Aligning Individual and Team Performance
Module Overview

Purpose

- Enhance the ability to set and communicate performance expectations and job goals that are aligned with the organization’s goals
- Develop coaching skills that optimize your staff’s performance
- Create a high performance team
- Develop awareness of available resources

Learning Objectives

Through lecture, discussion and activities, participants will be able to:

- Explain the UMHS performance management process
- Receive and provide timely performance feedback with greater comfort
- Set your team up for success

Agenda

I. Welcome and Overview
II. UMHS Performance Development System
III. Clarify Job Expectations
IV. Writing SMART Goals
V. Performance Coaching
VI. Video: “The Practical Coach”
VII. Giving and Receiving Feedback
VIII. Performance Review
IX. High Performance Teams
X. Wrap-up
Performance Management
What is it?

We are going to begin an exploration of Performance Management terms, concepts and linkages.

Performance Management is an inclusive process to influence (lead) the attainment of performance goals. It is a process to manage the overall performance goals of the individual, department, and the institution.

- It begins at the time of hire or transfer.

- It is a dynamic and on-going process.

- It bears a shared responsibility.
UMHS Performance Development System

- Hire/Transfer
  - Job analysis, design, description
  - Compensation, salary
  - Recruitment
  - Competency assessment
  - Individual selection & contracting
  - Payroll
  - Orientation

- Identify performance Expectation
  - UMHS mission, vision, values
  - UMHS goals
  - Department goals
  - Individual goals:
    - Work plan: job goal, MARs, performance standards

- Developing

- Coaching
  - Recognize & reinforce
  - Develop
    - Development plans
    - Learning resources
  - Improve
  - Review (evaluation)

- Evaluation
Performance Management Cycle

I. Set Performance Expectations
II. Observe & Measure Performance
III. Coach & Develop
IV. Reward & Recognize Performance
V. Periodically Rate Progress
The Role of the Supervisor in Performance Management

In addition to creating a positive work environment, a supervisor has the responsibility to develop the employee’s capacity to perform. A supervisor:

- Sets performance expectations
- Provides coaching and development
- Gives feedback
- Facilitates development opportunities
- Observes and evaluates performance
Assessing Your Work Climate

The Gallup Organization released findings from a multi-year effort analyzing the relationships between employee attitudes and critical business outcomes, including revenue, profitability, customer loyalty, and employee retention. The study is based on more than 100,000 employees from 2,500 business units in 12 industries, in over 400 companies. It identified these employee attitudes as paramount in managing and improving the workplace. Check off those that are true, first for yourself, then for your staff. An extra blank assessment is available in the toolkit.

<table>
<thead>
<tr>
<th>Yourself</th>
<th>Your Staff</th>
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<tr>
<td>_______</td>
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<tr>
<td>1) I know what is expected of me at work.</td>
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<td>_______</td>
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<td>2) I have the materials and equipment I need to do my work right.</td>
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<td>_______</td>
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<td>3) At work, I have the opportunity to do what I do best every day.</td>
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<td>4) In the past few weeks, I have received recognition or praise for doing good work.</td>
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<td>5) My supervisor, or someone at work, seems to care about me as a person.</td>
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<td>_______</td>
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<td>6) There is someone at work who encourages my development.</td>
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<td>_______</td>
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<td>7) At work, my opinions seem to count.</td>
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<td>_______</td>
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<td>8) The mission/purpose of my unit/department make me feel my job is important.</td>
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<td>_______</td>
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<td>9) My co-workers are committed to doing quality work.</td>
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<td>10) I have a close friend at work.</td>
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<td>_______</td>
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<td>11) In the last six months, someone at work has talked to me about my progress.</td>
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<td>12) This last year, I have had opportunities at work to learn and grow.</td>
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Additional Comments:
Setting Expectations

Performance Management begins with setting expectations. Set your employee up for success!

Obtain Your Necessary Resources

A. Up-to-date job descriptions
B. Current schedules and processes
C. Employee Performance File
D. Accreditation program requirements
E. Procedures manuals, lists, posters
F. Performance Management Evaluation Form

Setting Goals: Why are goals important?

• Create desire, energy, focus, determination
• Gives you clarity on what you ultimately want
• To be effective, goals need to be SMART
SMART Goal

To achieve the results you desire from your staff, it is important to help your staff members set SMART performance goals, goals that set the stage for your review of their performance over time.

A SMART goal is...

Specific – What, why, and how.
Good Goal: Answer phone calls within 2 rings.
Bad Goal: Answer the phone faster

Measurable – you can see the change occur, and know if it is a success
Good Goal: By next Saturday, increase by two the number of patients scanned per day
Bad Goal: Scan more patients per day

Attainable – stretch yourself slightly so you feel you can do it and it will need a real commitment from you
Good Goal: Decrease patient wait times to 10 minutes
Bad Goal: Decrease patient wait time to 1 minute

Relevant – “do-able”
Good Goal: Reduce the amount of turnover by 10%
Bad Goal: Never have turnover again

Timely – an end point on your goal; gives a clear target
Good Goal: Complete the budget by Friday
Bad Goal: Complete the budget

People benefit from goals if they are SMART!
SMART Goals

**Activity I - as a class**
Identify the S-M-A-R-T in the following goal:

6 month goal:
“Develop a PowerPoint presentation after attending the seminar *PowerPoint Made Easy.*”

- **Specific:**

- **Measurable:**

- **Attainable:**

- **Relevant:**

- **Time-limited:**

**Activity II - in table groups**
Write a SMART goal for one of the following:

1. “Answer phones.”

2. “Demonstrate good customer service skills.”

3. “Be a team player.”

4. “Show more self-initiative.”
Writing Performance Goals

**Purpose:** To practice writing your own Performance Goals.

**Agenda:** Write a performance goal using the job description provided in the previous module, Hiring the Best

Identify three key areas of responsibility (KAR)

For one of the KARs, identify one goal

Share with a partner and evaluate based on SMART criteria

**Limit:** 20 min
Performance Planning Meeting

Preparing for the session
1. Review performance goals set by you or your staff member
2. Check alignment with your unit’s goals
3. Reflect on the individual’s development needs

Planning Meeting Agenda
- Together, review the goals
- Clarify outcome expectations
- Discuss development plan
- Agree to meet for one to three review sessions throughout the year

After you’ve set goals... how do you know how they’re doing?

Throughout the year...
1. Go to the Gemba or Go See
2. Talk to others
3. Hold mid-year review sessions and make changes as needed
4. Maintain an ongoing discussion
"Best Practices": Performance Coaching

**Purpose:** To identify the elements of past positive coaching experiences

**Agenda:**

1. Select a time when you had an excellent supervisor and staff relationship that helped you be successful.

2. Can you describe the key characteristics of that working relationship? What made it successful from your point of view? In what ways did your supervisor inspire, encourage or challenge you?

3. Share a few of the key characteristics with your table group. Share a couple of the characteristics with the larger group.

**Limit:** 20 min
**Purpose:** To identify the key elements and supporting factors that creates effective coaching feedback.

**Agenda:**
- View Video
- Discuss key points on the next page

**Limit:**
- Video: 20 minutes
- Discussion: 10 minutes
Aligning Individual and Team Performance

The Practical Coach

“When you see it, say it.” - Be specific

Inspiring Your Team

• Set the standard
• Communicate your vision of success
• Demonstrate your positive attitude

Encouraging Your Team

• Never let great work go unnoticed
• Make it safe to fail
• Notice great work
• Give real-time constructive feedback

Challenging Your Team

• Never let poor work go unnoticed - Make it private and make it positive
• Check it out before you challenge
• Use the two minute challenge
• Don’t let defense techniques “sidetrack” you

The Two Minute Challenge

1. State what you’ve observed
2. Wait for a response
3. Remind them of the goal
4. Ask for a specific solution
5. Agree together
6. Follow-up

Don’t skip a step! Uses only after you’ve tried improvement (corrective) feedback multiple times. Coaching to improve poor performance can become the first step of the progressive discipline process.
Coaching and Feedback: Recognize Good Performance

Prepare

*Before engaging in any feedback, ask yourself the following questions:*

1. What have I observed or heard that tells me I need to give feedback?

2. Why are the observations that I’ve made important?

3. Do I have all the information I need? Is there another side to the story?

The Five-Part Feedback Model

1. Describe current behaviors

2. Identify situations

3. Describe impacts and consequences

4. Seek further input (optional)

5a. Listen and Recognize/Praise
Feedback Coaching Practice

**Purpose:** Practice using the Feedback Planner to write and prepare for giving feedback

**Agenda:** With a partner, use the Feedback Planner to write a coaching feedback for:

- Employee handled a difficult patient
- Employee stayed late
- Employee re-scheduled a patient who was late
- Your own...

Share and compare what you wrote with others at your table.

Share one learning with the larger group.

**Limit:** 30 min
The Feedback Planner
For all types of feedback and coaching

The Feedback Planner is an effective way to provide immediate feedback to reinforce or improve a situation. The Feedback Planner is a note-taking worksheet that helps you collect and analyze your thoughts about a situation prior to discussing it with another person.

<table>
<thead>
<tr>
<th>NAME: _______________________________</th>
<th>DATE: __________________________</th>
</tr>
</thead>
</table>

1. Describe the current behavior(s):

2. Identify specific situations:

3. Describe impacts and consequences of the behavior:

4. Seek further input

5A. Listen and recognize/praise

---

Ways to Reward and Recognize Your Employees

*Make sure it’s timely and specifically linked to a situation*
- Put a letter in their file
- Write a Thank You note
- Give praise in a staff meeting
- Give “Making a Difference” awards
- Celebrate team success
- Certificates
- Educational Opportunities
- $5 gift cards
Giving Corrective Feedback

Purpose: To identify the critical components of feedback

Agenda:

1. Select one volunteer. The volunteer will throw wads of paper into a bucket; the bucket will be behind them.

2. Provide feedback as a whole class until the volunteer has successfully thrown at least one paper wad into the bucket.

3. Debrief as a whole class

Limit: 5 minutes
Corrective Feedback: *Don’t let poor work go unnoticed*

**Common Mistakes in Feedback**

<table>
<thead>
<tr>
<th>Senders:</th>
<th>Receivers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Vagueness</td>
<td>- Expecting the worst</td>
</tr>
<tr>
<td>- Shutting down</td>
<td>- Counter-attacking</td>
</tr>
<tr>
<td>- Anticipation</td>
<td>- Passiveness</td>
</tr>
</tbody>
</table>
Tools for Productive Communication

1. “I” Statements
2. Neutral Phrasing
3. Questioning
4. Feedback Planner
5. Feedforward
6. The “Right” Environment

1) A Good Beginning: “I” Statements

Substituting “I” for “You” at the beginning of a sentence can alter the sound and perceived intent of your message. Instead of being accusatory, you own your own feelings, needs and wants. Nobody can argue with that.

Examples:

Instead of:  “You need to be on time.”
Try:         “I need you to be on time.”

Instead of:  “You really made a bad decision!”
Try:         “I don’t agree with that decision.”

Instead of:  “You’re making way too big a deal of this.”
Try:         ____________________________

Think of a statement that you or someone else made to someone that didn’t go well. How might you have re-worded that statement?
2) **Neutral Phrasing**

Useful technique for lowering the emotional context of verbal communication:

*Use it to:*
- Clarify a statement
- In a conflict or disagreement
- With assertiveness
- Any time low emotion and high neutrality is needed

*How to Reframe Neutrally:*
- Use open-ended questions; but not leading questions
- Avoid absolutes
- Help people save face
- Focus on the underlying feelings and issues
- Learn to say “I’m sorry”
- Summarize the facts, not interpretations
Neutral Phrasing

Purpose: To practice framing issues neutrally

Agenda:

1. As a class, neutralize the phrases a - d on the next page.

2. Individually, read the scenario and decide how to best respond.

3. Find a partner and discuss your response. How could your response be improved?

Limit: 15 minutes
- Instruction and phrases 5 minutes
- Write & discuss with partner 5 minutes
- Debrief as a class 5 minutes
Neutral Phrasing Activity Scenarios

I. Neutralize these phrases:

a. This stinks!

b. That is so petty.

c. That makes no sense to me at all.

d. You completely misunderstood what I was saying.

II. Respond to the following scenario with a neutral phrase:

Your staff is having its regular weekly meeting. In the thick of discussion, Tanya starts criticizing the way Curtis is filling out the billing form. She blames Curtis for creating re-work and inefficiencies in the office. Curtis denies any responsibility for such errors. He is new to the office and blames Latisha for not thoroughly training him on all relevant paperwork. Latisha is confused and turns silent.

What could you say as a supervisor to neutralize this conversation?
4) **Corrective Feedback Planner**

Managers differ in their ability and ease in delivering feedback to staff. One method that helps ensure that feedback is complete is based on these 5 elements adapted from Paul J. Jerome, *Coaching Through Effective Feedback* (Richard Chang Associates, Inc., Irvine, CA 1996):

<table>
<thead>
<tr>
<th>1. Describe Current Behaviors</th>
<th>What behavior or outcomes did you actually experience? Be objective and specific. Avoid judgments, evaluations, loaded language (right/wrong, good/bad)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Identify Situations</td>
<td>Give two or three factual examples of when you observed these behaviors. Quantify feedback with measurable descriptions (more, less) and avoid extremes (always, never, either, or)</td>
</tr>
</tbody>
</table>
| 3. Describe impact and Consequences | What impact did this have on you or the workplace?  
What was the effect of the behavior on you? |
| 4. **Seek further input**     | *Actively listen and check for understanding.*  
*Check your defensiveness.*  
*Do not rebut or explain.*  
*The input is simply another piece of information.*  
*Thank the person.* |
| 5B. Identify alternative behaviors | Ask for ideas on how to solve the problem first. Listen carefully and summarize if needed. Be positive, encouraging and supportive. |
Sample Coaching Challenges

I. Performance Examples:

1) Poor Service Interactions:
Patient comes to front desk and is told “I’m not the one that handles this, come back after lunch.” Staff member displays improper behaviors toward patient (irritated facial expressions or tone of voice, sighing, behaviors signifying impatience)

2) Anti-team actions:
Staff member is asked to help with photocopying and said “No, it’s not my job”; or
Staff member won’t share work load - won’t do a task that’s not in the job description.
Staff member doesn’t participate in decision-making in meetings.
Staff member’s behavior in meetings interferes with group discussion and decision-making.

3) Poor work techniques:
Staff member misfiles a patient’s medical record; or
Makes multiple grammar/typing errors; or
Does a poor job facilitating or leading meetings for which s/he is responsible (i.e., no agenda and does not manage time well).

4) Unsafe work behavior:
Staff member does not follow lab procedures when working with hazardous materials.
II. Work Habit Examples:

1) *Leaving work undone:* 
Staff member never completes projects and leaves it up to others to finish the assigned task.

2) *Wasting time:* 
Staff member spends an extraordinary amount of time on the phone making personal calls, and/or on the internet during regular work hours.

3) *Poor personal hygiene:* 
Staff member has a strong body odor or strong perfume that others find offensive or uncomfortable to be around.

4) *Not following directions:* 
Work has to be re-done because staff member did not follow directions. This is costly because of wasted materials and is very time consuming.

5) *Showing up late to work:* 
Staff member comes to work 20-30 minutes late two to three times a week, yet always takes full lunch breaks and leaves the office exactly on time each day.
Feedback Practice

**Purpose:** Practice giving feedback

**Agenda:**
- In pairs, write a corrective feedback
- Keep it positive
- Use an example from your own experience

**Limit:** 15 minutes
Coaching Challenges Practice

Purpose: Practice giving feedback in challenging situations

Agenda:
- Divide into groups of three; supervisor, employee, coach
- Use the scenarios provided on the next page
- Designate a supervisor, employee and coach for each round
- Prepare your feedback for your assigned scenario as supervisor
- Take 7 minutes per round, switching roles after each round
- Discuss lessons learned

Limit: 30 minutes

Reminder:

The Two Minute Challenge

1. State what you’ve observed
2. Wait for a response
3. Remind them of the goal
4. Ask for a specific solution
5. Agree together
6. Follow-up

Don’t skip a step!
Aligning Individual and Team Performance

Coaching Challenges

**Scenario I**
Several lab technicians have been complaining to Dr. Wu that Mary O’Brien has been showing up 30 minutes late to work and is still taking an hour for lunch. Dr. Wu approaches Mary.

**Supervisor:** Use the feedback planner and 2-minute challenge ideas to plan your feedback.

**Employee:** Prepare one sidetrack. Share with observer.

**Scenario II**
Nine months ago, Michael Obbo initiated an enhancement to the file management system in patient billing. It was piloted with one group and over the last six months has been expanded to all groups. Armad Hasa has consistently misfiled patients’ records.

Michael has asked Armad to meet with him.

**Supervisor:** Use the feedback planner and 2-minute challenge ideas to plan your feedback.

**Employee:** Prepare one sidetrack. Share with observer.

**Scenario III**
Krisi Anderson has been receiving calls and e-mails from both external and internal customers, indicating that often no one is answering the phone when they call to make an appointment. Giorgi Pavlov is in charge of appointment scheduling. Krisi has arranged to meet with Giorgi to provide this feedback and coach him.

**Supervisor:** Use the feedback planner and 2-minute challenge ideas to plan your feedback.

**Employee:** Prepare one sidetrack. Share with observer.
5) Feedforward

Consider the following...

• We can change the future. We can’t change the past.
• It can be more productive to help people be “right,” than prove they were “wrong”
• Coaching can come from anyone who knows about the task.

Activity:

• Identify one thing you would like to improve: ________________________________
• Talk to a classmate and ask how you can improve
• Write down the suggestion and say “thank you”
• Do the same for them
• Repeat 2X

Use the space below to write suggestions you receive:

Try giving feedforward – focus on the promise of the future
Marshall Goldsmith, Director of the Alliance for Strategic Leadership
http://www.marshallgoldsmith.com/
The Annual Performance Review and Planning

*The year-end review should NOT be a surprise!*

Creating a Successful Performance Review and Planning Session

1. **Review your performance files:**
   Documentation! Whenever the employee does something good or bad, write yourself a sticky note and file it. A formal review session should be a record on work performed during the entire performance cycle. Use your sticky notes as examples when giving feedback.

2. **Review the evaluation form:**
   Use a performance planning and evaluation form to rate the employee’s performance and set new goals.

3. **Review the employee’s goals**

4. **Note rating scale.**
   
   N = Not met  
   A = Approaching  
   S = Solid Performance  
   E = Exemplary  

   **Caution! Rater Error**
   1. First impression error  
   2. Similar-to-me error  
   3. Halo effect  
   4. Primary, recency effect  
   5. Sex and attractiveness bias  
   6. Misinterpretation of nonverbal cues  
   7. Judgmental bias
Preparing for the Performance Evaluation Session

By the time you reach the Performance Evaluation Session, there shouldn’t be any surprises... if the employee has been receiving feedback along the way. The Performance Evaluation Session can be an opportunity to realign your employee’s goals, gain mutual agreement on their progress toward these goals and overall performance and build on your relationship and trust with them.

1. Prepare the Employee
   Ask your employee(s) to do a self-appraisal. Have them include their responses to the following:
   
   A. Review performance goals set at the beginning of the year
   
   B. Review any meeting notes from throughout the year
   
   C. Self-rate performance toward goals
   
   D. Identify performance goals for the upcoming year

   Have employees turn this in at least two days before the review.

2. Prepare yourself
   Here is where time can be well spent!
   
   A. Review your employee’s goals, your notes and records from throughout the year
   
   B. Evaluate the performance against the performance expectations
   
   C. Compare with the employee’s self-appraisal
Steps to an Effective Performance Review

These guidelines will help you prepare to hold an effective performance review meeting with your employee based on information you’ve gathered through the year. Follow the steps below. Use a separate sheet of paper for notes.

**Step 1**  **Write out your opening lines:**
Use wording that feels natural to you:
- welcome your employee
- reiterate the purpose of your meeting
- outline your agenda for the meeting (note, for example, step 4)

**Step 2**  **Plan the body of your summary evaluation:**
Which areas of responsibility do you want to talk about first and which last? How much do you want to say about each? When will you invite the employee to respond, and how? What will you do in case the employee disagrees with you? Remember to cite specific accomplishments, results and behaviors. Use your performance files.

**Step 3**  **Appreciate:**
Your employees need to hear out loud specific examples that show that you recognize and appreciate their efforts, and them. List specific outcomes and behaviors observed.

**Step 4**  **Solicit feedback:**
Experiment with ways to engage the employee in giving you feedback. Use open-ended questions, for example: How can I better help you on the job?

**Step 5**  **Summarize:**
Recap what each of you has said. Check for clarity. Give the employee a very concrete statement of where s/he stands with you.

**Step 6**  **Outline next steps:**
What will happen with this evaluation? Who else will see it? When will you meet with this employee about his/her performance again? What goals should the employee focus on? What should she or he do in preparation for that meeting or any other related meetings you have discussed today?
Tips for a Productive Evaluation Meeting

1. Approach the appraisal with an open mind.

2. Arrange the logistics carefully.
   - Private location
   - Seating arrangement
   - Phone coverage
   - Minimize distractions

3. Prepare for the discussion.

4. Be respectful - including their time, efforts, etc.

5. Focus on solutions.

6. Include staff members in creating action plans.

Aligning Individual and Team Performance

During the Performance Evaluation Session

1. Put the employee at ease

2. Ask open-ended questions

3. Review their key areas of responsibility (KARs) and accomplishment of goals

4. Review the employee’s self-evaluation. Let the employee do most of the talking! This should only be 5-10 minutes.

5. Demonstrate your commitment to training and development

6. First, ask the employee how they think they’ve performed.

7. Share your evaluation of the individual’s performance.

8. Discuss similarities and differences between the two evaluations

9. Adjust final evaluation as necessary
Performance Review Checklist

You may find this checklist useful to prepare for your next performance review meeting as well as to help you assess your coaching skills.

YES OR NO

1. _____ Did you discuss each key goal and/or objective established for this staff member?

2. _____ Did you and the staff member cover key positive skills, traits, accomplishments, areas of growth, etc.?

3. _____ Did you reinforce the staff member’s specific accomplishments?

4. _____ Did you give the staff member a sense of what you thought of his or her Potential ability?

5. _____ Are you and the staff member clear on the areas of agreement? Disagreement?

6. _____ Are you both clear on areas where improvement is required?

7. _____ Did you identify learning/training opportunities for continued development?

8. _____ Did you set one or two goals for the next review period?

9. _____ Did you set a time for the next review (evaluation)?

10. _____ Did you thank the employee for his or her specific efforts?
How Will You Know if Performance Development is Worth the Effort?

1) Staff members understand what is expected of them.

2) Staff members understand how their work links to the overall organization mission, vision and goals.

3) Performance development discussions through the year have helped build mutual trust and understanding in the supervisor-staff relationship.

4) Performance review does not contain any surprises for the staff member since performance problems are handled as they occur.

5) Supervisors have been able to recognize and reward good performance with the end result of continuous performance improvement.
Final Caution:

If you find you’re repeating yourself...
Stop. Ask yourself: Am I assuming the source of the problem is the employee?

- Is training or re-training the appropriate action?
- Is the employee unaware of workplace rules?
- Is poor job design a contributing factor?
- Is it inability rather than unwillingness?
- Is there a need for additional individualized instruction?

If you answer no to each of these questions, then a disciplinary process may be required.
Creating a High Performance Team with High Performance Employees
Brain Teasers

Complete as many of the following as you can in 3 minutes.

1. Step it
2. Sign
3. STORE

4. PhD
   MD
   MBA

5. I4I

6. decision

7. PROMISE

8. LILIH

9. ROAD

10. C
    H
    CHECK
    C
    K

11. CHUTE CHUTE

12. 4’
    3’
    2’
    1’

*Blank worksheet located in Toolkit to share with staff
Team Leadership

*What is one word to define leadership?*

People follow you because they want to, NOT because they think they have to.

**Find Your Passion**

To lead and inspire your staff, you need passion

*What is your passion?*
Find Your Voice

Purpose: To recognize who/what has influenced you and your leadership style.

Agenda:

1. Name five people who have influenced you, and why:
   a) 
   b) 
   c) 
   d) 
   e) 

2. Share one with your table group

3. Debrief with the larger group

Limit: 25 minutes
Transformational Leadership

Transformational leaders don’t just generate followers... their followers then become leaders. They generate enthusiasm for a common purpose and they lead with their actions... and also with their words.

- Steve Jobs - Apple Computers
- John F. Kennedy - Peace Corps
- Martin Luther King, Jr.
- Ari Weinzweig and Paul Saginaw - Zingerman’s Community of Businesses

Become Transformational
Be purpose-driven, not process-driven.

Ask yourself: Am I spending my time on the right things?
Improving Performance: Your Role as a Teacher

Two Common and Incorrect Methods:
Showing Alone
Telling Alone
If you only show them how to do a job, you can have serious problems arise. “Do it like this” is not enough. No job can be mastered by observation alone. Same with only telling them.

People remember...

____% of what they read
____% of what they hear
____% of what they see and hear
____% of what they say or write
____% of what they say and do

Bottom line: get staff actively involved in the learning process for the best learning retention.

Your staff learn best if they...

... know “what’s in it for me”
... can compare new information to their life experiences
... can “do” rather than just listen
... can practice and receive coaching on their new skills
... have the opportunity to disagree respectfully
... specific actions to apply learning have been identified

*If the worker hasn’t learned, the instructor hasn’t taught.*

Activity: Teach
As a table group, apply the principles around learning and teach the class one of the following:

- How to make a paper airplane
- How to tie a bow
- How to speak a foreign language
Delegation

Delegation is the entrusting of a specific task or project by one individual to another. You are transferring a particular task or project that you either assign to an employee or normally perform. Delegation is usually a temporary procedure, although it is possible for a delegated task to evolve into a permanent duty for an employee. There are three aspects of delegation to consider.

**Responsibility:** As a supervisor, you are responsible, ultimately, for the successful completion of a task. The staff member is responsible for meeting specific, intermediate goals of the project.

**Authority:** Sufficient authority should be transferred to the staff member to enable them to command the resources necessary to assure that results meet your objectives and schedule; even if that means that you expand the staff member’s authority during the assigned task.

**Accountability:** Your staff member(s) should be held accountable for the established goals and must understand how their performance will be judged. Progress reports and evaluations are useful here.

Within this, you should encourage creativity, cleverness, and originality when you delegate. Provide freedom for staff member(s) to be innovative in their problem-solving. Allow them to make their own mistakes and learn from them.

**Basic Steps of Delegating**

1. *Specify the task*

2. *Identify performance criteria*

3. *Describe and communicate the goal*

4. *Construct an action plan*

5. *Implement the action plan*
General Guidelines for Deciding What Can be Delegated

1. Work can be handled to completion with appropriate follow-through without undue difficulty.

2. All information necessary for decision making is also available for the later stages of the assignment.

3. The work involves operational detail rather than planning or organization.

4. The task does not require skills unique to the manager or position.

5. Essentially, an individual other than the manager has (or can have) direct control over the task.
What Is and Is Not Appropriate To Delegate?

Tasks You Should Delegate:

- Routine Jobs
  - fact gathering
  - departmental routines
  - clerical assignments

- Thinking/Judgment Jobs (these jobs present opportunities for new challenges for your capable employees)
  - problem-solving
  - report writing
  - overseeing a project
  - screening resumes
  - planning an assignment

- People/Relational Jobs
  - meeting leadership
  - relations with other departments
  - training

Tasks You Should Not Delegate:

- Discipline
- Tasks for which no employee is qualified
- Complex situations
- Maintaining morale
- Work involving confidential information
- Tasks involving supervisor-staff relations (evaluations, compensation and counseling)

What if I don’t have someone skilled or able enough to delegate to?

You have to start developing whomever you’ve got. Start with small tasks and work your way up to larger ones. Does their “lack of ability” indicate a lack of skill or a lack of confidence? Knowing this will decide your approach. The Hersey-Blanchard model on the next page describes the ways in which you alter your approach to delegating based upon the needs of your learner.
Situational Leadership Model for Use When Delegating

When delegating work to an employee, the actions of the leader should be in support of the needs of the learner.

Each quadrant represents the type of support needed from the leader.

- **Motivate & Support** (High Skills & Experience, Low Confidence / Self-Directedness)
- **Facilitate** (Low Skills & Experience, High Confidence / Self-Directedness)
- **Direct** (High Skills & Experience, High Confidence / Self-Directedness)
- **Teach** (Low Skills & Experience, Low Confidence / Self-Directedness)

*from Management and Organizational Behavior* by Paul Hersey and Ken Blanchard
Delegation Case Study

You were recently promoted to the supervisory position for a staff of four clinical clerical workers. Previously you worked as a staff member for a different clinical unit which had 10 employees. You’ve been told that there are some workload issues here that need to be resolved immediately. Your manager hands you a bar chart depicting the current dissemination of work amongst the four staff members. Review the graph and write a short scenario about what’s going on.

As the supervisor, what do you think might be going on with this group?

As the supervisor, what would you do to improve this work group?
**Delegation Activity**

1. **List all the activities for which you are currently responsible. Then classify each activity as a task that:**
   - You must retain and perform yourself
   - You can share with your staff
   - You can delegate to your staff

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<thead>
<tr>
<th>Task</th>
<th>Retain</th>
<th>Share</th>
<th>Delegate</th>
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2. **Now, return to your task list and examine those items that you have retained. Are you holding on to any tasks unnecessarily? Could you further develop your staff by passing along some of these duties?**

3. **Choosing one task to be delegated, who on your staff has the optimal skills to execute the task? Who has a high level of interest in the area? Who has a need to further develop in this area? Who has the time to do it?**

4. **Give a due date for the assignment and explain how this assignment relates to other priorities.**
Aligning Individual and Team Performance

**Stages of Group Development**

Awareness of these stages can help you better recognize and understand team member behavior. It’s important for a team leader to recognize the stage where their team is at and identify what it needs to move forward.

**Form:**

Group members seek clarity, acceptance and safety. The goal of this stage is to orient team members to the task and each other. Provide structure, purpose and information

- **Tips**
  - Provide orientation: introductions, icebreaker, team development activities
  - Create structure through an agenda and group norms
  - Define goals, direction and roles
  - Define tasks and requisite skills

**Storm:**

As the team begins to organize the task, team members inevitably need to adjust feelings, ideas and beliefs to fit the task organization. There are conflicts around leadership, structure, power and authority. Provide leadership, time and space.

- **Tips**
  - Develop skills: conflict management, decision making, listening, etc.
  - Redefine goals, roles and tasks
  - Remove emotional blocks
  - Find humor and be supportive

**Norm:**

Team members begin to trust one another. They acknowledge one another’s contributions. The key is to keep moving on the task. Provide clearly understood processes for group work.

- **Tips**
  - Deepen skills and understanding
  - Increase productivity
  - Share opinions and skills
  - Evaluate critically and constructively
Perform:
The team is highly productive and interdependent. Support their experimentation and productivity. Provide feedback and freedom to work.
  • Tips
    o Focus on task achievement
    o Deal immediately with group issues
    o Continue to deepen knowledge/skills
    o Make efficient use of time

Adjourn:
A team member leaves or comes on, a task is complete, changed or no longer needed. Team members may feel some loss as they disengage. Encourage a symbolic closure. Provide acknowledgement and closure.
  • Tips
    o Focus on reward and celebration
    o Recognize team member contributions
    o Invite members to continue on with group or bid them farewell
High Performance Staff Meetings

Planning a Meeting

*Before you schedule a meeting, ask yourself:*

1. Why is this group meeting?
2. What is the desired outcome of this meeting?
3. Who and how many people need to be involved?
4. Is there a time restriction?
5. Are there obstacles or baggage present that will make it difficult to achieve the desired outcome?
6. Is there another way to accomplish the desired outcome?

Meeting Management Tools

*“PAL”*

Purpose - Agenda - Limit: a road map for each meeting

*“Parking Lot”*

A place to record topics that need to be set aside for a more appropriate time

*Visual recording*

Use of a flip chart or other visual focus point

*Meeting Norms*

Mutual guidelines for group behavior - “we agree that...”

*Ice Breakers*

Activities to warm up, break tension, energize or even diagnose readiness
**Participation Formats**

- Open Discussion
- Presentations and reports
- Smaller groupings
- Round Robbins
- Multi-tasking

- Brainstorming
- Individual writing
- Computer-assisted meetings
- Debriefing
- Straw man

*Further descriptions available in the toolkit*
Facilitating Staff Discussions

Purpose: To identify effective ways to utilize facilitation techniques

Agenda:
- Review the facilitation techniques
- Think about your own experiences with these tools in other meetings, good and bad experiences
- How can you apply these techniques to your team effectively? Discuss with your table group.

Limit: 15 minutes
Developing Team Culture Norms

_Have you ever broken an “unwritten rule” at work?_  
Teams usually work more effectively and with less conflict when they spend a bit of time developing their own cultural norms. Ask yourself these questions. Some of the questions seem obvious, but personal and intercultural differences often create different expectations.

- How do new employees learn your unit’s operational norms?
- How do they learn the “unwritten rules”?
- What level of participation in office activities do you expect?
- Do you have forbidden words?

**Sample Norms:**
- Start and end meetings on time
- Communicate openly (avoid hidden agendas)
- Be honest
- Focus on issues, avoid personal attack
- Respect each other’s opinions and positions
- Look for value in every idea
Trust Walk

Purpose: To experience those behaviors which enhance or interrupt trust

Agenda:

- Choose a partner
- Decide who will be the leader first and who will be the follower
- The follower will close their eyes while the leader verbally directs the follower through a pathway designed by the facilitator
- The leader can only use their voice; s/he may not touch the follower
- Half way through the pathway, switch roles
- Discuss as a group

Limit: 20 minutes
What is Trust?

*Trust is confidence in the absence of suspicion, confirmed by the track record and our ability to self-correct.*

The state of readiness for unguarded interaction with someone or something.

Three Constructs of Trust

1.) **Capacity for trusting**
   - Your total life experiences that have developed your current capacity and willingness to risk trusting

2.) **Perception of Competence**
   - How you see your ability and that of others with whom you work to perform competently on the task at hand

3.) **Perception of Intentions**
   - Mutually-serving? Or self-serving? My perception that the actions, words, direction, mission, or decisions are motivated by mutually serving rather than self-serving

As a leader, you have two challenges

1.) **You must personally model trust.** Keep the energy flowing toward a coherent set of values. You can do this by:
   - Listening
   - Caring
   - Offering a set of operating principles that is recognized as universal

2.) **You must earn buy-in from all members of the organization.**

Demonstrate Trust

Keep the energy flowing toward a coherent set of values. Do this by:
   - Listening
   - Caring
   - Offering a set of operating principles that is recognized as universal

Trust is far stronger, and more reliable than fear as a means of leading, managing, and motivating people.