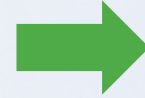# THE BUSINESS WORLD IS EVOLVING,
WE ARE ENTERING A NEW LEADERSHIP ERA

BEFORE

Leaders were in charge of managing employees and operations to achieve results

TODAY

Leaders have the responsibility to create optimal environments where employees can take on complex tasks in an effective and creative manner, with the ultimate goal of achieving the highest levels of performance

=

AUTONOMY

+

COMPETENCE

+

RELATEDNESS

reR◖T

'Only 17% of employees say they are actively engaged at work.'

Gallup Management Journal

reROOT LEADER'S TRAINING PROGRAM

Structuring autonomy-supportive skills for leaders in the business world

01
Avoiding controlling language and behaviors

02
Acknowledging the employee's feelings and perspective

03
Giving change-oriented feebdack

04
Providing information when asking for collaboration

05
Providing autonomy-supportive structure

06
Offering optimal challenges and descriptive positive feedback

reROOT training program

This program teaches leaders how to offer a clear and consistent structure to their employees, while supporting their autonomy and maintaining a warm interpersonal relationship.

The program highlights the importance of structure and teaches leaders how to provide it. For example, leaders learn how to communicate clear and high expectations, give constructive and efficient feedback, support employees into taking their responsibilities and use problem solving for recurrent problems. More importantly, they learn to intervene in an empathic and informational (rather than evaluative) way and to encourage proactivity.

The training program includes 6 modules of half a day each (3 full days). Emphasis is placed on the practice of specific skills to ensure that participants can apply the theoretical concepts to their everyday life at work. The tools presented come from scientific studies that have demonstrated their applicability in the business, sport and home environments.

	MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5	MODULE 6
TITLE	**Avoiding controlling language and behaviors**	**Acknowledging the employee's feelings and perspective**	**Giving change-oriented feedback**	**Providing information when asking for collaboration**	**Providing autonomy-supportive structure**	**Offering optimal challenges and descriptive positive feedback**
THE LEADER LEARNS TO	Recognize the different types of motivation and be aware of their consequences Recognize and be aware of the psychological needs	Take the perspective of the employee Be aware of the desires, needs and priorities of the employee Recognize that your requests may cause negative feelings, and that these emotions are valid and legitimate responses to the request	To effectively and respectfully communicate to the employee that certain behaviors must be modified to achieve the objectives Give feedback related to the task using comments on the process rather than the person Give feedback that is empathic, descriptive (and non-evaluative) and supports the employee in his/her journey	Provide information to facilitate problem solving Describe the problem without the employee feeling appraised Describe your own feelings without criticizing the employee and before losing control	Organize the employee's environment to facilitate the sense of competence See the employee in another light, as the person he/she can become	Encourage initiatives and create space for independent work Provide feedback that identifies and promotes desirable behaviors, to increase the sense of competence and optimal motivation
USEFUL TO	Stimulate optimal type of motivation of the employee at work Become aware of the tendency to adopt controlling behaviors Support the employee's needs for autonomy, competence and relatedness	Give a voice to the employee Inform the employee that his/her leader is flexible and listens Support the employee during significant challenges and changes Build a relationship of mutual trust between the leader and the employee	Inform his/her employee of the gap between current and desired performance to increase his/her desire to perform better in the future Guide the employee by directing him/her attention to the specific changes he/she needs to implement if he wants to improve his/her future performance	Give the employee the information and space he/she needs to take responsibility for solving the problem Help the leader recognize and respect his/her own boundaries, hence preventing anger outbursts	Increase security, trust and equality Allow the development of both social and professional competence Help the employee develop all aspects of his/her personality	Help the employee identify his/her strengths Release employee from external social approval Encourage the employee to take responsibility for the development of his/her skills
USE WHEN	The leader exercises leadership in the company	The employee is experiencing difficult times or when his/her preferences conflict with the leader's requirements	The employee is learning	Asking for collaboration (when requests are made)	The employee behaves badly or is caught in a role	The employee can decide for him/herself, performs well and wants to continue to improve

(Faber & Mazlish, 2012)

Every **$1.00** invested in creating an optimal environment for the employee earns up to **$3.19**

Forest, J., Gilbert, M.-H., Beaulieu, G., Le Brock, P., & Gagné, M. (2014). Translating research results in economic terms: An application of economic utility analysis using SDT-based interventions. In M. Gagné (Ed.), *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory* (pp. 335-346). Oxford: Oxford University Press.