Day Five

Part Two: Building a Highly Functional Team



TOPICS

Setting Expectations

Providing Feedback

Rewards, Recognition, Retention

Culminating Project Progress Reports

•••••• Day Five ••••••

Part Two: Building a Highly Functional Team

Торіс	Activities
Day Five Introduction	 Nope, Try Again!
Setting Expectations	Have I Made it Clear?Setting Family-Centered Expectations
Providing Feedback	No More "My Way or the Highway"Recognizing Effective FeedbackPlanning for Feedback
Rewards, Recognition, Retention	 How Do You Like to be Recognized? Everyone Likes Praise The Supervisor as Retention Specialist
Culminating Project— Progress Report	 Progress Reports
Wrap-up	 Complete Evaluations

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.
- $\checkmark\,$ 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.		
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:

- 1. Do the conditions of openness, trustworthiness and credibility exist within your work unit before giving feedback to the case manager/investigator?
- 2. List the expectations that you've communicated to the case manager/investigator about this situation:

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

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

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?

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

- \Box more training
- \Box 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.

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

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.

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:

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:

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

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

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

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:

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

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

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

Day Five PowerPoint

Slide 5.1



Slide 5.2

Part Two: Day Five Overview

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

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

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?

Slide 5.4



Slide 5.6

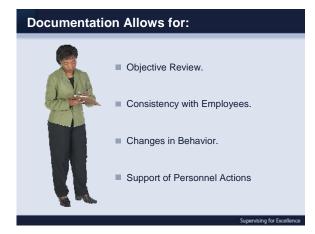
Between Expectations and Feedback On-going process of monitoring and developing: Monitoring provides an opportunity to: Check how well employees are meeting predetermined expectations. Make changes to unrealistic or problematic expectations. Identify and address unacceptable performance at any time during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

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Day Five PowerPoint

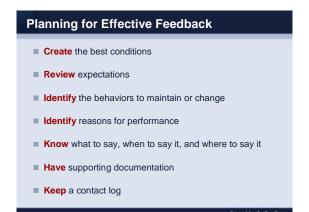
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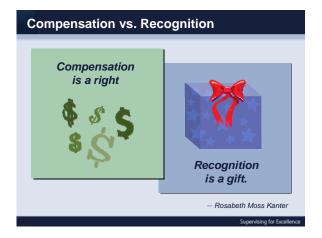


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Day Five PowerPoint

Slide 5.13



Slide 5.15

End of Day Five		
Thank you for participating.		
	Supervising for Excellence	

Slide 5.14

