the solution, but reserve their solution for the debrief.</p> <p><u>Part 2:</u> (:10) Small group activity: The case studies are exchanged with the other groups, giving the new groups an opportunity to overcome the challenge.</p> <p><u>Part 3:</u> (:15) Class presentation and debrief: Each group summarizes their case study for the class and explains the strategy for overcoming the problem. Trainer and other groups comment on results.</p>	<ul style="list-style-type: none"> <li>• Case study template and guidelines (to give structure to the case studies and speed up the process)</li> </ul>
<p><b>:10 Break</b></p>			

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<p><b>Create New Distance Management Models</b> :20</p>	<p><u>LO</u> Create a distance management model that integrates information learned in the course.</p> <p><u>LPs</u></p> <ul style="list-style-type: none"> <li>Distance management approaches are easier to remember if there is a memorable model to follow that reminds the user of the important elements.</li> </ul>	<p><u>Part 1: (:10)</u> Small group activity: Re-form the same groups that developed the metaphorical images of distance management. Instruct them to update the image they used originally (or use another image presented in class) by re-drawing the image and filling in important details of the following strategies:</p> <ul style="list-style-type: none"> <li><u>Hiring</u> people with qualities/skills conducive to working from a distance</li> <li>The creation of strong working <u>relationships</u> and a sense of connection to the team, the manager, and the company</li> <li>Leveraging <u>technology</u> to support and enhance communication and training</li> <li>An approach to <u>performance management</u> that is people-sensitive and results-oriented</li> </ul> <p><u>Part 2: (:10)</u> Each small group presents their updated model to the class.</p>	<ul style="list-style-type: none"> <li>Flipchart Paper</li> <li>Markers</li> <li>Tape</li> </ul>

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<b>Action Plans for Success as a Distance Manager</b> :15	<u>LO</u> Develop action plans that address the implementation of distance-management strategies and technology for each of the following elements: <ul style="list-style-type: none"> <li>• Hiring</li> <li>• Building relationships and community</li> <li>• Leveraging technology</li> <li>• Managing performance</li> </ul>	<u>Part 1</u> (:10) Individual activity: Based on the learning experience from this class, each participant documents the “best of” and creates an action plan that can be implemented on the job for each of the four distance management elements.  <u>Part 2</u> (:05) Debrief: Trainer asks for volunteers to share an action item.	<ul style="list-style-type: none"> <li>• Action Plan Template</li> </ul>
<b>Closing Debrief</b> :10	N/A	<ul style="list-style-type: none"> <li>• Trainer reviews flipchart with participants’ expectations to ensure they were either met or addressed in some way.</li> <li>• Trainer distributes an evaluation form to obtain participants’ reactions to the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations Flipchart</li> <li>• Marker</li> <li>• Evaluation Form</li> </ul>
<b>Total Minutes: 225 (out of a possible 240)</b>			