

Am I in this job to do something

OR

for something to do?

Talent & Team Management Tools:

From Hiring to Recognition



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** When you are in charge, Take charge.**

Chapter 1: **Recruiting, Interviewing & Retaining Talent**

We've all heard the about the need for succession planning due to the pending retirement of Baby Boomers from the workforce in the next decade. While this is of high importance, I am not as pessimistic about the workforce shortage as some due to the fact that there are 75 million members of Generation Y (those born between 1978 and 1990) entering the workforce – that's nearly double the 40 million workers in Generation X (those born between 1965 and 1977).¹ Rather, within public sector government, a key challenge will be how to bridge the gap in attracting, and ultimately retaining, quality staff.

Thus, remember that the hiring process and *how* you promote your job is not only a means to filling a vacancy, but is the doorway to your organization, its mission, and your culture.

Recruiting:

After evaluating your needs and updating a job description, be sure to develop a comprehensive recruitment plan (often in coordination with Human Resources as this is a team effort and not a process left to one person). Think about:

- Where do I advertise? Market research shows that Generation Y spends an average of 12.2 hours per week on-line (28% more than Generation X); and the *1st place Generation Y goes to in seeking out employment is the Web.*²
- What professional organizations or connections do I have?
- Am I communicating why the government needs the applicant?

¹ WI State Journal Article: "Expert says advertisers aiming for Generation Z" – October 2007; written by Barry Adams

² Governing.com Article on younger workers: "The Young and the Restless" – September 2007; written by Zach Patton

Addendum: **Supervisory Words of Wisdom**

It is not who is right, but what is right that matters.

A weak foundation destroys the superstructure.

If you don't know, know where to look.

Continue to do the things that have made you happy in the past.

Life is what you make it.

Develop the skills you need to move forward.

You never get something for nothing.

Learn from failures instead of brooding over them.

Admit ignorance; seek knowledge.

If you think you cannot; then you will not.

You lose a lot of time hating people.

Ask questions instead of issuing orders.

We cannot decide what may happen to us, but we can decide what happens in us.

Make something significant of your existence.

Ignorance is the root of misfortune.

Know when you know the truth.

Do not hold anyone else accountable for your shortcomings.

Fun is a great motivator

- *Schedule a staff meeting off-site in a congenial atmosphere.*
- *Schedule an Ugly Tie/Silly Sock/Hawaiian shirt day. Have staff vote on the winner.*
- *Hold a theme pot-luck lunch with staff; or, plan a picnic on a nice day.*
- *Play a board game over the lunch hour.*

Refer back to the section on team building activities for more ‘fun’ ideas.



- Are there educational/degree programs at universities, colleges, or technical schools that serve as a resource (undergrad and graduate courses)?
- Can I contact a professor to promote a job opportunity to recent graduates? Can I visit a classroom to discuss our agency programs to build interest for the future?
- When developing an ad or brochure, how am I communicating the work and the values? Can I use a more attractive job title?
- Keep the exam process simple, straightforward, and moving: whenever possible, have your interview panel members hold dates on their calendars based upon when you anticipate receiving your applicant list.

Below is a listing of some free or low-cost websites. You can create an account and post jobs at each of these sites.

Free General Job Websites

- www.jobvertise.com (maintains a resume bank)
- www.thejobbox.com (can post jobs and search resumes)
- www.jobspider.com (can search for Employer posting sites)
- www.craigslist.org (select your state & city location; then, click ‘post to classifieds’)

Wisconsin University/Technical School/College Websites:

- www.wisconsintechconnect.com (Technical Schools)
- www.myconsortium.com/wisconsin/employers (UW System)
- www.wipccc.org (WI Private Colleges Career Consortium)

Government Websites:

- www.govtjob.net (Low cost Government Job Website @ \$39-\$59)
- www.federaljobsearch.com (Federal job site, can list by state)
- www.dwd.state.wi.us/dwd/employers.htm (DWD job site)
- www.acap.army.mil (Army Career and Alumni Program)

Interviewing:

As you finalize your interview schedule, be sure to review the questions you want to ask your candidate to ensure there is a match with skills as well as work unit or organizational structure, mission/goals, and culture.

Actions (or non-actions) that may affect interview effectiveness include:

- *Not taking the time to assess needs.* Don't just use the same questions as the last recruitment if your needs have changed or you need new or different skill sets in the work unit.
- *Asking candidates for examples of what they have done.* Too often people want to ask situational questions with a focus on what candidates *expect* they would do, versus asking the question in a biographical manner to *assess past handling* of a situation. For example:

Don't ask "What would you do if...?"

Rather, ask **"Provide me with a work example of how you handled..."**

In general, people are consistent. Thus, use past behavior as an indicator of what an applicant will do in the future.

- *Forgetting to inquire about how a candidate prefers to learn or how much feedback s/he needs.*

*If you don't assess these skills and job needs, you may become frustrated with a new staff person (e.g., she asks a lot of questions and demands a high level of feedback, and you are either not often available for consultation or do not like the interruptions. **Or**, you prefer to check in regularly/daily and the new hire prefers to read procedural manuals and try things on his own before coming to you with a question or direction.)*

In either of the aforementioned situations, it does not mean you cannot be successful with the new hire, but it may take more time and energy to work through your differences in approach.

Informal Tangible Recognition

- *Ask for employee involvement and share information on business operations, successes, etc.*
- *Flexible work hours*
- *Increased autonomy and responsibility* – builds trust and respect; be clear about results you expect when you delegate an assignment, yet allow for flexibility in how the results can be achieved.
- *Learning and career development*
- *Cross-training or job-shadowing opportunities*

Tangible Recognition & Rewards

- *Nominal gifts (see state guidelines or consult with human resources) – balloons, flowers, take employee out to lunch, buy a cup of the employee's favorite coffee, etc.*
- *Check with your human resources office as certificates of achievement or recognition can often be requested.*



- *In your work unit, can you develop a peer recommendation program for recognition?*
- *Bring in food to the work unit to celebrate a success or for staff appreciation.*
- *Arrange for a higher level manager to meet with the employee to discuss work ideas, go out to lunch, etc.*

- The recognition should occur as close to the performance of the actions as possible, so the recognition reinforces behavior the employer wants to encourage.
- You don't want to design a process in which managers "select" the people to receive recognition. This will be viewed as favoritism or as simply it's your turn to get recognized this month."

Recognition should be tied to real accomplishments and goal achievement agreed to in annual performance reviews. You need to make sure the recognition meets the above stated requirements.

People also like recognition that is random and that provides an element of surprise. If you reward some one every time they perform a task, gradually the reward becomes a "given" or an entitlement and is no longer rewarding.

The book **1001 Ways to Reward Employees** by Bob Nelson, Ph.D. offers several examples of means to recognize employee work:

Day-to-Day

- *Personal Praise & Recognition* (e.g., being personally thanked for doing good work)
- *Written Praise & Recognition* (e.g., letters of praise for placement in a Personnel File; a handwritten 'thank-you' card; cc: a manager on an e-mail of employee praise for work on a special project)
- *Public Praise* – Know your staff. Ask them if they prefer public or personal praise.



All questions asked during the interview must be **job related and non-discriminatory**. Notes should be taken by interview panel members to record statements made by the candidate to assist in evaluating responses against the established interview question benchmarks. The notes you write should not be based on assumption or speculation.

The topics outlined in the following chart represent some of the basic subjects that an interviewer may not question candidates about. For the most part, these subjects have no relation to a candidate's job knowledge, skills or abilities. In some cases, limited questioning is permissible when a legitimate, job related reason for asking such a question exists. In these instances, the type of questioning an interviewer may pursue is described in the right-hand column. Remember, any information you request from a candidate must be job related and used for a non-discriminatory purpose.

SUBJECT	You CANNOT Ask	You MAY Ask
Race/Ethnic Status; National Origin; Citizenship	About race, ethnicity or ancestry; birth place of applicant or birthplace of applicants' parents or spouse; citizenship.	About authorization to legally work in the U.S.; or to speak, read or write English or other language if the job duties require this ability.
Age or Date of Birth	About age or date of birth.	If an applicant is age 18 or older.
Arrest or Conviction; Military Discharge Status	About arrest records or military discharge.	About convictions only if there is a <u>substantial relationship</u> (nexus) between the job and the conviction.
Education	About general educational attainments/degrees earned unless clearly job related.	About job related training and experience.

SUBJECT	You CANNOT Ask	You MAY Ask
Credit Ratings, Garnishments, Bankruptcy, Home or Care Ownership, or Financial Status	About credit history, garnishments, home ownership, finances, etc.	<u>Nothing</u> in this category.
Handicap or Disability; Health or Medical History	About anything related to a disability that we, as an employer, could accommodate through modifying the job or the work place for a handicapped employee.	About an applicants' ability to perform "essential job functions".
Height or Weight	About height or weight.	About ability to perform 'essential job functions'.
Religion; Availability for Saturday or Sunday Work	About religion.	About Saturday/Sunday availability only if you indicate first that a reasonable effort is made to accommodate the religious beliefs of employees and such work is a requirement of the job. ³

3) Social Needs; 4) Safety Needs; and 5) Physiological Needs, in that order. The explanation is that those lower tier (#s 3-5) needs are generally well accepted as being met in modern society. It is the *Self-Actualized* and *Esteem Need* that are often unfulfilled in the workplace.

Studies in 1940s by Frederick Herzberg, and in several employment surveys since, identify that **recognition is a stronger source of job satisfaction than pay**. Employee recognition is more than the annual holiday gifts or treats a supervisor may share with their staff, it is a communication tool that reinforces a strong work ethic and acknowledges the completion of important tasks or significant accomplishments. When you recognize people's efforts and contributions effectively, you reinforce the actions and behaviors you value in your staff. Studies and resources on the topic suggest an effective employee recognition system is simple, immediate.

Developing and maintaining an effective workforce is important in doing business, providing service and innovation. To do this employee retention is a challenge for most managers, but is important in the public sector where financial rewards often lag behind private sector equivalents.

When you consider employee recognition processes, you need to develop recognition that is equally powerful for both the agency or team and the employee. Susan Heathfield and "Management Consultant" suggests there are five important issues to address if you want the recognition you offer to be viewed as motivating and rewarding by your employees and important for the success of your organization. You need to establish criteria for what performance or contribution constitutes reward-able behavior or actions.

- All employees must be eligible for the recognition.
- The recognition must supply the employer and employee with specific information about what behaviors or actions are being rewarded and recognized.
- Anyone who then performs at the level or standard stated in the criteria receives the reward.

³ Reference Documents - HR Systems & Problems presented by Jim Stratton; Enterprise Leadership Academy, December 11, 2007 and Department of Agriculture, Trade & Consumer Protection interviewing guide for supervisors.

Broadbanding

In applicable positions within the Wisconsin Civil Service System broadbanding provides pay progression adjustments in specific job titles to recognize a natural and expected growth in an employee's knowledge and skill in a position.

Additionally, broadbanding provides managers a means to acknowledge employee contributions with additional economic recognition if certain criteria (*as defined in union contracts or the state compensation plan*) are met; the tool used is called a Discretionary Compensation Adjustment (DCA). The DCA is meant to compensate employees for what they add to their agency as well as encourages growth in the position and in an employee's career in state service.

Work Environment:

Work environment interpreted in the broadest sense in the context of rewarding staff means a lot of things.

First off it can relate to the work station or the equipment necessary to fulfill an employee's job: Is their office chair comfortable? Is their computer functioning properly? Is their maintenance cart functioning properly and well stocked? Etc.

Secondly, it could relate to the workplace culture. Ensuring a respectful environment where people are comfortable to share their ideas and where professionalism is expected.

Agency leadership and managers should work to make training available. Personal and career training opportunities are important to see staff growth.

Recognition:

Recognition in someone's personal and professional life is a human emotional need. Studies by Abraham Maslow in human behavior found there are five basic needs: 1) Self-Actualized; 2) Esteem Needs;

Below are questions or topics from the book “**96 Great Interview Questions**” by Paul Falcone, a quality reference tool which provides you with insight or explanations regarding why you are asking a particular question.

How would you describe the amount of structure, direction, and feedback that you need to excel?

Utilizing a work example, discuss what kind of training or mentoring style you have. How did you measure success?

What are you looking for with this career change? If you are not offered the position, how do you intend to maintain enthusiasm for your current job?

In what areas do you typically have the least amount of patience at work?

Give me an example of your ability to facilitate progressive change within your organization.

How do you typically stay in the information loop and monitor your staff's performance?

Are you more task-oriented or project-oriented?

Give an example where you were able to facilitate teamwork and increase morale in spite of difficult challenges; be sure to include the techniques you have used to develop a team atmosphere in your work unit.

Tell us about a work experience that you would have handled differently. What will you do differently the next time and why?

Give an example of a time when you developed standard operating procedures for a task or set of tasks. Be sure to include your role in the development and who used the procedures.



Following the interview, supervisors also need to take time to do thorough reference checks.

- Be sure to have an applicant identify on the list of references who his/her current or most recent supervisor is/was. If not listed, you may want to ask the applicant for this information.
- Be sure to provide a reference with a summary of the job duties and the work environment.
- Don't hesitate to go beyond the traditional reference check topics such as: does the applicant come to work on time; is s/he a team player; etc. Review topics from the interview to obtain the employer's perspective on the candidate's skill in that area.
- Ask current or former employers for work examples of how an applicant handled a particular situation which will relate to the new job. (*Again, past behaviors will likely be repeated.*)
- Always ask a reference if s/he would re-hire the person if s/he had the opportunity.
- Feel free to research additional references. *You are not limited to the list the applicant provides.* (e.g., Contact employers listed on a resume even if not part of the reference list; talk with persons who have worked with the candidate in the past; etc.).

Again, some of the topics you explore during a reference check may be the same or similar to what you asked an applicant at the interview. This may be beneficial in confirming skills articulated by an applicant.

HOW?

In the course of providing staff rewards it is important to of course to follow all applicable workplace rules and agencies guidelines. It is also crucial to be consistent and balanced in the treatment of your staff when providing rewards.

Money:

Financial compensation is an obvious method to reward staff. As a manager in the public sector there may not be the flexibility you'd find in private enterprises. However, without going into great detail the Wisconsin Civil Service System does provide opportunity for pay increases when appropriate, those include:

Job Reclassification

First, you must remember that positions (not people) are reclassified when *logical and gradual* changes to work assignments are made to a position on a permanent basis and are of a higher level of decision-making, complexity, responsibility, etc.

Reclassification is not meant as a reward in itself, but rather is the method to analyze the evolution of a position over time and recognize higher level work when warranted. If the *majority* of a position's work is deemed to be at a higher classification level, an employee *may* receive additional compensation as a result of being reallocated along with his/her position to the higher class level; compensation will be determined in accordance with the applicable union contract or the administrative codes. Be sure to consult with your human resources liaison on the reclassification process in your agency.

* *A healthy person is a successful person.* *

Chapter 5: **Rewarding and Recognizing Staff**

WHY?

Rewarding staff performance is a key is to an individual's job satisfaction. What determines job satisfaction is a series of issues that include; salaries, benefits and work environment. Why a system of employee rewards is important to state agencies and public sector employers?

Retention

As a manager it is important to retain your staff and to ensure a productive team. Job satisfaction is often the key determining factor in a person's employment decisions. Anyone who has gone through the process to fill a staff vacancy can attest to the effort and time it takes. The time required of you as a manager takes away from your daily duties, and the increased demand on the remaining staff during vacancies means a loss of productivity and the loss of a person is a loss in institutional memory. In addition to those immediate strains on a work unit because of the loss of a team member is the time it often takes to get to the point where a new staffer is up to speed in their position and can make a meaningful contribution.

Discretionary Effort

Discretionary Effort is the amount of effort individuals expend over and above the minimum they need to do to keep their jobs. It is effort given by the individual entirely at their discretion and is observed as initiative, interest, motivation, creativity, responsibility, dedication, and loyalty. A person who feels appropriately compensated financially, physically and emotionally will be a higher performer and will take the ownership of their job and provide that discretionary effort.

Retention (of the new workforce):

“This is the most high-maintenance workforce in the history of the world...The good news is they're also going to be the most high-performing workforce in the history of the world.

They walk in with more information in their heads, more information at their fingertips – and, sure, they have high expectations, but they have the highest expectations first and foremost for themselves.”⁴

Now that you have a new hire, *are you ready?*

The younger workers entering the job market today want to have an impact. Thus, as the supervisor, you need to develop a training plan that will be meaningful to the new staff person. Researchers who study the new workforce recommend:

- Provide meaningful work for the employee starting on day 1.
- “Quick Hits” or short-term projects that offer an end result are beneficial to maintaining interest. Use these tasks to build focus for longer term objectives and future success.
- Don't hand younger workers a manual without having a way to apply the information to real work/job assignments.
- Establish clear expectations and performance standards.
- Provide feedback and reassurance of progress.
- Recognize the new workforce's values on social responsibility and identify where your organization supports similar goals.
- Assess and communicate the availability of alternative work schedules or flexed schedules; provide work/life balance.
- Identify opportunities for decision-making.

⁴ Quote by Bruce Tulgan, the founder of leading generational research firm Rainmaker Thinking. Fortune Magazine, May 28, 2007.

* Understand your strengths and weaknesses.*

Chapter 2: Generational Gap

We have learned that the key to one generation managing another, or even just cohabitating in the cubicle next door, is understanding that work ethics and upbringing do vary among the different age. It's not productive for one generation to judge another, or to ask people from one group to totally change their approach as they strive to meet the expectations of a workplace. All generations will need to learn to adapt and work together.

The key to making communication, teamwork, and productivity successful between the generations is to both understand and respect differences. The business owners and managers who do this in the future will be the ones to succeed.⁵



⁵ Businessweek article – Managing Across the Generational Gap by Karen Klein

PREPARING FOR A COACHING SESSION

For coaching to be effective the manager must take the time to prepare for coaching session. This allows you to focus on the issues and options and lessens the chances of the manager jumping in to solve the problem for the employee. The following document may be beneficial in this preparation time.

G	<p>1. What's your goal? What's your Goal for Today's Coaching Session?</p> <p>In an on-going coaching session, What have you done since our last session?</p>
R	<p>2. A. What's the current REALITY (or situation)?</p> <ul style="list-style-type: none"> • State behaviors and/or <i>exactly</i> what was said • No blame, no shame • Have you (or the other person) assumed an <i>intention</i> that may not be present? <p>B. What have you DONE so far?</p>
↕	<p>Move from looking at the current reality as a problem or challenge, to looking at the opportunities</p>
O	<p>3. What are your OPTIONS? What could you do to move this situation ahead?</p> <p>Tell me a story about the BEST time you did ____? What did you do? Who was involved? What values were/are important to you?</p> <p>What's another right answer?</p>
W	<p>4. What WILL you do? By When?</p> <p>Homework⁸:</p> <ul style="list-style-type: none"> •

⁸ Adapted from John Whitmore, *Coaching for Performance* and Robert Bolton, *People Skills*; Mary Hoddy, Global Learning Partners, Madison, WI.

8. *Don't give feedback in a vacuum*

As managers we have tasks we have to complete in addition to our responsibilities for employees. We often get far more feedback on these tasks than we do on how well we have motivated, supported and coached our employees. Make the time to meet with employees. Get out and about in your work area. Taking the time to talk to your employees will make you a better informed manager when issues arise.

9. *The coach and career development*

Professional growth is a vital part of job satisfaction and retention. Managers who show interest in their employee's careers increase the motivation and productivity of their teams. Talk to people about their aspirations. Whenever possible, assign them work that fits these career plans.

10. *Who coaches the coach?*

While managers may well understand the significant benefits of coaching employees, this is an area we are not always well trained on. Look back on managers you worked for who had this skill or talk to another manager in your area who is proficient at this. Take the time.⁷



⁷ Society of Professional Consultants – Published Articles: “Ten Keys for Successfully Coaching Employees”; written by Mark Campbell. www.spconsultants.org.

What are the generational differences we have identified, and what are some of the key differences between them?

The "Radio Babies"—people born between 1930 and 1945— have either retired or are retiring at a fast pace, but 63 million still clock in to workplaces everyday. Many continue to be energetic and enthusiastic about their careers. They value respect, inclusion, and want to leave a meaningful legacy.

The “Baby Boomers”—born between 1946 and 1964— are still going strong, representing 78 million workers and business owners. They want respect for their experience and expertise, and even if some no longer want career advancement, they want challenging assignments, lateral moves, and respect for the dues they have paid. They tend to understand technology and use it comfortably.

The “Generation Xers” were born between 1965 and 1977. They are the smallest wedge of the current workforce, at 48 million strong. They are independent but will be loyal to an organization if it's willing to listen to them. They want bosses who are respectable mentors. Once they are won over by a boss or company owner, Gen Xers will be totally committed and dedicated to their jobs.

Believe it or not, “Generation Y”, born between 1978 and 1990, have surpassed the baby boomers in the workforce, with 80 million represented. This group is the "why-ers", necessitating explanation as to ‘why’ they need to do something in order to gain maximum effort. They do not know a life before technology. They want to be treated with respect and make significant contributions to their organizations as they learn. They are not interested in waiting 10 or 15 years to pay their dues.

The youngest generation, the Millennials, born since 1991, is just joining the workforce. They will continue to push for cutting-edge technology; for paid time off for them to engage in community activities; and for respect and recognition as the unique individuals that they are.



"A handshake and a high five - I can't see this merger working."

What advice do we have for older employees, perhaps people working as consultants or semi-retired, in dealing with younger bosses and business owners?

Be confident about your experience, but don't expect to begin employment at a company owned by someone younger and anticipate being in charge. Don't hover like a parent over a younger boss, or a younger colleague. Sometimes older generations sweep in and want to show "the kids" the ropes—even if those kids are in charge. The younger generations want to be respected and want others to recognize they add value to the company.

What about the younger generations? How do we advise them to interact with older colleagues or employees?

Younger employees should recognize that people can be turned off by the use of too much slang and computer jargon. They should not stereotype older workers as inflexible, too tired, or too old to change. Reality is that seasoned employees are willing to change if you involve them and engage their expertise to help you and your company. Long term workers (such as Boomers) want to be respected because they can still work, are reliable and are productive.

The bottom line for everyone is this: Everyone wants respect: older people for the experience and knowledge they can share; younger people for their technology skills and adaptability.

4. *Retaining valuable employees through solutions.*

Effective coaching can be an integral part of employee retention. Employees are noted to stay with organizations when the work is challenging, they are clear on the goals of the agency and recognition is given for good performance. Effective coaching with a focus on listening, observing, giving feedback and recognition helps retain employees.

5. *Quick solutions are dangerous.*

When an employee asks a question, an off the cuff quick response is not always the best response. Be aware of how often you do this in your busy schedule. Take the time to be sure the answer and the logic behind the answer is understood. Providing the employee with the logic behind the answer can go a long way to improve learning and reduce repeat questions in the future.

6. *The central coaching skill*

Exploring options with an employee as opposed to providing solutions for an employee is the essence of good coaching. It helps us teach critical thinking, creativity and the consequences of actions taken. Exploring options prevents the manager from giving the quick and possibly faulty solution to a problem and includes the employee in the solution. For this to be successful the employee must be sufficiently experienced in the job and the manager must also be knowledgeable in the employee's job responsibilities. When an employee learns to explore options, it provides the employee with skills to deal more effectively with future situations.

7. *The fine art of asking questions.*

Good coaching means asking good questions and being a good listener. Use open ended questions, take time to listen, don't be afraid of silence, encourage continued responses with nods and gestures, and paraphrase what you have heard. This approach is more challenging and entails forethought and planning on the part of the coach.

Psychomotor aspects of learning are what we do with the information as we are learning and may involve different “hands on” learning methods.⁶

10 KEYS FOR SUCCESSFUL COACHING

Mark Campbell of M.J. Campbell Associates provides the following keys to successful coaching. He points out that as managers we often are experts in the technical/task aspects of our jobs, but we can easily be derailed by poor attention to the human interaction parts of our jobs. Taking the time to coach effectively will improve the productivity of the team and also enhance your own career.

1. *Coaching without compassion is coercion.*

Assess your attitude towards any problem or issue. Are you focused on punishment or problem solving? How the coaching is delivered is as important as the actual content.

2. *Establish expectations that motivate.*

Ensure your employees have a clear foundation of expectations. Communicate; share the organizations vision or mission with them. Clear communications results in employees who feel connected to the purpose and organization. Once clear communication in these areas is established coaching becomes easier for all.

3. *One size does not fit all.*

As noted earlier, everyone learns in different ways. Some will respond to a hands on approach, others will be able to read and implement, and some may learn best working in a group. Employees also have different experience levels. Tailor your coaching to these differences and the response you get will be greatly enhanced.

⁶ Adapted from Jane Veella Training Through Dialogue (1995)

** Your happiness is the result of your own effort.**

Chapter 3: **How to Motivate your Team: Teambuilding**

Taking teams out of the workplace and demanding physical as well as intellectual effort from them is a proven way of boosting motivation and morale. Individuals play to their strengths for the overall success of the team, with constant feedback and review to encourage a great performance.

- Appreciating all team members contributions and skills
- Emphasizing planning and time-management
- Working together to achieve a common goal
- Getting to grips with team dynamics.

Making employees feel valued

How you manage your staff and handle their conflicts and goals directly influences the company climate. That weather report – fair or foul – is endlessly broadcast to customers, vendors, suppliers, and everyone else in your industry. Setting policies that make employees want to stick around is cost-effective business. It saves recruiting and training costs, as well. Here are some proven ways to build your company community and keep employees loyal.

Recognize the individual. Let each staff member know that he or she can make a difference. It’s important for the business owner to interact with people. Each workday, don’t rush through the door and immediately head for your office. Stop and chat with employees. No one likes to be taken for granted or feel interchangeable.

Help employees to achieve their dreams and goals. Your company is also their company. If you want them invested in your success, you need to invest in theirs, too. Periodically, meet with each employee to set yearly goals and accomplishments and keep a written record so you can benchmark progress.

Be consistent. Employees don't like secrets or surprises. Don't spring things on the staff or make changes without communicating why you're doing it.

Create an atmosphere of trust. Assume that everyone is doing his best until proven otherwise.

Don't turn into a lone ranger. Ask for help. Brainstorm with employees and ask for their input to solve problems or develop strategy. It may take a bit more time, but you'll end up with a happier, more productive staff – and some great ideas.

And, of course, compensate people fairly.

Exercise #1: **Collaboration/Trust**

Divide group into pairs with one member of each pair blindfolded. Seeing partner leads blind partner on a walk. The walk should be challenging, including such obstacles as climbing over tables, crawling under chairs, walking up or down stairs, climbing over railings, etc.

Exercise #2: **Group Juggle**

Establish pattern of tosses including everyone in a circle. Add additional objects periodically. This is a good way to help a group of strangers remember at least one person's name forever.

1. Have the group stand in a circle, fairly close together.
2. Toss a ball across the circle, calling out the player's name to whom you toss it to. That player tosses to a different player and so on until everyone has caught the ball and thrown it on once. It should be back in your hands at this point.
3. Repeat the sequence a couple of times. Add a second ball and then a third. Add as many balls as you want.

When meeting with an employee for coaching do make sure you have time to do this. If you are rushed or preoccupied with other issues the employee will know it.

Coaches listen, teach new skills, observe, give constructive feedback, and recognize progress.

Work to develop your employee's strengths as opposed to managing for results only. This makes coaching instrumental in retention of that employee.

Prepare in advance for your sessions with the employee

Don't make all the decisions - an effective coach lets the employee come to conclusions and have input on their own.

Don't begin a discussion upset yourself. If the issue involved upsets or angers you, make sure you have your emotions under control before discussions begin.

LEARNING

A first step in effective coaching is an understanding how people gain new knowledge/skills/behaviors. Some basic understandings of how people learn can help the manager work with an employee to more optimally increase their knowledge or learn new skills/behaviors.

Three Domains of Learning

1. Ideas – Cognitive
2. Feelings – Affective
3. Actions – Psychomotor

Ideas are the obvious learning and training we all receive in school or on a new job.

The feelings we have regarding a task we are to learn are established often before we have mastered that task. Do we like the task or not? Is interesting or challenging? These aspects play into the learning of a task as much as the actual cognitive aspects of learning.

*“I am able to control only that of which I am aware.
That of which I am unaware controls me.
Awareness empowers me.”*

John Whitmore

Chapter 4: **Coaching Employees for Optimal Performance**

As managers we not only need to hold our employees accountable for their work but we also must work to assist them in learning, growing and achieving their highest potential. As managers, effective coaching of our employees leads to benefits not only for the employee but for the work unit as well.

Coaching lets managers step back and allow employees to handle tasks as they should and while the manager provides appropriate feedback. It lets the employee learn and reinforces that learning rather than merely telling them what to do. Coaching an employee to develop skills and improve performance includes them in the process and works with them to hold them accountable for their actions.

Jennifer Long describes coaching in her book *Harness the Power of Coaching* as follows:

“Coaching is about holding people accountable for their personal goals, confronting performance issues and getting individuals to own their behavior. Coaches work directly with employees to show them how to apply new skills and behaviors. People don’t change behavior by simply wanting to change. They must practice new behaviors on the job with someone who can give them constructive feedback. “

HINTS: COACHING

Make sure proper training has been completed first. Coaching makes clear to the employee what is expected of them – set clear objectives before proceeding.

Group Juggle (continued):

Variations? Make a wide circle out of doors.
Use toilet paper instead of balls.
Use various size balls.
The game ends when no one will play anymore

Exercise #3: Have You Ever?

This an active, fun way to explore and celebrate the rich diversity of experiences that different people bring to any group. Works best with larger groups.

- The instructor explains that s/he will call out different things that may or may not apply to each person. If the item does apply to you, then run into the middle, jump in the air, and do a high 5 with anyone else who runs in.
- A list of about 20 items should be tailored to the particular group, setting, and program goals, but some suggestions are below. Usually the items are of a "Have You Ever....?" form, but also free to ad lib, e.g., "Does Anyone Have....?"
- Items should be carefully considered in order to prevent embarrassment, ridicule, etc.
- The motivation of participants to participate often needs some amping up. Try to do some other warm-ups first. The rest is down to the leader's skill in demonstrating and encouraging.



List of Possible "Have Your Ever?" Items:

1. Have you ever climbed to the highest point in your country of birth?
2. Have you ever lived overseas for more than 1 year?
3. Have you ever sung karaoke?
4. Have you ever been without a shower for more than 2 weeks?
5. Do you have both a brother and a sister?
6. Have you ever ridden a horse?
7. Have you ever eaten frogs' legs?
8. Can you speak 3 or more languages?
9. Have you ever been in love with someone who was vegetarian?
10. Have you swum in 3 or more different oceans?
11. Have you ever flown an airplane?
12. Have you broken 3 or more bones in your body?
13. Have you done volunteer work sometime in the last month?
14. Have you ever free-climbed a tree or rockface more than 10 meters vertically?
15. Have you ever had a close relative who lived to over 100?
16. Have you ever cooked a meal by yourself for more than 20 people?
17. Have you ever kept a budgerigar as a pet?
18. Have you ever been parachuting or done a bungee jump?
19. Can you not click your fingers on your non-dominant hand?
20. Have you ever seen a polar bear?

Exercise #4: Balloon Frantic

Two to three inflated balloons per person are needed and a stopwatch. Each person has a balloon, with the rest in a nearby pile. Everyone begins bouncing their balloons in the air.

Every five seconds, another balloon is added. See how long the group can keep the balloons bouncing before receiving six penalties. A penalty is announced loudly (to create stress!) by the leader when a balloon hits the floor, or, once on the floor it is not got back into play within five seconds. The leader keeps a cumulative score by shouting out "one", "two", etc. When the leader gets to "six", time is stopped.

After some discussion, the group tries to better its record with another attempt.

Reference for Exercises 1-4:

<http://wilderdom.com/games/descriptions/HaveYouEver.html>

Exercise #5: Time Terms

The list of terms are words that we use when giving instructions. Think about an assignment you would typically give to an employee or supervisor and then rank each of the terms. Start with the term you would want done first and end with the term that could be done last.

Then write the exact amount of time you mean by each word (e.g., minutes, hours, days, etc.) Discuss with other group members.

<u>Term</u>	<u>Rank</u>	<u>Exact Time Frame</u>
ASAP	_____	_____
Critical	_____	_____
Immediately	_____	_____
Important	_____	_____
Now	_____	_____
Right Away	_____	_____
Soon	_____	_____
Timely	_____	_____
Urgent	_____	_____