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West Central Wardens & Superintendents Association

2014 Training Symposium

Performance Management: Building Leaders From Within



September 9, 2014

**Presented by
Nancy H. Baird, M.Ed.**

Setting The Stage: **Your Role In Your Organization**



“My experience with people is that they generally do what you expect them to do.”

~Mary Kay Ash~

Handout – “21st Century Successful Company”

The 21st Century Successful Company will be managed by a new breed of manager, a person skilled in achieving objectives by maximizing the productivity of a company’s most valuable assets, its human resources.

The 21st Century Successful COMPANY:

Creates a Learning Organization, one that encourages, supports, and enriches the intellectual and emotional capacity of all its employees.



Recognizes Partnerships between technology and employees, managers and employees, and stakeholders and employees, in achieving organizational success.

Embraces Change as a lifelong, ongoing process for the individual and its employees. Searches for new and different methods to manage employees and achieve goals.



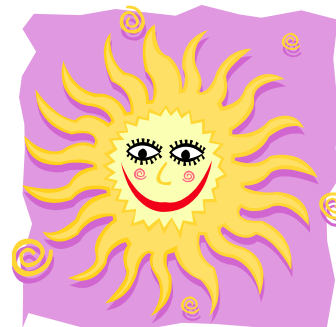
Trains Leaders to look at all situations as opportunities to create excitement and enthusiasm in meeting new challenges.





Driven to Increase Stakeholder Value and Profitability while creating a working environment that encourages and nurtures the growth of personal creativity and development as well as nurturing a sense of well being for all members of the organization.

Creates a Quality of Life that balances the needs of the individual and family with the goals and objectives of the organization. Understands that employees seek balance between work and home life.



Empowers Employees to direct themselves to achieve personal and organizational goals. Give employees the power and authority to accomplish objectives independently. Empowered employees attempt to work above and beyond their anticipated capabilities.



The 21st Century Successful *MANAGER* is:

Consistent

Your employees must be able to rely on you to behave in similar ways when similar situations occur. Your employees should not have to adjust their behavior according to your “mood.” Create an environment of success everyday!

Honest

When dealing with the company’s business or employee development you must never lie. Your employees need to be able to rely on you. Your word is your bond! Guard your integrity with your life.

Passionate

Your enthusiasm must be visible to everyone who comes in contact with you. You must be totally committed to making your company and your employees the best. Your passion and commitment should shine through every action you do.

Flexible

Recognize the strategies you have created may need to be modified at a moment's notice. Do not be rigid in the way you deliver your mentoring, coaching, and counseling. Build your business with clear goals and objectives, but with flexible activities.

A Teacher and Mentor

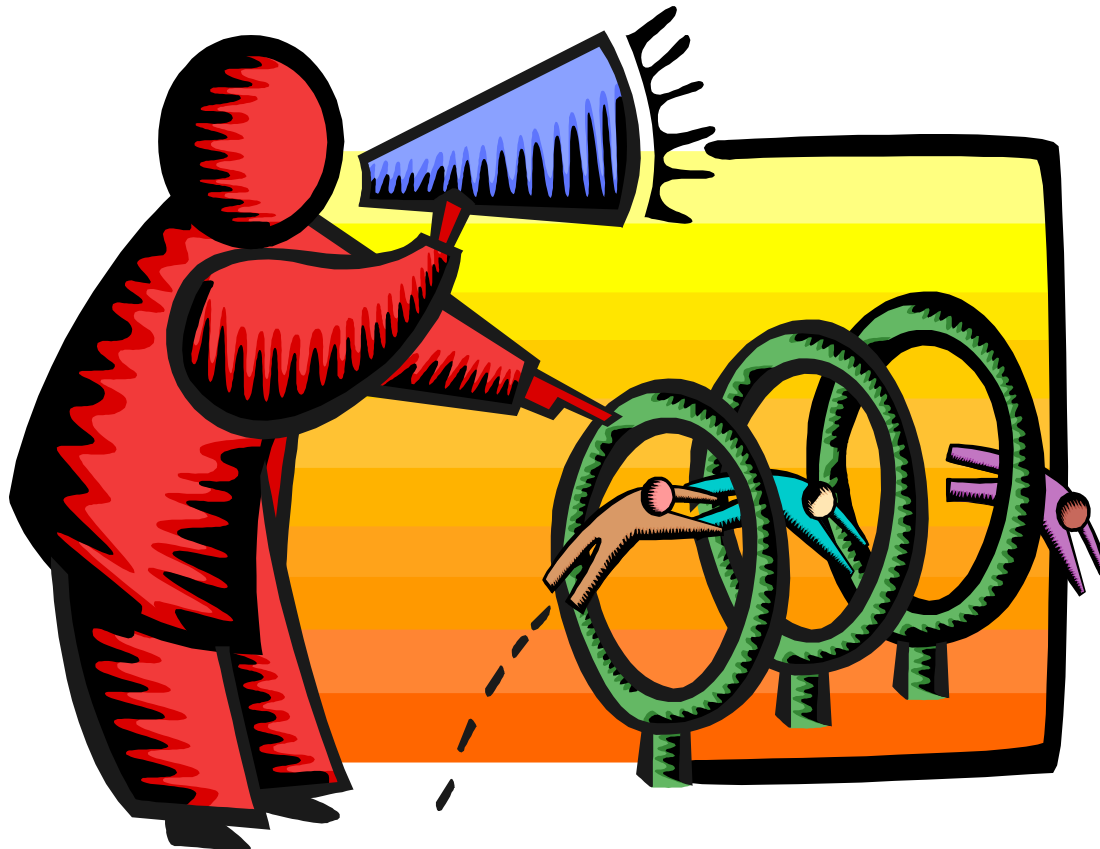
Support your employees as they learn and when they make mistakes. Everyone learns more from their mistakes, than from their correctness. Invest the time and financial resources to get your employees the training they need.



The Successful Manager:

- Well regarded and respected for what he or she does and has accomplished.
- Possesses skills and abilities desired by others.
- Understands and articulates the culture, mission, and values of the company.
- Confident and sincere in relationships with employees without fear about his or her own status.
- Trusts herself/himself and others.
- Sets clear objectives and gives honest feedback.
- Empathizes with employees – has been there, done that, and can relate to feelings.
- Serves as a role model, leading by example.
- Talks with and not to or at employees.
- Identifies and communicates the goals and objectives to be accomplished and how the efforts will be measured.

Developing Employees: Holding Staff Accountable for Results



A good manager is a person who isn't worried about their own career but rather the careers of those who work for them.

Worksheet – “Policies and Procedures”

Policies and procedures are guidelines that regulate organizational action. They control or direct the conduct of people and the activities of systems. A policy explains the organization’s stand on a subject and why there is a rule about it. A procedure explains how a policy is to be implemented, or how the organization intends to operate. Policies deal with the “what” and “why.” Procedures deal with the “how.”

As a manager you are responsible for not only understanding your organization’s policies and procedures, but also enforcing their compliance. Whether you agree or disagree with specific policies and procedures you are held accountable for their implementation.

Instructions: Working with your group, read the scenario and answer the questions.

Scenario: Your organization has implemented a new dress code policy. You were not involved in developing the policy and you do not personally agree with the new policy. 100% of your staff is affected by this new policy. It is your job to inform staff and ensure staff compliance with this policy.

1. How can you effectively demonstrate your disagreement with the policy?

2. How will you inform your staff of the new policy? What will you say? What format will you use to inform staff?

Handout – “Delegating”¹

When you are responsible for a team, you cannot be an effective manager by trying to do all of the work. The power of a team comes from the sum of all the efforts of the members of the team. To achieve team goals, supervisors must delegate some of the tasks to staff. For delegation to be effective, supervisors must also give authority to their employees and ensure that employees have the resources necessary to complete the tasks successfully.

Reasons to Delegate:

1. ***Your Success Depends on It***

Supervisors who successfully manage a team prove they are able to accept greater challenges. Greater challenges often mean more power and authority, more money, better titles, and other perks of doing a great job.

2. ***You Cannot Do It All***

No matter how great a supervisor you are, doing all of the work of your team or your organization does not guarantee overall success. The old adage—the harder you work—the more work you will get—is an example of doing it all. Being overworked, overburdened, under-appreciated leads to burn-out, and ultimately diminishes your skills as a supervisor.

3. ***Focus on Your Job***

Do your job and let your staff do theirs. You are not being paid to be a receptionist, secretary, copy machine repairman, programmer, accounting clerk, and/or a probation officer. You are being paid to manage. Focus on the “big picture” and your job of working toward the achievement of organizational goals.

4. ***Delegation Increases Staff Morale and Success***

Remember, the number one quality people look for in a job is “the ability to be a valued, involved employee.” If you make all the decisions and come up with all the ideas, your employees never learn how to take initiative and successfully take tasks from inception to completion. Exceptional supervisors mentor and groom staff so they can meet their full potential. When they succeed, the entire organization succeeds. You are providing staff with the opportunity to be involved and get a view of the “big picture” when you delegate.

¹ Adapted from Managing for Dummies by Bob Nelson and Peter Economy. IDG Books Worldwide, Inc.: 1996.

Six Steps of Delegating:

1. **Communicate the Task**

Describe exactly what you want done, when you want it done, and what end results you expect.

2. **Provide Overview of the Task**

Explain an overview of the task—why the task needs to be done, its importance in the overall plan, and possible complications that may arise.

3. **Identify the Standards**

Discuss and agree on the standards that will be used to measure the success of the completion of the task. Make sure the standards are specific, measurable, controllable, and attainable.

4. **Grant the Authority**

Grant the employee with authority necessary to complete the task without continual roadblocks or conflicts from other staff. Explain how you will ensure the employee has the authority to complete the delegated task.

5. **Provide Resources and Support**

Discuss and identify the resources needed for your employee to complete the task. Provide these resources and make sure your employee has easy access to these resources. Also discuss and decide how you will provide ongoing support with your staff to help in the successful accomplishment of the delegated assignment.

6. **Get a Commitment**

Make sure your employee has accepted the assignment of the delegated task. Discuss and confirm your and your employee's understanding of and commitment to completing the task.

**Delegate Tasks with the
Development of the Other
Person in Mind!**



Handout – "Conducting Effective Meetings"²

Meetings are the primary forums in which supervisors and team members conduct business and communicate with one another. Meetings that produce results do not happen by accident. In fact, most meetings are run poorly, waste time, and make employees less efficient and less effective. Superior managers conduct meetings that are useful, efficient and productive. Use these steps to conduct more effective meetings.

1. **Be Prepared**

The payoff for preparing for a meeting is tremendous. Spending a little time planning will save a lot of time during the meeting. Replace confusion with clarity. Your goal is to get results from your meeting quickly and efficiently.

2. **Have an Agenda**

An agenda is your road map, your meeting plan. By preparing and using an agenda, you and meeting participants quickly recognize meeting goals and what is going to be discussed during the meeting. Distribute the agenda to participants prior to the meeting to help them prepare for the meeting.

3. **Start and End on Time**

Respect your team by starting and ending your meeting on time. Do not repeat information as late members join the meeting. Team members who are chronically late will learn if they are late they missed vital information.

4. **Have Fewer but Better Meetings**

Call a meeting only when it is absolutely necessary. When you call a meeting, make sure there is a clear purpose for the meeting. Today, you can use e-mail to discuss or disseminate many of the things that used to be discussed in meetings.

5. **Determine Who Should Attend**

Be selective with whom you invite to your meetings. Invite only as many participants as needed to get the job done. But, be careful not to exclude people who may have the best insight into your issues simply because of their position in the organization or their beliefs, communication style, or lifestyle.

² Adapted from Managing for Dummies by Bob Nelson and Peter Economy. IDG Books Worldwide, Inc.: 1996.

6. **Maintain the Focus**

Be ruthless about keeping your meetings on topic at all times. Stick to your agenda. Do not let meetings become places for “committee work.” Assign detailed discussions on an issue to a committee and let them report back to the meeting with their findings.

7. **Capture Action Items**

Make sure you have a system for capturing, summarizing, and assigning action items to individual team members. Use flip charts. They not only are great for a visual picture of the content of the meeting, but also remind participants the meeting is important enough for you to take notes on what is discussed and accomplished.

8. **Conclude the Meeting**

Make sure to announce the meeting’s conclusion. All too often, participants linger on and discuss other areas that are not on the agenda. Other participants get confused as to the importance of these discussions and assume the meeting is continuing in the hall. At the end of the agenda tell participants the meeting is over.

9. **Get Feedback**

Ask for feedback to measure the effectiveness of your meetings. You can find out what you did right, what you did wrong, and get ideas on how to make future meetings more effective. Ask participants to give you their honest and open feedback, either verbally or in writing. Use this information to improve your meetings.

Worksheet – “Problem Employees”

1. **Identify a Problem Employee:**

Think of a problem employee -- someone who has caused you trouble, gives you management headaches, or, in general, does not perform well on the job.

2. **Name of Problem Employee:** _____

3. **What Makes This Person A Problem Employee?**

How does he or she create problems for you? What do they fail to do in their job that creates problems for you? What negative consequences do they have on co-workers, clients, the agency, team, and/or on you as a manager/supervisor?

_____	1.	_____

_____	2.	_____

_____	3.	_____

_____	4.	_____

_____	5.	_____

Process Versus Outcome

Process The way in which employees get their work done.

Outcome The results, the actual work they produce.

In the blank next to each statement:

Write a **P** if you think it is a process concern.

Write an **O** if you think it is an outcome concern.

Performance Improvement Process: Holding Staff Accountable

- Step 1: Analyze employee's performance.**
- Step 2: Ask employee to meet with you.**
- Step 3: Find out how things are going.**
- Step 4: Ask employee to do self-analysis.**
- Step 5: Present your analysis of employee's performance.**
- Step 6: Negotiate Performance Agreement.**
- Step 7: Close Interview and Schedule Follow-up.**

If you know where you are going, it is amazing how often you get there!

Handout – “Documentation”

Common Mistakes in Documenting Performance

- 1. Procrastination**
 - Allowing small problem to intensify.
 - Managers are too lazy and do not want to do their job.
 - Decreases ability for employee to quickly and easily correct behavior.
- 2. Assumptions**
 - Assuming employee knows how to do his or her job.
 - Not teaching the employee the correct way to accomplish tasks.
 - Assuming employee knows he or she is not good at his or her job.
- 3. Manager is a Coward**
 - Manager corrects employee's performance instead of having employee make corrections.
 - Not identifying cause of the problem.
 - Transferring employee to another unit without addressing the problem.

ABC's of Documentation

ACCURATE:

- **Factual and Specific:** *Write descriptive examples; describe behaviors, dates, times, numbers or other information that clearly support your evaluation.*
- **Job related:** *Comments should directly apply to the employee's job responsibilities. Evaluations of personal traits may be viewed as unfair and may lead to legal problems.*
- **Directly Observed:** *Hearsay is rarely appropriate in an evaluation. An exception might occur if enough evidence from key people is collected. For example, "eight of nine participants reported the trainer would not take their questions."*

BEHAVIORAL:

- *Describe behaviors, not conclusions.*
- *Don't write: "John seemed hostile to the customer" (a conclusion).*
- *Instead, write: "John raised his voice and refused to listen to the customer's objections" (a series of behaviors).*

CONSISTENT:

- *Cite both strengths and weaknesses for each employee, where appropriate.*
- *Write approximately the same amount and detail for each employee.*

DOCUMENTATION GUIDELINES:

1. **Document promptly:** The rule is "if it's worth remembering, it's worth writing down. Handwritten memos and notes that have been dated and signed will suffice if the facts are accurate.
2. **Ignore minor issues:** Focus on important incidents. Remember document outcomes not processes.
3. **Focus on specific job-related behaviors:** Stick with the facts. Record specific dates, times, and behaviors.

Poor Documentation:

- ❖ JPO Jones is always late.
- ❖ JPO Jones has a negative attitude and is argumentative.
- ❖ JPO Jones behavior is a negative influence on her peers.
- ❖ JPO Jones does not do proper casework and does not appear to care about her job.

Good Documentation:

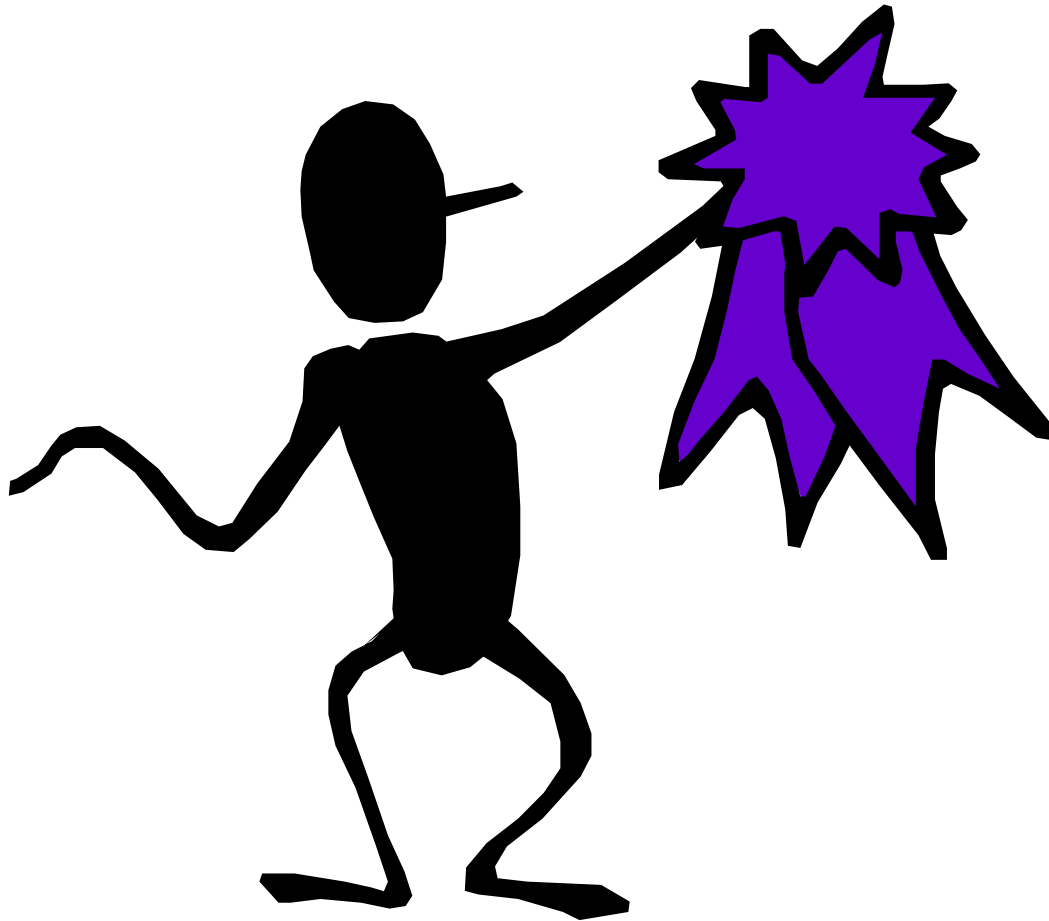
- 04/09/14 JPO Jones arrived at work at 9:30 a.m. although she had scheduled an 8:00 a.m. appointment with youth and family.
- When family became angry at having to wait over an hour, the receptionist had to leave her station to get the Supervisor to deal with angry family. Supervisor got documents (class attendance sheets) from family and sent them home.
- Upon arriving at work JPO Jones had a loud verbal altercation with the receptionist asking her, "Why did you let my family leave without my seeing them? You knew I was running late." "Why do you have to get in my business and get me in trouble with my Supervisor?" "Mind your business!"
- Once again, Supervisor had to intervene to stop JPO Jones unprofessional behavior.
- 04/12/14 JPO Jones arrived at work at 9:00 a.m. even though the mandatory weekly staff meeting began at 8:00 a.m.
- When supervisor questioned why JPO Jones was late for meeting, she responded loudly, "Why are you always picking on me? I have to drive an hour to get to work, and it's not my fault there was a wreck on the freeway."
- 04/13/14 JPO Jones left work at 2:00 p.m. without informing Supervisor.
- 04/14/14 JPO Jones called in sick and missed mandatory Motivational Interviewing training.
- 04/20/14 Supervisor conducted a routine case audit of JPO Jones caseload. JPO Jones had 7 deficiencies, including:
- ✓ Lack of documentation – court report and school records;
 - ✓ Missing chronological information; and
 - ✓ No current Plan of Action for M. Jones, T. Smith, and B. Sullivan.
- 04/30/14 Supervisor met with JPO Jones to conduct 7-Step Performance Improvement Process. (Notes from meeting attached.)
- JPO Jones will submit, by May 5, 2014, her Plan of Action for improving her performance. (Plan will be submitted to Susan Smith, Supervisor).

Worksheet – "Documentation"

Instructions: Working with your group, select two (2) from the list below and provide examples of objective documentation using the ABC's – Accurate, Behavioral, and Consistent – of good documentation.

Subjective	Objective Documentation
Caseworker Taylor is not a team player and has a bad attitude.	
Correctional Officer Smith does not follow instructions and/or proper procedures.	
Correctional Officer Johnson is unreliable – Tardy, Absenteeism, Dependability.	
Admin. Asst. Salas always blames others for her problems and doesn't carry her weight with team.	
Caseworker Blair is unethical and rude to co-workers and the public.	
Caseworker Cox left the unit and placed the inmates in his care in danger.	

Mentoring, Recognizing, and Rewarding Employees



There are two things people want more than sex and money - praise and recognition.

~Mary Kay Ash~

Worksheet – “Carrots or Sticks”

Instructions: Complete the following.

1. Think about the last time you received negative feedback.
When? _____
Who gave you negative feedback? _____
How did he/she give you the negative feedback? _____

How did it make you feel? _____

2. Think about the last time you were positively recognized for work you did **WELL** or progress you made on a project.
When were you recognized? _____
Who recognized you? _____
How did he/she recognize you? _____

How did it make you feel? _____

3. **What is the best way to positively recognize/reward you?**

"Employee Power Profile"

Team Member: _____

Date: _____

1. What is the best way to recognize and reward your success and achievements?

2. What unique perspective do you bring to our team?

3. What specific strengths and skills do you have to help increase our team's success?

4. What kind of training and/or personal development will help you become a stronger team member?

5. What opportunities can I provide for you to assume a greater responsibility or to achieve greater visibility?

6. What one (1) thing would you change about me as a manager to increase productivity?

7. What one (1) thing would you change to make this team more productive?

Manager's Signature: _____

Handout – "Mentor Qualifications"

*Mentoring:
The Informal Transmission of
Knowledge*

1. Committed

- a. Belief in mentee's abilities – both personally and professionally.
- b. Keeps all promises.
- c. Helps mentee find challenging opportunities within organization.

2. Trustworthy

- a. Maintains confidentiality, when needed, and as promised.
- b. Allows mentee to share insecurities, fears, and experiences.
- c. Allows mentee to ask the stupid questions and be a sounding board.

3. Available

- a. Has the time to mentor.
- b. Sees the mentee as a person, not just an employee.
- c. Open to honest feedback.

4. Honest

- a. Ability to tell mentee the hard truths.
- b. Realistic and honest about time commitment.
- c. Genuine interest in the mentee as an individual.

5. Courageous

- a. Courage to stand up for the mentee and the organization.
- b. Willingness to share personal successes, as well as failures.
- c. Demonstrated bravery in accomplishing goals with adversity.

6. Politician

- a. Expert at "office politics."
- b. Provides effective navigation skills with managers and co-workers.
- c. Focuses on win-win solutions.

7. Risk-Taker

- a. Pushes the mentee to take calculated risks.
- b. Allows the mentee to make mistakes and learn from these mistakes.
- c. Experience in successfully navigating risk and reward.

8. Positive Role Model

- a. Respected by managers, co-workers, and subordinates.
- b. Allows mentee to learn through observation.
- c. Focuses on action and positive results.

9. Credible Leader

- a. Personal success in the area to be mentored.
- b. Success in varied experiences.
- c. Ability to also learn from their mentee.



10. Good Listener

- a. Ability to actively listen to mentee.
- b. Ability to listen to what is not being said.
- c. Ability to ask open-ended questions.

11. Advocate

- a. Active promoter of mentee.
- b. Speaks up for and about mentee's qualities.
- c. Respected by others as a positive advocate for organization.

"We all need someone who inspires us to do better than we know how."

~ Anonymous ~

Handout – "Mentee Qualifications"

Mentees Should:

1. Seek out mentors who can help them in specific areas of their career.
2. Assume they may need more than one mentor.
3. Be clear about their goals for the mentoring relationship.
4. Establish a meeting schedule with mentor.
5. Always be prepared for meetings with mentor – have an agenda, list of questions, documents for review.
6. Respect mentor's time.
7. Schedule meetings at times and places of mutual convenience.
8. Clarify means of communication – on the job, off the job, by e-mail, etc.
9. Don't always expect answers – focus on discussion and process.
10. Ask focused questions.



Weak: "How do I get better at negotiation?"

Strong: "What is one skill you think has helped you be a successful negotiator?"

Weak: "How do I negotiate an increase in my pay or get a promotion?"

Strong: "What specific skill is valued at XYZ Company that could increase my ability to successfully negotiate a raise?"

11. Actively listen – be crisp, focused, and gracious.
12. Follow-up with mentor to report results.
13. Do not confuse mentor with therapist.
14. Avoid complaining excessively to a mentor.
15. Take notes, when needed.
16. Set and review goals on an ongoing basis.



Handout – "Finding a Mentor: Step by Step Approach"

Find a Mentor

- Ask for help with specific skills.

"You are the best at negotiation skills. I would like to improve my negotiation skills. Would you please mentor me in this area?"

- Do not wait for power to be offered.

Crown Syndrome – Expect that if they keep doing their job well someone will notice them and place a crown on their head.

- Do not walk up to someone and say:

"Will you be my mentor?"

This sounds like you are asking for a therapist.

- Excel and you will get a mentor!!

"If your actions inspire others to dream more, learn more, do more, and become more, you are a leader."

~John Quincy Adams~



Step 1: Identify the Areas for Development

- 1) Complete "My Areas Needing Development Worksheet."
- 2) Complete a "Mentor Action Plan" for each goal.

Step 2: Identify Possible Mentors

- 1) List specific goals that require a mentor.
- 2) List possible mentors for each identified goal.

Step 3: Select a Mentor

- 1) Select mentor for each goal.
- 2) Confirm mentoring relationship with Mentor.

Step 4: Set-up a Schedule

- 1) Agree upon a mutually acceptable schedule for meetings.
- 2) Establish overview of mutual expectations.

"The most common way people give up their power is by thinking they don't have any."

~Alice Walker~

"My Areas Needing Development Worksheet"

Instructions: List professional areas and skills you need to develop to achieve more success at work. After completing your list, prioritize or rank the areas according to importance, and turn each into a goal.

1. _____

I recently realized this is an area needing development when I...(Provide specific example.)

Rank: _____
Goal: _____
2. _____

I recently realized this is an area needing development when I...(Provide specific example.)

Rank: _____
Goal: _____
3. _____

I recently realized this is an area needing development when I...(Provide specific example.)

Rank: _____
Goal: _____
4. _____

I recently realized this is an area needing development when I...(Provide specific example.)

Rank: _____
Goal: _____
5. _____

I recently realized this is an area needing development when I...(Provide specific example.)

Rank: _____
Goal: _____

****SAMPLE******MENTOR ACTION PLAN******* SAMPLE****

Area for Development	Mentor or Independent Study/Research	Possible Mentors	Mentor	Plan of Action/Date
Meetings	Mentor	Joe Jones Susan Smith Mabel Gordon	Mabel Gordon	11/03/14 – Contact mentor and ask if they will mentor me in conducting meetings. 12/01/14 – Provide Mentor with my questions regarding meetings. 12/10/14 – Complete 1 st meeting with Mentor. Ongoing – Schedule and complete regular meetings with Mentor. 12/20/14 – Provide completed professional development plan to Mentor. 01/10/15 – Schedule follow-up meeting with Mentor to update progress.

Handout – “Dynamic Leadership”

The Dynamic Leader:

1. Has the **courage** to take calculated **risks**.
2. Has a **passion** to make a difference with others.
3. Takes **responsibility** while others are making excuses.
4. Sees the **possibilities** in a situation while others are seeing the limitations.
5. Is willing and ready to **stand out** in a crowd.
6. Leads with an **open-mind** and an **open-heart**.
7. Checks his or her **ego** at the door.
8. **Sees** problems and obstacles as invitations to growth and **solutions**.
9. **Empowers** others to achieve greatness.
10. Inspires others by **respecting everyone**, whether they deserve it or not.
11. **Visualizes** the **contribution of everyone**.
12. Has the ability to **harness the power of many**.
13. Has unconditional capacity to **listen** to everyone.
14. Knows when to lead, when to manage, and when to stand down.
15. Is not a victim!

Leadership is the art of getting someone else to do something you want done because he or she wants to do it.
~Dwight Eisenhower ~



***Worksheet – "Best Practices with Generations 'X' & 'Y' Employees"*³**

Instructions: Working with your group, select the two (2) best practices needing improvement at your organization and provide your recommendations for improvement.

1. **Provide Challenging Work That Really Matters**

- Do you offer employees paid time off to do **volunteer work** and/or provide community service to **local charities**?
- Is your company supporting the **environment** through recycling programs and pollution control?
- Do your employees know how their work fits into the "**big picture**" of your mission?
- Get team members involved in being **problem-solvers and innovators** by asking them:
 - What are we doing well?
 - In what areas do we need to improve?
 - How can we improve?
- Provide younger employees, who earn the opportunity, with opportunities to take on more **challenging roles and responsibilities**.

We need to improve our skills in managing Generation X and Y employees in this area by:

2. **Balance Delegated Assignments with Freedom and Flexibility**

- Create teams focused on **well-defined goals**, and ensure every member's role is clear.
- Model behavior that enforces **teamwork** – younger employees love teams and competition.
- Make it clear you are available as a **resource**, and you reward their problem-solving.
- Get **out of their way** and let them work.

We need to improve our skills in managing Generation X and Y employees in this area by:

³ Adapted from Managing Generation Y by Carolyn A. Martin, Ph.D. and Bruce Tuglan. HRD Press: 2001.

3. **Offer Increasing Responsibility as a Reward for Accomplishments**

- Give younger employees **realistic responsibility** for seizing opportunities for more responsibility.
- Distribute **"Employee Growth and Development Questionnaire"** to employees.
- **Review** results/answers to Questionnaire with employee.
- **Reward** accomplishments according to employee's needs.

We need to improve our skills in managing Generation X and Y employees in this area by:

4. **Get to Know Employees**

- Capitalize on **informal** "getting to know you," **opportunities**.
- Look for opportunities to listen and learn about your younger employee's plans and **dreams for the future**.
- Plan **one-on-one meetings** on a consistent basis – monthly or quarterly – to review **"Employee Growth and Development Questionnaire"** or **"Employee Power Profile."**

We need to improve our skills in managing Generation X and Y employees in this area by:

5. **Create and Maintain Career Achievement Portfolio**

- Encourage younger employees to keep a career achievement portfolio. Refer to this information during performance evaluations – get them involved in the process.
- Career Achievement Portfolio should include:
 - Goals they have achieved.
 - New ideas they have suggested and/or implemented.
 - Letters or notes or praise from clients, co-workers, and managers.
 - Any other indication of how they add value to HCJPD.

We need to improve our skills in managing Generation X and Y employees in this area by:

6. **Have a Sense of Humor about Work**

- Concentrate on the work to be done, but do so in a **lighthearted** manner.
- Be serious about the work **without taking yourself too seriously**.
- Lighten up and monitor your own stress level. Remember, for younger employees, the best description for a boss is “**laid back**.”

We need to improve our skills in managing Generation X and Y employees in this area by:

7. **Provide Ongoing Training and Learning Opportunities**

- Clearly **define the skills and knowledge** employees must learn in order to **advance** to the next project or level.
- Create, with the employee’s input, a **road map** of ongoing learning opportunities to keep employee engaged.
- Keep alive the energy, excitement, and enthusiasm for learning your younger employees have, by encouraging them to design their **personal learning/career plan**.
- Have younger employees **apply** what they have learned **as soon as possible**.

We need to improve our skills in managing Generation X and Y employees in this area by:

8. **Establish Mentoring Relationships**

- Create a **network of mentors** – people within your company who have expertise in a variety of areas and who are willing to mentor younger employees.
- **Promote mentor/mentee events** – ice-cream socials, brown-bag lunches, and/or workshops – to encourage mentoring.
- **Recognize** mentors by placing them on prestigious committees, giving them rewards, promotions, added responsibility, etc.
- **Expose** younger employees to your company’s successful employees, by including them in meetings, projects, and/or other activities.

We need to improve our skills in managing Generation X and Y employees in this area by:

9. **Create and Maintain a Safe Comfort-Zone**

- Younger employees want to know you care about them as **people**.
- They want you to be the knowledgeable **adult in charge**, not their best friend.
- Generation Xers and Yers are more **loyal to the people** in the organization as opposed to being loyal to the organization.
- Managers should **be available** to their younger employees, coaching and counseling, without screaming and yelling.
- Allow younger employees to create their own “**physical comfort zone**,” by allowing them to arrange and decorate their offices, listen to CDs at a volume that does not distract others, and take stretch breaks.

We need to improve our skills in managing Generation X and Y employees in this area by:

10. **Allow Some Flexibility in Scheduling**

- Position flexibility as a **reward** for accomplishing tasks.
- **Set standards** for requests for time off or schedule changes. Do not be too rigid!
- Give younger employees, wherever possible, **ownership** of the process for accomplishing goals and tasks.
- Turn “sick-time” into “**Paid Time Off**,” so employees don’t have to fake illness to get some time off.

We need to improve our skills in managing Generation X and Y employees in this area by:

11. **Balance the Role of “Boss” and “Team Player”**

- Roll up your sleeves and work **side-by-side** with your younger employees.
- Be a **role-model** by providing opportunities for your younger employees to share leadership roles with you.
- Ask the team for **input** on your skills as a team leader.
- **Evaluate** the overall team’s success. Any team is only as good as its leader.

We need to improve our skills in managing Generation X and Y employees in this area by:

12. **Treat Generation Xers and Yers as Colleagues**

- **Do not patronize** or talk down to your younger employees. They do not want to be treated like “interns,” “teenagers,” or “youngsters.”
- Ask their **opinions**, whenever possible, and encourage their spontaneous input.
- Place a high value on their **innovative spirit**. They are eager to find new ways of doing things.
- Be careful of your **language**. Terms like, “my staff,” “subordinate,” “underling,” and “second-tier worker” do not build self-esteem in younger employees.
- Challenge younger employees to grow into professional roles by giving them **professional designations/titles**.

We need to improve our skills in managing Generation X and Y employees in this area by:

13. **Give and Receive Respect**

- Respect must be **earned**. When dealing with younger employees, do not assume they respect you because of your title or position within HCJPD.
- **Walk your talk**. Younger employees are watching your actions and want you to be a role model.
- Respect your younger employees need for **innovation, freedom, and flexibility**.
- Create a **Declaration of Respect** with your employees. Post your declaration where everyone can see it and use it as a guideline for daily interactions.

Sample Declaration of Respect

- We will strive to be straightforward in our dealings with each other.
- We will listen carefully and give each other support when we need it.
- We will treat each other with respect, even when we disagree.
- We will give people credit for their ideas, and not claim them as our own.
- We will challenge each other to achieve excellence, and not allow ourselves to get stuck in mediocrity.
- We will keep our promises, and if we can't, we will explain why.
- We will take responsibility for our own behavior, and not for each other's.
- We will do everything in our power to help each other succeed.

We need to improve our skills in managing Generation X and Y employees in this area by:

14. **Provide Consistent and Constructive Feedback**

- Look for **key opportunities** to coach your employees. Mistakes, questions, completed assignments, and difficult problems are all opportunities to get younger employees back on track and keep them there.
- Follow the **FAST Feedback** model:
 - Frequent – tune into each person’s needs and style. Each employee has a unique “frequency.”
 - Accurate – check your facts and say only what you are certain is true.
 - Specific – always tell people exactly what you want them to do next.
 - Timely – give feedback regularly and as soon as possible after the performance in question.
- Focus on employee’s **strengths**, not their weaknesses. “I know you are really good at asking for help, next time ask me before you make a change in the schedule.”
- Focus on **one issue** at a time. Do not overwhelm employees with a list of mistakes.
- **Control your anger.** Do not lose your cool. Employees cannot hear you when you are angry. Intimidation does not work with younger employees.

We need to improve our skills in managing Generation X and Y employees in this area by:

15. **Recognize and Reward Generation Xers and Yers**

- Base your incentives and rewards on one factor – **PERFORMANCE**.
- Establish **clear performance guidelines** and monitor performance closely and fairly.
- Reward when employees **perform**, and do not reward when they don’t perform.
- **Ask each employee** how he or she wants to be recognized and rewarded for a job well done.
- Deliver rewards when employees deliver **results**, no sooner and no later.
- **Timely delivery** of rewards is the key to a successful reward system.

We need to improve our skills in managing Generation X and Y employees in this area by:

Worksheet – “My Leadership Plan”

Instructions: Complete the following.

1. One (1) thing I **learned** during this workshop is:

2. To increase my leadership and accountability with **my team**, I commit to implementing the following strategy:
