

# Day Five

## Part Two: Building a Highly Functional Team



### TOPICS

Setting Expectations

Providing Feedback

Rewards, Recognition, Retention

Culminating Project Progress Reports

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## Part Two: Building a Highly Functional Team

Topic	Activities
Day Five Introduction	<ul style="list-style-type: none"><li>▪ Nope, Try Again!</li></ul>
Setting Expectations	<ul style="list-style-type: none"><li>▪ Have I Made it Clear?</li><li>▪ Setting Family-Centered Expectations</li></ul>
Providing Feedback	<ul style="list-style-type: none"><li>▪ No More “My Way or the Highway”</li><li>▪ Recognizing Effective Feedback</li><li>▪ Planning for Feedback</li></ul>
Rewards, Recognition, Retention	<ul style="list-style-type: none"><li>▪ How Do You Like to be Recognized?</li><li>▪ Everyone Likes Praise</li><li>▪ The Supervisor as Retention Specialist</li></ul>
Culminating Project— Progress Report	<ul style="list-style-type: none"><li>▪ Progress Reports</li></ul>
Wrap-up	<ul style="list-style-type: none"><li>▪ Complete Evaluations</li></ul>

# Objectives

## Setting Expectations

- ✓ Determine the importance of setting clear expectations for our investigators and case managers.
- ✓ Gain practice in writing clear expectations.
- ✓ Rethink frontline practice by setting Family-Centered expectations.

## Providing Feedback

- ✓ Determine the importance of giving constructive feedback.
- ✓ Identify the qualities of constructive feedback.
- ✓ Identify the conditions under which feedback should be offered.
- ✓ Gain practice preparing for a feedback session.

## Rewards, Recognition and Retention

- ✓ Explore effective methods of reward and recognition.
- ✓ Create a plan to successfully reward and recognize your staff in order to help build retention,
- ✓ Identify ways in which using reward, recognition and retention techniques can impact positive outcomes for families.

# Activity – Recognizing Effective Feedback

## Directions:

**Select** the answer that best describes the type of feedback being given: Constructive Feedback or Praise/Criticism

1.	You did a great job with that case plan. Your recommended goals were right on target based upon the Alexander family's strengths and needs.	Constructive Feedback Praise/Criticism
2.	Fantastic job on the smith case. Really good work!	Constructive Feedback Praise/Criticism
3.	Way to go, Dan. Awesome job this week!	Constructive Feedback Praise/Criticism
4.	My concerns about the work you did with the Wheeler family are that I didn't see that you contacted the therapist or the treatment facility for Sam to coordinate all of your work with the family.	Constructive Feedback Praise/Criticism
5.	You really dropped the ball with Sam Wheeler. I hope you'll do better next time.	Constructive Feedback Praise/Criticism
6.	What's going on with the Alexander case? I was really disappointed with your J. R.	Constructive Feedback Praise/Criticism
7.	Now don't take this personally. I don't think you have a clue how to proceed with the Jones family.	Constructive Feedback Praise/Criticism
8.	Great job with the staffing at the Family Resource Center. The way you facilitated that staffing was remarkable. You asked for ideas from everyone, and then came to a joint decision.	Constructive Feedback Praise/Criticism
9.	You're a really great worker and I appreciate all your hard work.	Constructive Feedback Praise/Criticism
10.	I'm concerned about how you're managing your time with the families in your caseload. For example, you have said that you really relate well to the Lewis family and you've scheduled three home visits with them in the last month. You've said in staffings that you are very frustrated with the Preston family and don't think they'll change, and you've only seen them once in the past month.	Constructive Feedback Praise/Criticism

## Activity – Planning for Feedback

### **Directions:**

**Select** a case manager/investigator in your unit who will soon require feedback. Use the 7 step process to plan the feedback session. Use fictitious names.

**Name of case manager/investigator who will receive feedback:** \_\_\_\_\_

**The problem:**

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1. Do the conditions of openness, trustworthiness and credibility exist within your work unit before giving feedback to the case manager/investigator?

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2. List the expectations that you've communicated to the case manager/investigator about this situation:

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**Describe how well the case manager/investigator has performed to those standards to date:**

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## Activity, cont.: Planning for Feedback

3. List the behaviors for the case manager/investigator that should be maintained or changed:

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4. Ask yourself these questions:

Are the original expectations realistic? \_\_\_\_\_

If not, what modifications to the expectations are needed to help the case manager/investigator achieve them?

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Is it possible that the case manager/investigator needs one of the following to help make the change?

- ☐ more training
- ☐ more coaching
- ☐ change in working conditions
- ☐ additional tools or performance support
- ☐ different incentives
- ☐ more frequent feedback

Now list possible reasons for areas that need improvement.

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# Activity, cont.: Planning for Feedback

5. Propose a plan of action for overcoming each obstacle. You may use these action plans later once you’ve discussed the issue with the case manager/investigator and identified actual reasons.

Possible Reasons	Plan of Action

## Activity, cont.: Planning for Feedback

6. Determine the 3 W's. First, describe what you want to say in the space given below. Ensure that your feedback points incorporate all of the feedback qualities: Tied to Expectations; Behavioral; Results oriented; Frequent; Well-Timed; Direct; Helpful; Clear.

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Second, describe when you should give this feedback. If the feedback will be given face to face at a meeting, estimate a scheduled time to have the meeting. If the feedback will be impromptu, consider some potentially good times to give feedback:

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Third, describe where you should give feedback. If the feedback will be given face to face at a meeting, list where you think the meeting will be held. If the feedback will be impromptu, consider some potentially good places to give the feedback:

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# Activity, cont.: Planning for Feedback

7. List the documentation you should obtain to prepare for the feedback:

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8. Start a contact list – if you haven’t already.

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Date	Discussion	Next Steps

# Handout – Constructive Feedback:

## A Step-by-Step Guide

### Content

#### What you say when giving feedback.

- ▶ Identify the issue or performance involved. The first thing you say is to identify the topic or issue you're about to provide feedback on.
- ▶ Provide specifics of what happened. Give examples or some other type of evidence about the worker's efforts or performance, focusing on behaviors. Give each point with an "I" message; for example, "I have noticed, I have observed" or when it's from other people, "I have had reported to me...."

### Manner

#### How you say the constructive feedback. Guidelines for constructive feedback are:

- ▶ Be direct when delivering your message. Get to the point, don't delay or stall, give it in a straightforward manner.
- ▶ Avoid "need to" phrases. Feedback with a phrase such as, "You need to get your case plans in on a timely basis," implies that something did not go well, but what exactly is unclear.
- ▶ Be sincere and avoid giving mixed messages. Mixed messages are of the "yes, but" variety and essentially tell the person you are giving the feedback to, to not believe a thing said before the word "but." The flattery at the beginning of the conversation is disingenuous, and the real point of the conversation, the negative feedback, is diluted. So avoid "but" and his cousins, "however" and "although" to prevent contradictory messages and to maintain the integrity of your feedback.
- ▶ In positive feedback situations, express appreciation. After providing concrete information about the positive performance, express appreciation for the worker's efforts.
- ▶ In negative feedback situations, express concern. Using a tone of concern, you communicate sincerity and the importance of your feedback. When feedback is delivered when angry, harsh, or sarcastic, the message gets lost.
- ▶ Give the feedback person-to-person, not through messengers or technology. In order to convey sincerity and engage in a two-way dialogue, it must be delivered either in-person or by telephone. Do not use voice mail, email, or another person to deliver constructive feedback.
- ▶ State observations, not interpretations. Observations are what you see occur, while interpretations are how you analyze the situation

Constructive feedback should be about noticed behaviors, not how you characterize the situation or interpret it. Interpretations are judgment-laden, while observations are more factual. For example, an interpretation is, "You've been cranky and uncooperative all day today, while an observation is, "I noticed that you laid your head on your desk today and you did not answer your phone when it rang and it has me concerned."

## **Handout, cont.: Constructive Feedback: A Step-by-Step Guide**

### **Timing**

- ▶ Constructive feedback should be provided as soon as possible after the event so that events are fresh in everyone's mind. However, when giving negative feedback, it may be appropriate to wait to gather your thoughts in a less-emotional manner. So instead of providing it immediately, it may be helpful to wait a day or so.

### **Frequency**

- ▶ How often should employees receive constructive feedback on their performance? The reason we provide staff with feedback is to maintain or sustain good performance and to help staff improve poor performance.

## Handout – Feedback Formula

- ▶ **Let the case managers/investigators see what they have done.** Either by telling or demonstrating the behavior. This ensures that the feedback is identifiable, direct, sincere, specific, and non-evaluative.
- ▶ **Let them see the effect of their behavior.** Help the case manager/investigator see the tangible effect of their action. The supervisor evaluates the behavior with evidence.
- ▶ **Agree on a change.** The case manager/investigator and supervisor discuss alternative behaviors to achieve the desired result. The discussion can range from directives offered by the supervisor, to the worker making all the suggestions. Both parties should agree on the change and, if possible, immediately implement it or try it out. If the feedback is positive, #3 is not necessary.

# Handout – Feedback Observation

Component	Observations
<b>Content</b>	
1. Identify the issue or performance involved.	
2. Provide specific of what happened.	
<b>Manner</b>	
1. Be direct when delivering your message.	
2. Avoid “need to” phrases. Be sincere and avoid giving mixed messages.	
3. Number of times “but,” “however,” and “although” are used.	
4. In positive feedback situations, express appreciation.	
5. In negative feedback situations, express concern.	
6. State observations, not interpretations.	
<input type="checkbox"/> Demonstrate advanced preparation <input type="checkbox"/> Greet Worker <input type="checkbox"/> Explain purpose <input type="checkbox"/> Maintain objectivity <input type="checkbox"/> Ask open-ended questions	<input type="checkbox"/> Demonstrate active listening <input type="checkbox"/> Maintain focus of the conversation <input type="checkbox"/> Respond to the immediate situation <input type="checkbox"/> Verbalize strengths and needs <input type="checkbox"/> Offer choices

# Activity – How Do You Like to Be Recognized?

## **Directions:**

**Review** the following list of forms of recognition. Check the forms that you value and would like to receive. You may check as many as you like, but only check the ones that appeal to you.

- \_\_\_\_\_ 1. To receive positive verbal feedback at a staff meeting.
- \_\_\_\_\_ 2. To be asked to take on a tough problem or a new challenge.
- \_\_\_\_\_ 3. To be asked to give a presentation on your work at a staff meeting or conference.
- \_\_\_\_\_ 4. To receive positive, handwritten comments in the margin of a document you prepared.
- \_\_\_\_\_ 5. To be invited to a barbecue or dinner party at the home of your boss.
- \_\_\_\_\_ 6. To be given the opportunity to work flexible hours or work at home.
- \_\_\_\_\_ 7. To have your picture and a story about your work appear in the community newspaper.
- \_\_\_\_\_ 8. To be asked for your opinion on a difficult organizational problem or a new opportunity.
- \_\_\_\_\_ 9. To be given the opportunity to speak about your work at an important professional conference.
- \_\_\_\_\_ 10. To be offered the opportunity to learn a new system or operate some new equipment, or in other ways increase your skills and knowledge.
- \_\_\_\_\_ 11. To have your picture displayed in a prominent location, along with either letters of commendation or a description of your work, or both.
- \_\_\_\_\_ 12. To be asked to help a colleague get started with a project or solve a particularly difficult problem.
- \_\_\_\_\_ 13. To receive verbal recognition for your work from a senior-level executive at a company forum attended by you and your colleagues.
- \_\_\_\_\_ 14. A solution that you recommended is being implemented throughout the organization.
- \_\_\_\_\_ 15. A client or service provider sends a letter to your boss, praising your work.
- \_\_\_\_\_ 16. When you ask for help, your boss offers to pick up some of the load directly, share his/her expertise, or obtain outside assistance.
- \_\_\_\_\_ 17. To be presented with a T-shirt, hat, or mug with your name or other indication on it that makes it clear that it is recognition for your work.
- \_\_\_\_\_ 18. To be empowered to make decisions, or to be able to act in other ways that increase control over your work.

## Activity – Motivators: A Survey

**Directions:**

**Rank** order (1-10) the motivators listed for a manager and line staff member (employee) with 1=Most Important, 10=Least Important.

Survey Says	Your Answer	Managers	Employees	Your Answer	Survey Says
		Good Wages	Good Wages		
		Job Security	Job Security		
		Promotion Opportunities	Promotion Opportunities		
		Good Working Conditions	Good Working Conditions		
		Interesting Work	Interesting Work		
		Loyalty from Management	Loyalty from Management		
		Tactful Discipline	Tactful Discipline		
		Appreciation	Appreciation		
		Understanding Attitude	Understanding Attitude		
		Feeling “in” on things	Feeling “in” on things		

## Activity – 10 Sentences That Will Help You Retain Your Best Employees

**Directions:**

**Complete** as many sentences as possible with your team in mind.

You really made a difference by \_\_\_\_\_

I'm impressed with \_\_\_\_\_

You got my attention with \_\_\_\_\_

You're doing top quality work on \_\_\_\_\_

You're right on the mark with \_\_\_\_\_

One of the things I most enjoy about you is \_\_\_\_\_

You should be proud of yourself for \_\_\_\_\_

We couldn't have done it without your \_\_\_\_\_

What an effective way to \_\_\_\_\_

You've made my day because of \_\_\_\_\_

# Handout – Informal Rewards and Recognition

- ▶ Call a case manager/investigator just to thank him or her.
- ▶ Volunteer to do a case manager or investigator's least desirable work task for a day.
- ▶ Answer the case manager or investigator's telephone for the day.
- ▶ Have the agency director call or stop in and thank the case manager/investigator for a job well done.
- ▶ Give written "Pat on the back" awards to staff who do an outstanding job and send it to their personnel file.
- ▶ Give cards that say "Bravo," "Thank you," "Great," "Top Notch," or "Wonderful," with specific reinforcing remarks included inside.
- ▶ Put a flip chart by the elevator door or in the employee break room so staff can write congratulatory notes.
- ▶ Create "scratch off" cards. The cards are issued on the spot by a supervisor and can be redeemed for a variety of rewards.
- ▶ Cover a person's desk with balloons.
- ▶ Purchase the case manager/investigator something for his or her family.
- ▶ Buy the person lunch or leave a card for a lunch date at the case manager or investigator's discretion.
- ▶ Offer a half-day or full day off from work.
- ▶ Bake a batch of cookies or a cake for a case manager/investigator.
- ▶ Give a case manager/investigator a copy of the latest relevant book on social work and child maltreatment.
- ▶ Send a good case manager/investigator to out-of-town training. This may not be low cost, but it rewards the case manager/investigator and also shows that the agency values training.

## **Sources:**

Jordon-Evans, Sharon & Kaye, Beverly (2007) Love 'Em or Lose 'Em Getting Good People to Stay (3rd. Ed.). Berrett-Koehler, San Francisco, CA.

Catlette, Bill & Hadden, Richard. (2007) Contented Cows: Moove Faster , Saltillo, Germantown, TN

Nelson, B. (1994). 1001 Ways to reward employees (pp. 3–18).NY, NY, Workman

# Activity – Culminating Project Progress Report

***Directions:***

***Respond to the following:***

**Subject of my Culminating Project:**

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**Successes I have had in the implementation of my Culminating Project (including insights gained, findings, resources, support, etc.):**

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**Challenges I have faced in the implementation of my Culminating Project (including major hurdles, findings, resources, support, etc.):**

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**Questions I have for the group that might help me in the implementation of my Culminating Project:**

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# Day Five PowerPoint

Slide 5.1

**Supervising for Excellence**

**Day Five**  
Part Two: Building a Highly Functional Team

Florida Department of Children and Families

Slide 5.2

**Part Two: Day Five Overview**

- Setting Expectations
- Providing Feedback
- Recognition, Rewards and Retention

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Slide 5.3

**Planning: Setting Expectations**

- **Identify** performance expectations to *channel efforts* towards achieving *organizational objectives*
- **Establish** standards of performance
- **Get workers involved** in the process
- **Establish** performance plans that are *flexible* for changing program objectives and work requirements
- **Prepare** performance plans to be used as *working documents* to be discussed often

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Slide 5.4

**Performance Planning Requirements**

- **During the performance planning you must:**
  - Review performance expectations
  - Review rating scale
  - Provide an opportunity for employee feedback
- **The plan must be:**
  - Discussed orally
  - Documented
  - Signed
  - Made available to the employee

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Slide 5.5

**Setting Performance Standards**

- Goals, duties and/or job-specific competencies
- Behavioral, measurable, observable, specific and accurate
- Should ask the questions:
  - What should be done?
  - When should it be done?
  - How should it be done?

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Slide 5.6

**Between Expectations and Feedback**


- On-going process of **monitoring** and **developing**:
- **Monitoring** provides an opportunity to:
  - **Check** how well employees are meeting predetermined expectations.
  - **Make** changes to unrealistic or problematic expectations.
  - **Identify and address** unacceptable performance at any time during the appraisal period.
  - **Identify and support** outstanding performance at any time during the appraisal period.

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# Day Five PowerPoint

## Slide 5.7

**Documentation Allows for:**




- Objective Review.
- Consistency with Employees.
- Changes in Behavior.
- Support of Personnel Actions

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## Slide 5.8

**Effective Documentation is:**



- Accurate (documents facts).
- Objective (does not include emotion or subjectivity).
- Behavioral.
- Based on direct observation.

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## Slide 5.9

**Qualities of Effective Feedback**

- Tied to expectations
- Specific and behavioral
- Results oriented
- Frequent
- Well-timed
- Direct
- Helpful



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## Slide 5.10

**Conditions for Feedback**

- **Openness** – free exchange of information.
- **Trustworthiness** – motives are to empower and support workers.
- **Credibility** – demonstration of ability, knowledge and skill.



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## Slide 5.11

**Planning for Effective Feedback**

- **Create** the best conditions
- **Review** expectations
- **Identify** the behaviors to maintain or change
- **Identify** reasons for performance
- **Know** what to say, when to say it, and where to say it
- **Have** supporting documentation
- **Keep** a contact log

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## Slide 5.12

**Extrinsic and Intrinsic Motivation**

**Extrinsic**

Extrinsic factors are forms of recognition that come from outside the person and appeal to their outer-directed self.



**Intrinsic**

Intrinsic motivators appeal to the inner self, as they focus on things that might only be important to the person.




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# Day Five PowerPoint


Slide 5.13

**Compensation vs. Recognition**

*Compensation is a right*



*Recognition is a gift.*




— Rosabeth Moss Kanter

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Slide 5.14

**Effective Praise Should Be . . .**

- Spontaneous
- Specific
- Purposeful
- Private or Public
- In writing



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Slide 5.15

**End of Day Five**

Thank you  
for participating.

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