The Manager's Everyday Toolbox

Richard Wilkinson
Manage Bravely

The Everyday Manager's Toolbox
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Earlier editions published as Essential Supervisory Skills: Supervisor's Toolbox

The Manager's Everyday Toolbox

INQUIRIES
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For Managers Everywhere

It takes unbelievable courage
to be a good manager.
Arin Ain
Kronos CEO

The Manager's Everyday Toolbox

Welcome!

"The single largest component of [an organization]
that adds value is great management,
and the single largest destroyer of value is bad management."[1]
Arin Ain, Kronos CEO

People join organizations and leave bosses. I created *The Manager's Everyday Toolbox* to support managers at all levels in fulfilling their complex responsibilities to achieve lasting results and build successful teams.

The Manager's Everyday Toolbox is a just-in-time resource to help managers handle whatever challenges and opportunities present themselves. It draws on more than forty years' experience in human resources and organization development in three industries. Many of these tools have been field-tested overseas in Africa, India, Europe, and Southeast Asia.

The tools spring from a range of inspirations: Urgent conversations where simple, clear guidance was needed in a hurry; the desire to make accessible insights from books I've read; practical suggestions from colleagues and workshop participants; consultants I've worked with along the way; bosses, both good and bad, from whom I've learned; and creative bursts arriving at unexpected moments.

The moment of truth occurs in our conversations with one another. Managers make a difference when they are firmly grounded in their values, commit to listening and learning, and take the time to draw on pertinent tools and techniques responsive to the immediate situation. In doing so, those moments can become something special: creative, constructive, and life-affirming.

My hope is the *Toolbox* will give you confidence in handling the challenges you face day-to-day, contributing to your success and the success of those whose lives you touch.

Richard Wilkinson
Tacoma, Washington
July 2020

[1] New York Times, "Corner Office: The Incalculable Value of a Good Boss," September 11, 2016

The
Manager's
Everyday
Toolbox

About the Toolbox

<u>THE PURPOSE OF THE *TOOLBOX*</u>

The Manager's Everyday Toolbox is a ready reference of 86 proven tools to support managers at all levels in successfully tackling the myriad challenges they face.

While the *Toolbox* can be read cover to cover, it's meant to be dipped into as needed for the specific task a manager is facing, whether it's delegating more effectively, encouraging employee development, hiring, onboarding conducting a performance review, running a productive meeting, designing successful change…you name it.

<u>FIVE WAYS TO USE *THE MANAGER'S EVERYDAY TOOLBOX*</u>

1. Pick the tool you need for the task at hand
2. Collaborate with an employee or peer by sharing and using a tool together
3. Use a tool with your team to bring novelty to team meetings and foster team learning
4. Form a peer study group to practice using the tools
5. Help a colleague by sharing a relevant tool with them

<u>WHERE TO START</u>

To get a sense of what the *Toolbox* has to offer, take a look at these five tools:

- 1.2 The Heart of Managing Well
- 2.1 The Guardian Lions of the New York Public Library
- 6.3 Delegation Worksheet
- 7.2 Menu of Professional Development Options
- 12.2 What to Do in Each Phase [of Transition]

<u>FOR NEWER MANAGERS</u>

Reading these four chapters will provide newer managers with a solid foundation of principles and practices for managing well.

- Chapter 1—The Heart of Managing Well
- Chapter 2—Your Management Style
- Chapter 5—Fostering Accountability
- Chapter 10—Effective Meetings

The Manager's Everyday Toolbox

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Chapter 1

MANAGEMENT FUNDAMENTALS

Chapter 1

THE HEART OF MANAGING WELL

Nearly anyone can stand adversity, but if you want to test a person's character, give them power.

Abraham Lincoln

1.1 Five Key Words

ABOUT THIS TOOL—These words form the bedrock for one's managerial practice and serve as a guide to managers in supporting employee success.

APPLICATION— Use these key words as a personal reference and to get feedback from your employees. Which matter most to your employees? How are these words demonstrated in practice? What word or words would your employees add? Why?

Clarity	Empathy	Courage	Attention	Persistence
Clear, understandable, simple	Understanding, appreciation, compassion, insight	"Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen." -*Winston Churchill*	Concentrated direction of the mind that reflects… • awareness • consideration • interest • presence • courtesy	To continue steadfastly or firmly in purpose or course of action
So that managers and supervisors…				
Encourage, direct, delegate, and give feedback in a way that is clearly understood by others	Act with a full understanding of what others are experiencing	Step up to the practical and emotional challenges they must face	Demonstrate the value of employee efforts and contributions	Stay focused on what they are striving to achieve and don't give up in the face of distractions and setbacks

Source: Developed by the author

1.2 The Heart of Managing Well

ABOUT THIS TOOL—Creating a motivating environment for employees that fosters individual and team success is the outcome of the daily routines reflected in this chart.

APPLICATION—In which behaviors do you shine? Which would you like to develop further? Why? Ask your employees as a group to tell you where you shine and what they would like to see more of from you.

	Autonomy[2]	Mastery	Purpose
Listen	1. Know your employees 2. Pay positive attention 3. Put yourself in their shoes 4. Ask for feedback	5. Encourage career aspirations 6. Identify relevant learning opportunities	7. Keep current 8. Scan the horizon 9. Serve as a sounding board when difficult situations arise
Set Goals	10. Delegate intentionally 11. Build trust—listen, inform, follow-through, advocate when appropriate 12. Help prioritize 13. Foster teamwork	14. Give challenging assignments and the chance to learn something new 15. Support learning 16. Provide technical support, guidance, and feedback	17. Connect the work to the mission 18. Walk the talk 19. Cultivate self-awareness 20. Clarify your values and seek to understand the values of your staff 21. Admit your mistakes
Cultivate Accountability	22. Clarify responsibilities, authority, expectations 23. Encourage problem-solving. Ask: “What would you do?” 24. Paint a picture of success 25. Establish regular communication routines 26. Reward good work 27. Be candid about work that is sub-par	28. Be alert to coachable moments 29. Encourage learning from the work 30. Give timely, specific feedback 31. Connect employees to mentors	32. Ask: What best serves the organization’s mission, vision, and values? 33. Identify and discuss the ethical dimensions of our work.

Source: Developed by the author

[2]Daniel H. Pink, *Drive: The Surprising Truth About What Motivates Us*, (NY: Riverhead, 2009), Introduction

1.3 Five Traits of a Great Boss

ABOUT THIS TOOL—This article summarizes the results of a client survey conducted by consultant, executive coach, and author Halley Bock (www.halleybock.com). It's five findings provide a timeless guide for every manager's day-to-day practice.

APPLICATION—Underline words and phrases that resonate with you. Why are they important and how do they show up in your management practice?

Optional: Share this article with your team. Ask, 1) what is going well, and 2) what needs improving.

1. **Value what employees say.** Eighty percent of respondents who identified a positive relationship with their boss said that one of the top factors in the relationship's success is that their employer values their input. When your employee comes to you with an idea, it's important to sit down, actively listen, and explore the idea even when it seems unrealistic at first. If you miss the opportunity to process their input you will not only short-change yourself, you will diminish the relationship.
2. **Solicit diverse opinions.** Forty percent of people who claimed a poor working relationship said that the relationship was failing in part because their manager never solicited their input in the decision-making process. Not all employees will volunteer their opinions, especially early in the relationship. Actively solicit diverse opinions and feedback and draw out all perspectives. This will help ensure that employees feel heard and valued, keeping them engaged and encouraging them to grow.
3. **Offer constructive feedback.** Almost 40 percent of survey participants who reported a good relationship felt that it was important for managers to offer constructive feedback. While listening is important, supervisors must also play an active part in staff development by offering perspectives on their ideas. This takes extra time and effort, but it is well worth it to ensure that employees are prepared to take on new responsibilities and roles.
4. **Be honest.** More than thirty-three percent of respondents also cite honesty as a key component of a successful relationship. Employees crave transparency and candor. Trust that your employees are capable of handling the truth, whether it's in reference to their performance or the company's overall trajectory. When reality is presented in a non-threatening manner, people can rise to the occasion while gaining the opportunity to play a more meaningful role in their individual and collective success.
5. **Keep everyone informed.** More than forty percent of those surveyed who claimed a bad working relationship with their manager felt their boss failed to keep them in the loop. Once a decision is reached, leaders often fail to communicate the decision effectively to those who are affected by it. Keep your employees informed so they clearly see the impact they have on the organization and your decision-making process. Few things can be more frustrating than being left in the dark. People crave high levels of candor, collaboration, and curiosity from their managers. While it may require leaders to slow down, building relationships that foster engaged employees and improved decision-making on both sides is more than worth it.

Source: Halley Bock, "Five Traits of a Great Boss," *Ragan's HR Communications*, October 14, 2011.

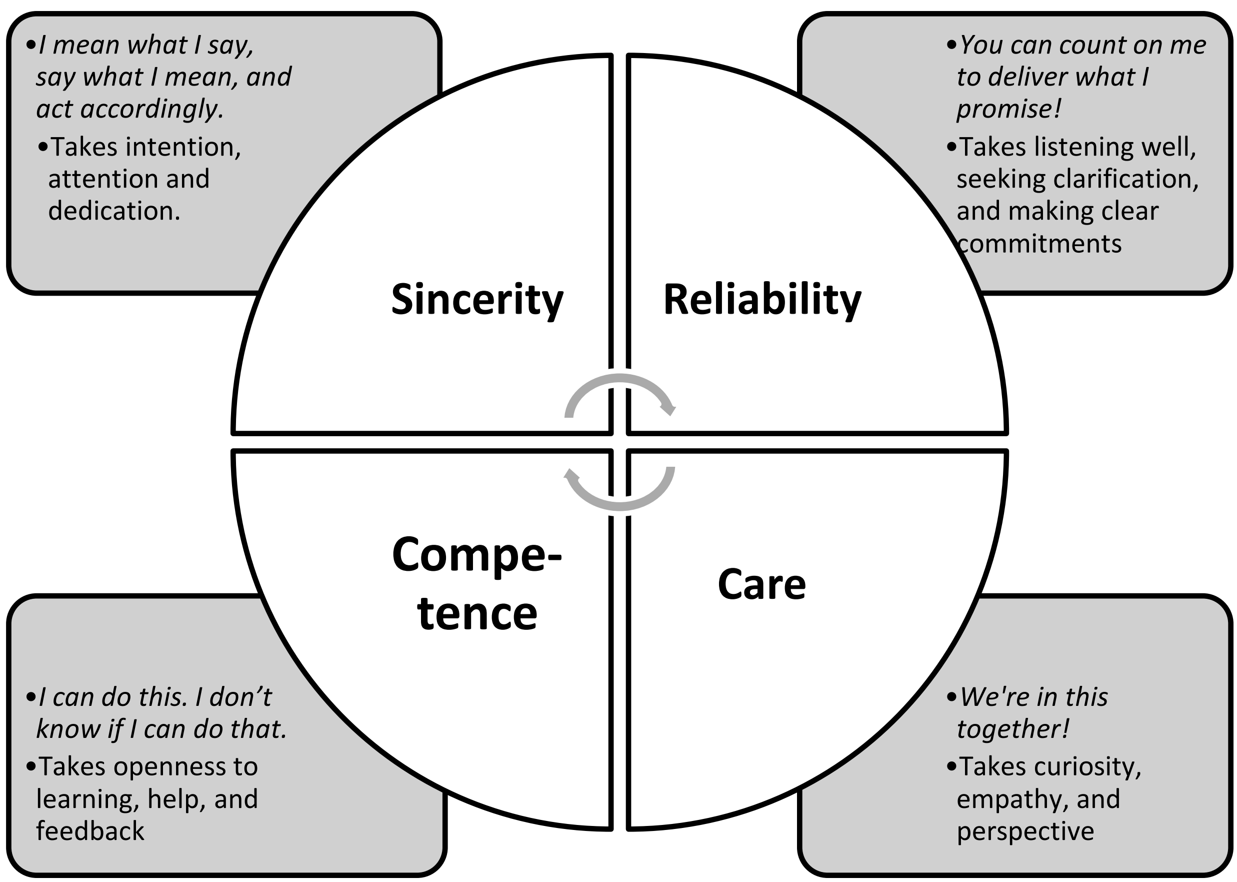
1.4 Trust is the Foundation

ABOUT THIS TOOL—Trust between managers and employees is the primary defining characteristic of the very best workplaces. In the same vein, Patrick Lencioni writes that trust is the foundation on which teamwork is built: "Trust lies at the heart of a functioning, cohesive team. Without it, teamwork is all but impossible."[3]

Yet building trust isn't simple or quick, and it can be lost in an instant. Brene Brown observes, "…Trust is earned in the smallest moments. It is earned not through heroic deeds, or even highly visible actions, but through paying attention, listening, and gestures of genuine care and connection."[4]

APPLICATION—Use these qualities in assessing your trustworthiness. How can you be worthy of your employees' trust? How can you build a culture of trust?

Optional: Share and discuss this tool with your team to develop a shared understanding of trust.



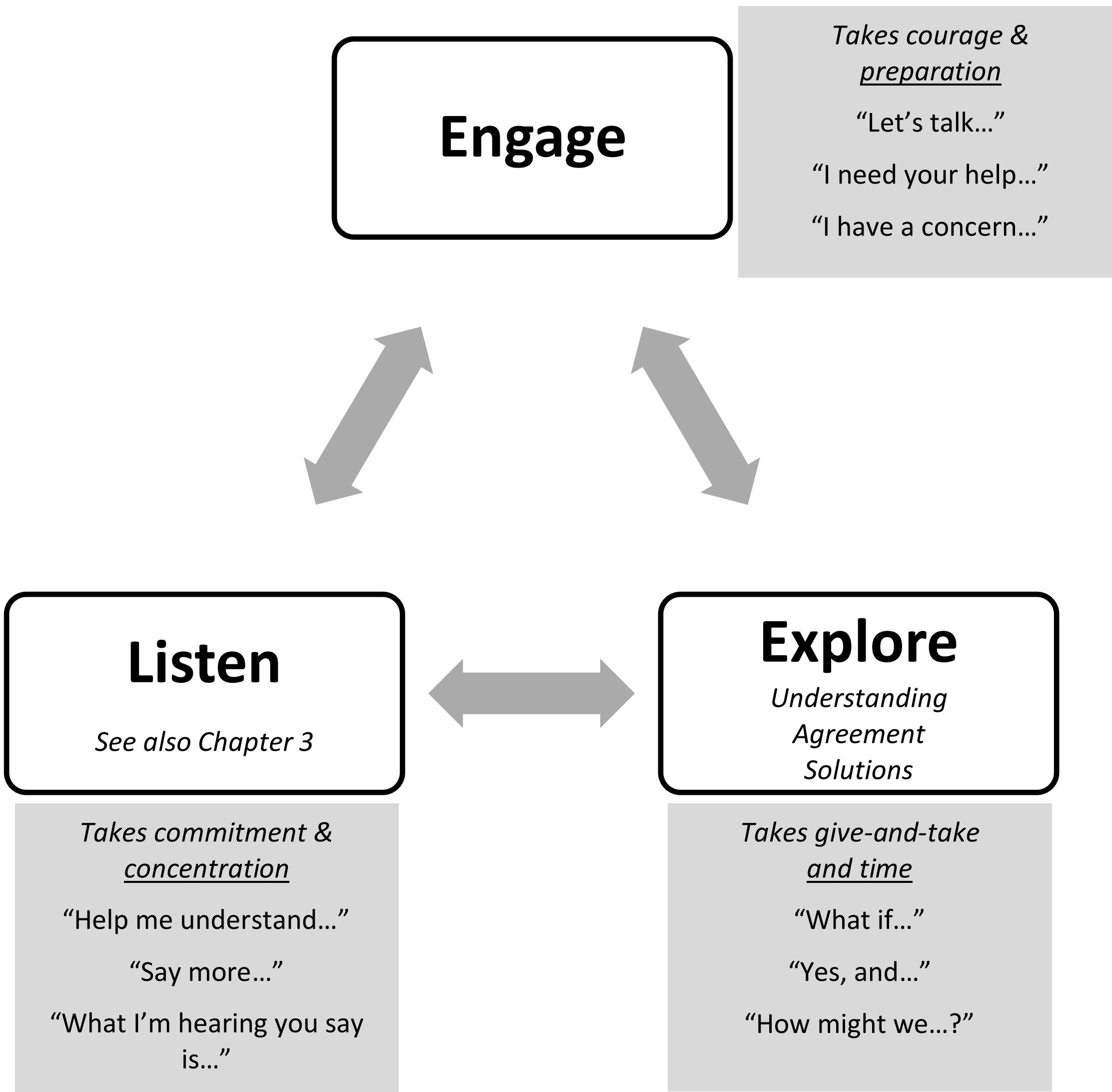
Source: Adapted from Charles Feltman, *The Thin Book of Trust* (Bend, OR: Thin Book Publishing, 2009)

[3] Patrick Lencioni, *The Five Dysfunctions of a Team: A Leadership Fable*, (SF: Jossey-Bass, 2002), 195
[4] Brene Brown, Dare to Lead: Daring Greatly and Rising Strong at Work, (NY: Random House, 2018), 32

1.5 A Pathway to Trust and Collaboration

ABOUT THIS TOOL—Successful collaboration is built on trust. This tool describes the essential elements and conversational cues that build trust through dialogue, curiosity, and checking for understanding and agreement.

APPLICATION—Use this framework to prepare for meetings with employees and colleagues where collaboration, creativity, and trust-building are key, especially where there may be tensions or differences.



Source: Developed by the author

Chapter 2

MANAGEMENT FUNDAMENTALS

Chapter 2

YOUR MANAGEMENT STYLE

The journey to becoming a wise and effective leader begins with the work of understanding oneself.

Kyle Dodson
School Principal

2.1 The Guardian Lions of the New York Public Library

ABOUT THIS TOOL—Metaphors have power. During the 1930s, New York City Mayor Fiorello LaGuardia named the guardian lions in front of the New York Public Library for the qualities he felt New Yorkers would need to survive the economic depression: Fortitude and Patience. These names have endured ever since, capturing two important touchstones needed for navigating life's challenges.

Similarly, this tool aims at providing you a meaningful gauge for guiding your actions in ways that meet your personal aspirations for excellence.

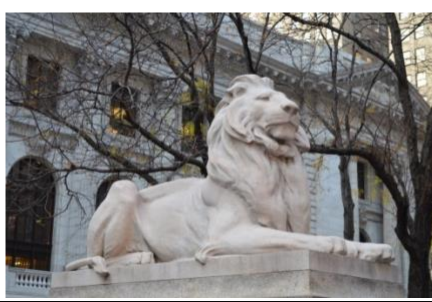
APPLICATION—Identify the touchstones, or core values, of your management practice in the space provided, below. What do you want to be known for in your interactions with others?


The Guardian Lions of the New York Public Library

FORTITUDE	**PATIENCE**


The author's Guardian Lions that inform his management practice

CLARITY	**CARING**

What are your two Guardian Lions that you want to be known for as a manager?

Source: Developed by the author

2.2 Guardian Lions Worksheet

ABOUT THIS TOOL—One way my Guardian Lion of ***Clarity*** manifests itself is through engaged listening and paraphrasing. In this way, I can be sure I understand the speaker's intent or correct any misunderstanding I may have.

At the same time, a skill can be overused in a way that impedes success instead of contributing to it. For example, listening well and paraphrasing can be a problem when the speaker mistakes one's understanding for agreement. Being aware of these risks can help you hone your skills, making them as constructive and contributory as possible.

APPLICATION—Use this worksheet to consider how your Guardian Lions are demonstrated in action. How do you translate your central values into daily practice? What are the risks and evidence of overusing them?

	Your Guardian Lions	3 ways these show up in practice	Evidence of overuse
Example	***Clarity***	*1. Active listening and paraphrasing* *2. Careful attention to email structure* *3. Weekly prioritization*	*1. Confusing my understanding for my agreement* *2. Over-editing simple messages* *3. Not allowing for the unexpected*
Lion #1		1. 2. 3.	
Lion #2		1. 2. 3.	

Source: Developed by the author

2.3 What are Your Management Expectations?

ABOUT THIS TOOL—Don't make your staff guess at what you are looking for in their work. Being clear about what you want from them will ensure you are more likely to see the results you desire.

APPLICATION—Fill in the blank box, below left, with what matters to you most as a manager. By sharing it, it becomes a gift to those who work with and for you.

HR MANAGER

Each of us represents all of us—we are always ambassadors for our team and our organization.

Good design contributes to clarity and reflects mastery.

Keep asking, "How can we do this better?"

Every interaction is a moment of truth in the application of our values.

Everyone deserves respectful and courteous treatment, regardless of their circumstance or behavior.

Own the difference you can make.

Care about the work and one another.

WHAT DO YOU EXPECT OF ALL YOUR EMPLOYEES?

VP FINANCE

Work hard on things that matter.

Treat each other well.

PROGRAM ADMINISTRATOR

Show up on time, be nice,
work hard.

Ask questions if you don't know.

Share your ideas.

Take responsibility for your own professional development.

Be patient with those who are impatient.

A MANAGEMENT TEAM'S SHARED EXPECTATIONS, AS POSTED

Plan the work; work the plan.

Own our work; share our success; [be] unafraid to fail.

Are always candid and always kind.

ACADEMIC LEADER

Work hard

Know your stuff

Don't be a jerk

Source: Developed by the author

MANAGEMENT FUNDAMENTALS

Chapter 3

HOW TO LISTEN

The difference between listening and pretending to listen is enormous. Real listening is a willingness to let the other person change you. When I'm willing to let them change me, something happens between us that's more interesting than a pair of dueling monologues.

Alan Alda
American Actor

3.1 Listening Assessment

ABOUT THIS TOOL—Increasing one's self-awareness is indispensable to be an effective manager. This assessment will help identify your strengths as a listener, as well as less helpful habits that need addressing.

Each item is to be considered in its own right. There is no cumulative score. Some describe effective listening habits, others that hamper listening well to others.

APPLICATION—Using a scale from *1-Never to 5-Always*, rate your listening habits, then reflect on the results, acknowledging your strengths and selecting one or two habits that you'd like to change. Feeling bold? Ask others to rate you using the same scale.

1.	My body language makes it clear I am fully listening.	
2.	I make the speaker feel as if he or she is the center of the conversation.	
3.	I give the speaker plenty of time to talk.	
4.	I refrain from interrupting the speaker.	
5.	I look at the speaker with encouraging eye contact.	
6.	I fidget with objects or otherwise act distracted.	
7.	I help keep the speaker on track with paraphrasing.	
8.	I probe for deeper understanding.	
9.	I finish the speaker's sentences.	
10.	I convey an attitude of openness and sincerity.	
11.	I put the speaker at ease, encouraging deeper sharing.	
12.	I ask questions that open up the discussion.	
13.	I ask questions to direct more discussion to a particular point, when helpful.	
14.	I ask questions to draw out emotions as much as facts.	
15.	I insert humorous remarks even when the speaker is serious.	
16.	I sneak a peek at my watch or cell phone.	
17.	I smile at the speaker and lean forward to convey interest.	
18.	I'm willing to be influenced by what I hear.	
19.	I create an atmosphere of trust and connection through listening.	
20.	I demonstrate empathy through listening.	

Source: Adapted from Association for Talent Development (ATD), *Infoline bulletin*, date unknown

3.2 Five Ways to Be a Better Listener

ABOUT THIS TOOL—"Listening takes up more of your waking hours than any other activity…The quality of your friendships, the cohesiveness of your family relationships, your effectiveness at work—these hinge, in large measure, on your ability to listen."[5] Here are five ways to boost your listening prowess.

APPLICATION—Pick one of these skills to practice each week for the next five weeks. Make daily notes of your experience. At the end of five weeks, reflect on your overall experience. What seemed to be easy? Hard?

- Commit to silence while the other person is talking.
- Physically demonstrate your intention to listen through your posture and eye contact and by minimizing distractions.
- Encourage the speaker with short verbal acknowledgements, such as "I see," "Say more," "Go on."
- Temper your self-talk to concentrate on what the speaker is saying. When you catch your mind wandering or preparing to respond, redirect your focus to the speaker.
- Test your understanding of what the speaker is saying and feeling. For example, "Are you saying…?" "It seems you're feeling…"

Source: Developed by the author

[5] Robert Bolton, *People Skills* (NY: Simon & Schuster, 1979), 30

3.3 Follow the Blinking Word

ABOUT THIS TOOL—"You can get more of what you want from your work if you improve your listening and your understanding of how work really gets done, the challenges your organization faces, changes coming, and the challenges your boss faces…When you tune out, you miss out."[6]

Following the blinking word forces you to pay close attention to what another person is saying.

APPLICATION—Review this technique then give it a try, and then try again. It will take continued practice to make following the blinking word, and better listening, routine.

Technique

1. Identify one word of what the speaker has said that *blinks* (stands out).
2. Ask about any one of the blinking words.
3. Listen for the answer.
4. Notice the blinking words in his or her answer and question one of them.
5. Pay attention to the answer.
6. Identify one blinking word in his or her answer and question it.

Example: You're having lunch with Brad, a coworker. As he talks, you *decide* to get curious and *really listen*. Brad says, "This project is a nightmare. I can't wait for it to end."

1. Speaker: "This project is a nightmare. I can't wait for it to end."
   You could inquire about project, nightmare, or end.
2. You: "Tell me more about the work. What makes it a nightmare?"
3. Speaker: "It's a nightmare because of the customer."
4. You: "What about the customer makes this so hard for you?"
5. Speaker: "He complains about everything. Then he sets another impossible deadline."
6. You: "Does he have total control over your deadlines?" or "Tell me about his biggest complaints."

Source: Adapted from Beverly Kaye and Sharon Jordan-Evans, *Love It, Don't Leave It* (SF: Berrett-Koehler, 2003), 140-141

[6] Beverly Kaye and Sharon Jordan-Evans, *Love It, Don't Leave It* (SF: Berrett-Koehler, 2003), 138

PART 2

GETTING STARTED

GETTING STARTED

Chapter 4

EFFECTIVE HIRING

Nothing we do is more important than hiring and developing people.

Lawrence Bossidy
Author & former COO of GE

4.1 Hiring Process Overview

ABOUT THIS TOOL—Hiring well requires managers to make it a priority. Follow the sequence described here for a fair and efficient approach, one that enhances the prospect of a successful outcome: a talented new employee bringing fresh energy and insights to your team.

APPLICATION—Study the steps below, then consult with your HR partner or recruiter. Consider how best to involve your team, the new employee's co-workers, in planning and hiring.

Plan the Process and Create a Hiring Calendar	Step 1	Tool 4.2
Analyze the Position	Step 2	Tool 4.3
Recruit	Step 3	Tool 4.4
Screen and Rank Candidates	Step 4	Tool 4.5
Develop Behavior-Based Interview Questions	Step 5	Tools 4.6, 4.7, 4.8
Conduct the Interview	Step 6	Tools 4.9, 4.10
Make the Selection Decision	Step 7	Tool 4.11
Check References	Step 8	Tools 4.12, 4.13
Make the Offer	Step 9	Tool 4.14

Source: Developed by the author

4.2 STEP 1—Plan the Process and Create a Hiring Calendar

ABOUT THIS TOOL—Each step of the hiring process takes time and occurs in the midst of multiple competing priorities. Answering these planning questions and creating a hiring calendar makes for a realistic timeframe and minimizes the prospect of last minute snags that can delay the process and potentially lose talented candidates.

APPLICATION—Work through these questions while developing a hiring calendar for the position you wish to fill.

PLANNING QUESTIONS

WHO will be involved?
- Screening
- Recruiting
- Interviewing
- Reference checking
- Selecting

WHAT is your budget?
- Advertising
- Candidate travel & lodging
- Interviewing expenses
- Salary budget
- External services?
- Relocation (Yes? No? %?)

WHAT does the interview day look like?
- Date(s)
- Greeter? Host?
- 1:1 interviews, panel(s), both?
- Writing task? Test? Presentation?
- Meet-and-greet or Q&A forum?

WHERE will you recruit?
- Your organization's websites
- Industry and professional association websites and journals
- LinkedIn
- Internally
- With partners

SAMPLE HIRING CALENDAR FOR A THREE-MONTH PROCESS

Continues on next page

April				
6 *Update job description*	7 *Create selection calendar*	8 *Submit requisition*	9	10
13	14 *Prepare position announcement*	15	16 *Schedule interview panelists*	17
20 *Post position*	21 *Recruit, recruit, recruit!*	22	23	24
27	28	29	30 *Prepare interview questions*	

SAMPLE HIRING CALENDAR (CONTINUED)

May				
4	5 *Start screening applications*	6	7	8
11	12 *Complete screening of applications*	13	14 *Invite top applicants to interview*	15
18	19	20 *First interviews*	21 *First interviews*	22
25	26 *Invite top candidates for second interview*	27	28 *Complete second interview*	29
June				
1	2 *Inform top candidate of preliminary decision; ask for references*	3	4 *Start reference checking*	5
8	9 *Complete reference checking; Obtain approval for salary offer*	10 *Offer candidate position*	11 *Hear back from candidate [They give 2 weeks' notice]*	12
15 *Notify finalists of selection decision*	16	17 *Prepare onboarding plan*	18	19
22	23	24	25	26
29 *New Employee Starts!*	30			

Source: Developed by the author

4.3 STEP 2—Analyze the Position

ABOUT THIS TOOL—Filling a vacant or new position is an opportunity to define exactly what you're looking for in terms of technical, interpersonal, and leadership skills. Carefully analyzing what's needed in the position serves as the foundation for a well-designed process, effective recruiting, and a successful interview.

APPLICATION—Use these questions as prompts for updating the job description. You'll be using the results for recruiting, interviewing and onboarding.

Update the Job Description	•What is really needed? •What are the core accountabilities and deliverables? •What possibilities does the position offer the organization and employee?
Identify Key Competencies	•What technical and business skills and abilities are needed to do the job successfully?
Describe Critical Behaviors	•What interpersonal qualities are needed given the complexity of interactions of this position? •In what ways will this position have a leadership role?
Specify Experience and Education Levels	•What minimum experience and education levels make sense? •Caution! The higher the qualifications the fewer the applicants.

Source: Developed by the author

4.4 STEP 3—Recruit

ABOUT THIS TOOL—A clear and fair hiring process necessitates an open and competitive recruitment. Finding the right candidate is more about the quality of applicants than the quantity. Worry less about casting a broad net and more about targeting promising individuals and talent pools.

APPLICATION—Follow these steps to deliberately attract the candidates who best match the needs of the position.

Experiment

- *Experiment* with different tools and websites such as LinkedIn, local papers and field-specific websites and publications.
- Consult with your HR recruiter and other managers for advice on where to advertise and promote the opening.

Communicate

- *Communicate* key functions of the position, minimum qualifications, application deadline and other pertinent information.
- Maintain a consistent look and feel to all advertisements, using the organization's logo when appropriate.

Reach Out

- Encourage colleagues to *reach out* to their networks.
- Use listservs and networks of other hiring managers.
- Contact leadership in professional and community organizations.
- Give recruiting materials to colleagues attending workshops and conferences.

Track

- *Track* where top candidates learned about the position and save data for future openings.
- Keep *track* of money spent on each recruiting activity.

Source: Developed by the author

4.5 STEP 4—Screen and Rank Candidates

ABOUT THIS TOOL—A ranking sheet is a useful tool to score resumes, keep track of candidate information, and document your screening and selection decisions. Weighting relatively more important criteria can help differentiate top candidates.

APPLICATION—Create a ranking sheet for the position using criteria based on the requirements for the position.

Sample ranking sheet

Applicant	Education (Bachelors = 1 pt Masters = 2 pts)	Relevant Competencies (1 pt)	Relevant Work Experience (1 pt)	Score	Meets Min. Quals?	Interview?
Candidate #1	1	0	0	1	No	No
Candidate #2	2	1	1	4	Yes	Yes

Other areas to consider

Writing, Spelling and Grammar

Bonus Skills

Previous History with Your Organization

Relocation Needs

Source: Developed by the author

4.6 STEP 5—Develop Behavior-Based Interview Questions

ABOUT THIS TOOL—Behavior-based interview questions presume that a candidate's past performance is the best indicator of future performance. Behavior-based questions ask the candidate how they have handled situations in the past similar to those they will encounter in the position they're seeking. In contrast, scenario questions ask candidates to speculate how they will handle hypothetical situations, revealing little about the individual's actual track record.

APPLICATION—Study the sample below, then create your own list of critical behaviors and related behavior-based questions. See Tool 4.7 for more ideas.

Sample behavioral analysis and behavior-based questions for a Recruiter.

Behaviors Critical to Success	Possible Question
1. Patience; keeping cool under pressure	Tell me about a time when you worked effectively under pressure.
2. Flexibility; open to exploring	Give me an example of when you had to change work midstream because of changing organizational priorities.
3. Skilled recruiter	Tell me about a difficult recruitment and how you went about finding the best candidate in the timeframe the hiring manager needed.
4. Superior communication skills, both interpersonally and in writing	Describe a presentation you successfully prepared and delivered to a person in authority.
5. Superior analytical, people, and problem-solving skills	Tell me about a time when you had to analyze facts quickly, define key issues, and respond immediately.
6. Excellent organizational skills	Describe your responsibilities for planning and organizing in your current position.
7. Awareness, tenacity, and diligence	Describe how you've dealt with the biggest challenges in your current/recent role.

ADDITIONAL TIPS

FORMAT—Behavior-based questions typically begin with one of the following phrases:

- Tell me about a time…
- Describe…
- Give me an example…

USEFUL FOLLOW-UP QUESTIONS

- What was the outcome?
- What might you do differently next time?
- What did you learn?
- How did others react?

Source: Developed by the author

4.7 50 Behavior-Based Interview Questions

If You're Looking For Behaviors That Revolve Around…

LEADERSHIP

1. Tell me about a time when you accomplished something significant that wouldn't have happened if you had not been there to make it happen.
2. Tell me about a time when you were able to step into a situation, take charge, muster support, and achieve good results.
3. Describe for me a time when you may have been disappointed in your behavior.
4. Tell me about a time when you had to discipline or fire a friend.
5. Tell me about a time when you've had to develop leaders under you.

INITIATIVE AND FOLLOW-THROUGH

1. Give me an example of a situation where you had to overcome major obstacles to achieve your objectives.
2. Tell me about a goal that you set that took a long time to achieve or that you are still working toward.
3. Tell me about a time when you won (or lost) an important contract.
4. Tell me about a time when you used your political savvy to push a program through that you really believed in.
5. Tell me about a situation that you had significant impact on because of your follow-through.

THINKING AND PROBLEM-SOLVING

1. Tell me about a time when you had to analyze facts quickly, define key issues, and respond immediately or develop a plan that produced good results.
2. If you had to do that activity over again, how would you do it differently?
3. Describe for me a situation where you may have missed an obvious solution to a problem.
4. Tell me about a time when you anticipated potential problems and developed preventative measures.
5. Tell me about a time when you surmounted a major obstacle.

COMMUNICATION

1. Tell me about a time when you had to present a proposal to a person in authority and were able to do this successfully
2. Tell me about a situation where you had to be persuasive and sell your idea to someone else.
3. Describe for me a situation where you persuaded team members to do things your way. What was the effect?
4. Tell me about a time when you were tolerant of an opinion that was different from yours.

WORKING EFFECTIVELY WITH OTHERS

1. Give me an example that would show that you've been able to develop and maintain productive relations with others, though there were differing points of view.
2. Tell me about a time when you were able to motivate others to get the desired results.
3. Tell me about a difficult situation with a co-worker, and how you handled it.
4. Tell me about a time when you played an integral role in getting a team (or workgroup) back on track.

WORK QUALITY

1. Tell me about a time when you wrote a report that was well received. What do you attribute that to?

2. Tell me about a time when you wrote a report that was not well received. What do you attribute that to?
3. Tell me about a specific project or program that you were involved with that resulted in improvement in a major work area.
4. Tell me about a time when you set your sights too high (or too low).

CREATIVITY AND INNOVATION

1. Tell me about a situation in which you were able to find a new and better way of doing something significant.
2. Tell me about a time when you were creative in solving a problem.
3. Describe a time when you were able to come up with new ideas that were key to the success of some activity or project.
4. Tell me about a time when you had to bring out the creativity in others.

PRIORITY-SETTING

1. Tell me about a time when you had to balance competing priorities and did so successfully.
2. Tell me about a time when you had to pick out the most important things in some activity and make sure those got done.
3. Tell me about a time that you prioritized the elements of a complicated project.
4. Tell me about a time when you got bogged down in the details of a project.

DECISION-MAKING

1. Describe for me a time when you had to make an important decision with limited facts.
2. Tell me about a time when you were forced to make an unpopular decision.
3. Describe for me a time when you had to adapt to a difficult situation. What did you do?
4. Tell me about a time when you made a bad decision.
5. Tell me about a time when you hired (or fired) the wrong person.

ABILITY TO WORK IN VARYING WORK CONDITIONS (STRESS, CHANGING DEADLINES, ETC.)

1. Tell me about a time when you worked effectively under pressure.
2. Tell me about a time when you were unable to complete a project on time.
3. Tell me about a time when you had to change work midstream because of changing organizational priorities.
4. Describe for me what you do to handle stressful situations.

DELEGATION

1. Tell me about a time when you delegated a project effectively.
2. Tell me about a time when you did a poor job of delegating.
3. Describe for me a time when you had to delegate to a person with a full workload, and how you went about doing it.

CUSTOMER SERVICE

1. Tell me about a time when you had to deal with an irate customer.
2. Tell me about one or two customer-service related programs that you've done that you're particularly proud of.
3. Tell me about a time when you made a lasting, positive impression on a customer.

Source: *Lin Grensing-Pophal, *Human Resource Essentials* (Alexandria, VA: Society for Human Resource Management, 2002), 243-246

4.8 Guidelines for Appropriate Questions (USA)

ABOUT THIS TOOL—In the United States, no employment decision may be based on race, sex/gender, color, national origin, age, religion, military or veteran status, disability, marital status, creed, sexual orientation, gender identify, political ideology.

APPLICATION—Review this tool with all interviewers prior to the interviews commencing.

Subject	Questions to Avoid	Possible alternative
National Origin / Citizenship	• Are you a US citizen? • What is your citizenship? • What country are you originally from? • What is your "native" tongue? • Are you first or second generation in America? • What kind of name is Quigtar? • What kind of accent is that?	• Are you legally authorized to work in the United States? • What languages do you speak and/or write fluently? (If you ask this question, be sure you ask every interviewee and only if it is job related.)
Religion	• Do you attend church on Sundays? • What religious holidays do you observe?	• This job requires you to work on weekends and/or holidays. Is that a problem for you? (Remember you may have to accommodate employees whose religious observance conflicts with work schedules.)
Disability	• Do you have a disability? • Can you perform the essential functions of the job with reasonable accommodation? • Do you have any illnesses or mental health problems? • Have you had any work-related injuries? • Have you ever filed a worker's compensation claim?	• Here's a list of the job's essential functions. Can you perform the job with or without accommodations? (You can ask candidates to describe how they would perform the job as long as you ask all the candidates.)
Off-hour activities	• Do you smoke? • Do you drink alcohol?	• Don't ask.
Memberships and professional affiliations	• What clubs and organizations do you belong to? • Are you a member of a union?	• What professional memberships do you have that you believe are relevant to the performance of this job?
Marital Status and Family	• Are you married? • What does your spouse do? • Shall I call you Ms., Miss, or Mrs.? • Do you live alone? • Tell me about your children. • Is your family excited about the relocation? • Does your spouse mind you traveling?	• Don't ask.

Children	• Do you have children? • When are you due (to pregnant candidate)? • Will you have to make childcare arrangements when you travel?	• Can you work overtime? • Are you willing to relocate? • This job requires weekend and holiday work; can you do that?
Sex	• Would you have a problem working primarily with women/men?	• Don’t ask
Age	• How old are you? • What’s your date of birth? • When did you graduate from high school/college? • Are you near retirement age?	• Are you of legal age to work? • Are you over the age of 18?

Source: Adapted from Washington State Administrative Code (WAC) 162-12-140 Preemployment inquiries

4.9 STEP 6—Conduct the Interview

ABOUT THIS TOOL—The interview process begins the future employee's relationship with the organization. How it is designed and managed will leave a lasting impression on candidates and interviewers alike. It will also influence the acceptance decision of the preferred candidate.

APPLICATION—Follow these proven steps in conducting your selection interviews.

Getting the Interview Started: Welcome & Introductions

- Ask rapport-building questions to put the candidate at ease
- Describe the process and timeline for the recruitment
- Discuss the job at the beginning of the interview
- Provide a description of the team and work environment
- Ask the candidate what questions they have about the position

During the Interview: Support & Guide

- Take notes and explain why you are taking them
- Maintain control
- Be patient
- Allow silence
- Clarify the intent of questions, if needed

Asking Questions

- Ask behavior-based questions about job-related experience
- Ask the candidate questions about their resume
- Press for specifics
- Thank them, without offering feedback on performance

After the Interview: Assess

- Consult all interviewers; ask them about the candidate's:
- Experience and qualifications
- Characteristics and abilities
- Interpersonal skills
- Assess the process: Did the questions elicit the information and insights you needed? Did the process reflect well on the organization? Were the candidates treated with dignity and respect?

Source: Adapted from *More Than a Gut Feeling III*, by Dr. Paul Green, CRM Learning, 2000.

4.10 Evaluating Candidate Answers: Look for STARs and PARs

ABOUT THIS TOOL—Two simple frameworks help interviewers evaluate how thoroughly candidates answer the questions posed to them. The STAR method works well in considering answers to behavior-based questions, the approach described in Tool 4.6. PAR is well-suited when candidates describe a problem they've encountered.

APPLICATION—Share this tool with all interviewers; use it to critically evaluate candidate answers.

S	**Situation**	Is the situation described by the candidate responsive to the focus or intent of the behavior-based question?
T	**Task**	Was the candidate clear and specific about the task for which they were responsible in responding to the situation?
A	**Action**	Was the candidate clear about what exactly they did in contributing to the outcome?
R	**Result**	Did the candidate describe the outcome, what resulted from their actions? Did they highlight what they learned?

P	**Problem**	Did the candidate describe the problem clearly and concisely?
A	**Action**	Was the candidate clear and specific about the actions they took in constructively addressing the problem?
R	**Result**	Did the candidate describe the result concretely? To what extent was the problem solved or mitigated? What did the candidate learn?

Source: Discussion with Bryan Verity, HR Director, International Training & Education Center for Health (I-TECH), University of Washington, 2018

4.11 STEP 7—Make the Selection Decision; The Challenge of Fit

ABOUT THIS TOOL—Deciding who to hire is challenging! Consider the totality of your experience with the candidates. Be sure to get input from every interviewer before making your final decision.

APPLICATION—Consider these six factors in evaluating the final candidates and deciding who to hire.

Interview Quality	Preparation	Skills & Abilities
Experience	Fit with the Organization *see essay below*	Fit with the Team *see essay below*

The Importance & Challenge of "Fit"

Hiring managers must consider a potential candidate's fit with the culture of the organization and team. Yet, in doing so, the potential for discriminatory decisions looms large, as well as the risk of perpetuating a culture of sameness and conformity. What to do?

First, be specific about what is meant by culture. Ideally, it is the alignment of employee behaviors with the mission and values of the organization. Describe the culture as objectively and specifically as possible. What is the evidence of the culture that characterizes your organization and your team—not just the espoused values, but the observable, day-to-day behaviors?

Second, describe the culture to the candidates in recruitment materials, screening interviews, and when you meet them in person. Include behavior-based, culturally specific questions in the interview (Tools 4.6, 4.7). For example, if respect is an organizational value, you could ask, "Give me an example that shows you've been able to develop and maintain productive relations with others, though there were differing points of view."[7]

Third, know your own hidden biases. Take the Race IAT (Implicit Association Test) available for free at Harvard's Project Implicit www.implicit.harvard.edu. Use the results to check your instincts as you proceed through the selection process.

Fourth, challenge your decision before finalizing it. What did the candidate say or do that demonstrates their fit with your culture? How might hidden biases be influencing your inclinations?

Source: Developed by the author

[7] Lin Grensing-Pophal, *Human Resource Essentials*, (Alexandria, VA: Society for Human Resource Management, 2002), p. 244

4.12 STEP 8—Check References

ABOUT THIS TOOL—References should be from professionals, not family members. Similar to interviewing, reference check questions should ask the reference how the candidate behaved. Questions should be driven by the position competencies.

APPLICATION—Use these tips and adapt the Sample Telephone Reference Check Questions (Tool 4.13) to get the most useful feedback on your potential new hire.

Tips for good reference checks

Check three professional references	Write out behavior-based reference questions beforehand	Use the position's competencies as your guide

Example

Competency: Works well under pressure.

Behavioral Reference Question: "Please provide an example of how [the candidate] demonstrated the ability to work in a fast paced, ever changing environment."

Source: Developed by the author

4.13 Sample Telephone Reference Check Questions

Ask the reference: "I wish to verify some of the information given to us by [*Applicant*], who is being considered for employment at [*Organization*] as a [*Position Title*]."

GENERAL REFERENCE QUESTIONS

1. What is his/her job title and primary responsibilities? Dates of employment?
2. How would you describe the quality of his/her work?
3. How well did he/she respond to pressure (e.g., from high volume, deadlines, multiple tasks, public contact)?
4. How well did he/she plan and organize his/her work, and were assignments typically completed on time?
5. What was the amount of supervision required for him/her?
6. How well did he/she get along with other people (e.g., clients, co-workers, supervisors)?
7. How did he/she respond to criticism/interpersonal conflict?
8. What are his/her strongest skills as an employee?
9. What areas of his/her performance would benefit from further development?

QUESTIONS SPECIFIC TO THE NEW POSITION

Questions addressing specific duties of this particular position should be included. For example, such questions might cover one or more of the following areas:

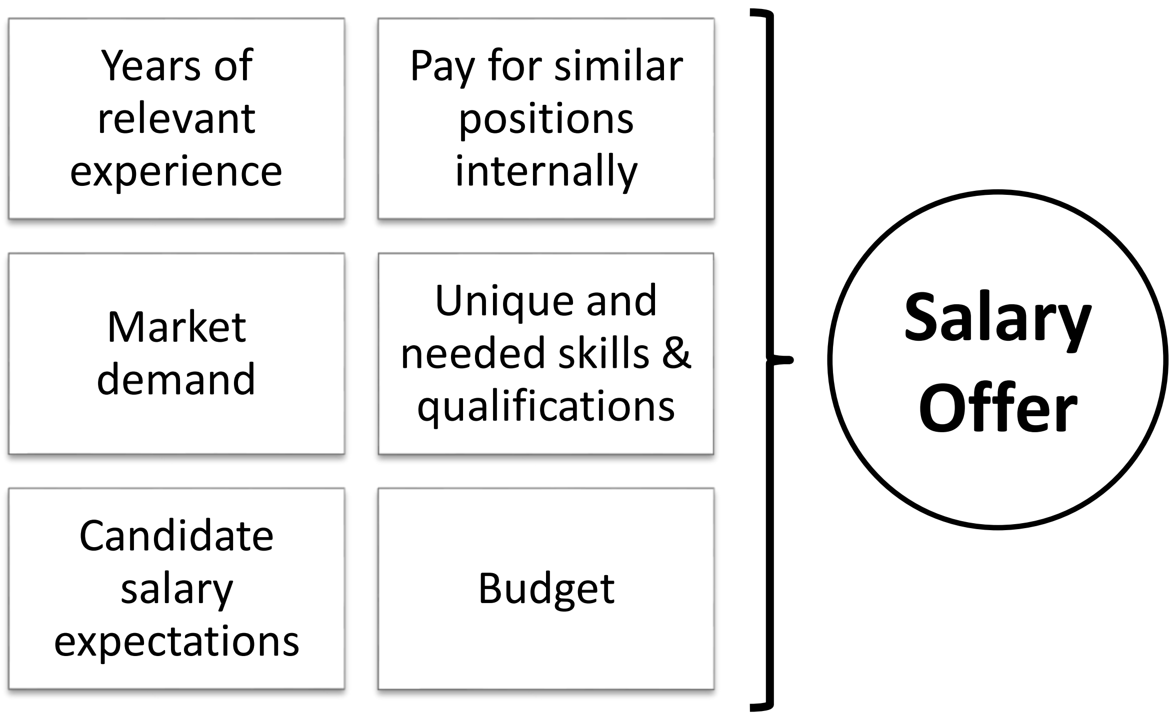
- Technical knowledge or skills applicable to this type of work
- Experience in the applicable professional field
- Managerial/supervisory experience
- Fiscal/budget management
- Computer applications (software, hardware, operating systems, etc.)
- Program development and project management
- Communication skills, both written and verbal
- Interpreting and applying rules and regulations
- Presentations and public speaking

Source: Adapted from "Telephone Reference Check Form," University of Washington, https://hr.uw.edu/ops/wp-content/uploads/2016/06/telephone.check_.form_.pdf

4.14 STEP 9—Make the Offer

ABOUT THIS TOOL—Money matters to both the new employee and the organization. As you consider what to offer the employee, keep the "hidden paycheck" in mind, not just the salary itself. That is, be clear about the benefits, culture, work environment, and professional development opportunities the new employee will enjoy.

APPLICATION—Use these six factors and work with your HR department, if you have one, in determining what to offer the new employee and the flexibility you have in negotiating the starting salary.



Source: Developed by the author

4.15 Summary: Best Practices for Hiring

Planning	Recruitment & Advertising	Ranking	Interviewing	Select & Offer
Start early	Use the organization's website	Use the job description as the basis for your ranking	*Remember!* Job analysis precedes question development	Consider technical and non-technical competencies
Create a hiring calendar	Leverage your networks	Weight criteria based on relevance to success	Use behavior-based questions	Consider candidate's characteristics
Determine your budget for advertising, candidate travel, possible relocation	Assess candidates using measurable requirements	Avoid assumptions or guessing at motivations	Be warm and welcoming, introduce interview team, outline the process	Consider candidate's experience
Analyze the job and update job description	Market the position, organization, environment, etc.	Create a ranking sheet to keep track of candidates	Let the candidate ask questions	Conduct reference checks; pay attention to hesitations, ask follow-up questions
Decide who to involve and their role	Announce the opportunity to staff and appropriate partners	Select top 2 – 4 for one opening	Discuss the candidates with the interview team immediately	Consider fit in the organization
Hire for multiple positions at the same time	Provide informational interviews	Use cover letter as a writing sample	Describe why candidates would want to work here	Set a realistic start date
Start to prepare for new employee	Use LinkedIn; reach out to colleagues	Clarify gaps, inconsistencies, changing jobs	Help keep candidates on track	Debrief with panelists and document decision
Design annual hiring plan if you expect multiple hires	Send information about the organization and team	Notify candidates not selected for interview	Follow up with all those interviewed personally	Be consistent and fair

Source: Developed by the author

GETTING STARTED

Chapter 5
ONBOARDING

The actions one takes during their first three months in a new job will largely determine whether they succeed or fail.

Michael Watkins
"The First 90 Days"

5.1 Onboarding Overview

ABOUT THIS TOOL—A deliberately planned onboarding process sets a new employee up for success. An employee should know what is expected of them in their first sixty days. These expectations should be realistic and encourage growth in technical aspects of the position as well as relationship building. Strong onboarding will reinforce the employee's decision to take the position and accelerate their ramping up to be a productive contributor.

APPLICATION—Use these tips and the Onboarding Plan (Tools 5.2, 5.3) to create a memorable onboarding experience for the new employee. Developing the plan with your team makes for a more complete onboarding experience and accelerates integration of the new employee with the team.

Create the Plan	Clarify for the Employee	Discuss with the Employee
Be there on the employee's first day	The current business situation for the organization and your team	Goals for the first sixty days
Set up their office	Who they will be working with	Initial assignments
Make lunch arrangements	Expectations *Technical* *Relationships*	What success looks like
Do something to make their first day memorable	Your personal communication preferences	Your management values (see Tool 2.3)

Source: Developed by the author

5.2 Sample Onboarding Plan

First Day	First Week	First Month	First 60 Days
Start time, lunch plans, workplace tour, initial meetings. What can you do to make the first day memorable for the employee? ***Example*** **8:30** Greet employee in lobby **8:45** Get settled in office **9:15** Review onboarding plan **9:45** Team meeting **11:00** Benefit Enrollment **12:00** Team outing & lunch **2:00** Workplace tour **3:00** Office time **4:00** Debrief the day	*Meetings, training, document review, and networking priorities for each day.* ***Example*** TUESDAY Attend division staff meeting WEDNESDAY Meet with colleagues in other units: Who? When? Why? FRIDAY Attend corporate onboarding presentation	*Check-in meetings, other meetings, training, and networking priorities for the rest of the month.*	*Required training, workshops, professional or community events, ongoing networking.*

Manager's General Expectations	Initial Assignments	Success Criteria for the First 60 Days
Here is where you would insert your statement of management expectations created using Tool 2.3. *It's important for employees to understand their new boss' values and mindset related to customer service, continuous improvement, learning, and representation of the organization.*	***Example*** 1. Complete onboarding 2. Establish positive working relationships 3. Make progress on…. 4. Master…. 5. Develop… 6. Research… 7. Review…	***Example*** I will know you are succeeding to the degree you accomplish the initial assignments, establish effective working relationships with the team and within the organization, and own the key accountabilities of your position. • Accountability #1 • Accountability #2…

Source: Developed by the author

5.3 Blank Onboarding Worksheet

First Day	First Week	First Month	First 60 Days

Manager's General Expectations	Initial Assignments	Success Criteria for the First 60 Days

Source: Developed by the author

PART 3

CORE RESPONSIBILITIES

Chapter 6

CORE RESPONSIBILITIES

Chapter 6
FOSTERING ACCOUNTABILITY

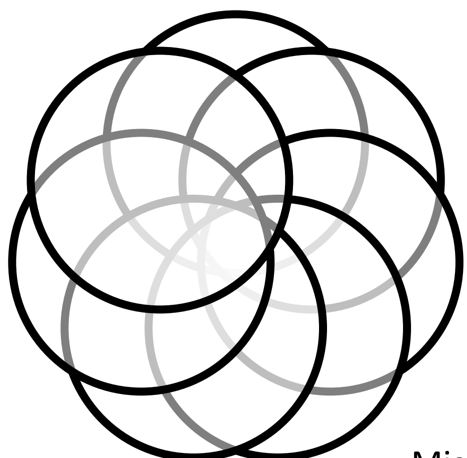
The conductor doesn't make a sound. The power comes from his ability to make other people powerful, to awaken possibility in other people.

Ben Zander
Conductor and Speaker

6.1 Management Practices Fostering Accountability

ABOUT THIS TOOL—As shown in the diagram below, employee accountability stems from the intersection of a variety of distinct management practices. Delegation and team goal-setting, the twin focus of this chapter, are essential habits at which managers must excel. At the same time, these critical practices operate within the context of the quality of daily interactions, clear roles, and compelling strategies.

APPLICATION—Use the list below to identify those practices you wish to hone further, and then make a plan to do so.



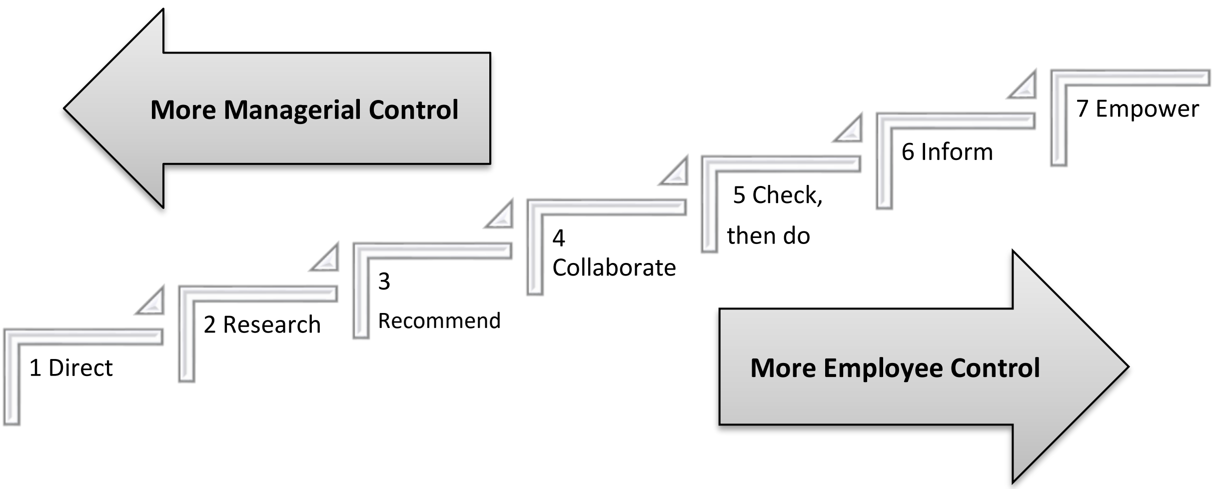
Source: Developed by the author

6.2 Many Ways to Delegate

ABOUT THIS TOOL—Effective delegation distributes workload, taps the talent on your team, and can play a central role in developing employees. At the same time, there is no consistently right level of authority to delegate. It depends on the experience and track record of the employee and the urgency, complexity, and impact of the assignment.

Each of the seven levels of the delegation continuum is appropriate given the circumstances. I find myself most often using levels 2 to 5, with level 4 the most common—that is, collaborating with the employee in exploring various options based on research the employee has completed.

APPLICATION—As you flesh out the assignment to be delegated, consider its complexity, its urgency, employee capabilities, and how you want to be involved in decisions along the way.



1. The manager *directs* the employee exactly what to do; employee asks clarifying questions but has little latitude in executing the manager's direction
2. Employee *researches* issue; manager decides what to do
3. Employee researches an issue and makes a *recommendation* on the best course of action; manager decides what to do
4. Employee and manager *collaborate* in exploring options and developing a solution to an issue
5. Employee decides on the best course of action, but *checks* with the manager for the go-ahead before implementing it
6. Employee implements the decision, but keeps the manager *informe*d along the way
7. Employee is fully *empowered* to manage the issue as they see fit and are fully accountable for the results

Source: Adapted from Robert Tannebaum and Warren Schmidt, "How to Choose a Leadership Pattern," *Harvard Business Review,* (May 1973)

6.3 Delegation Worksheet

ABOUT THIS TOOL—You can use the worksheet as is, as a guide in writing the assignment to be delegated, or as an agenda for meeting with the employee to discuss the work you want them to do.

APPLICATION—Use this worksheet to guide you through the steps needed to delegate effectively.

Tell the employee…

DELIVERABLE—The result you want

DEADLINE—When you want it

PURPOSE—What this assignment is meant to accomplish and how it will be used

PRIORITY—The urgency of the task and how it fits with other priorities

CHECK-IN—How frequently you want to be updated

AUTHORITY—How far the employee can go on their own [Tool 6.2]

Ask the employee…

- How confident they are in completing the task *ON TIME*
- Competing *PRIORITIES* they may have
- What *RESOURCES* they need to accomplish the assignment

Source: Adapted from Val Williams, *Get the Best Out of Your People and Yourself*, (Edison, NJ: Shadowbrook, 2002), 11-20

6.4 Delegation Worksheet Example

Tell the employee…
DELIVERABLE: The result you want *Interview hiring managers and prepare a report with recommendations on how HR can better support their success in the selection process.*
PURPOSE: What this assignment is meant to accomplish and how it will be used *Redesigning our hiring process is a top department priority this year. The information you collect will provide critical input into that effort.*
PRIORITY—The urgency of the task and how it fits with other priorities *Hiring talented employees is central to the success of our organization. How we support hiring managers in finding, interviewing, and selecting talented employees is one of the main ways we in HR can contribute to our organization's future. Improving our hiring processes is critical to the organization and to our credibility and value as HR.*
DEADLINE: When you want it *Draft report by July 31*
CHECK-IN: How frequently you want to be updated *Show me the interview questions before scheduling meetings with the hiring the managers.*
AUTHORITY: How far the employee can go on their own *I'll decide on next steps based on your recommendations. [Level 3 on the delegation continuum—Tool 6.2]*
Ask the employee…
• How confident they are in completing the task *ON TIME* • What competing *PRIORITIES* they may have • What *RESOURCES* they need

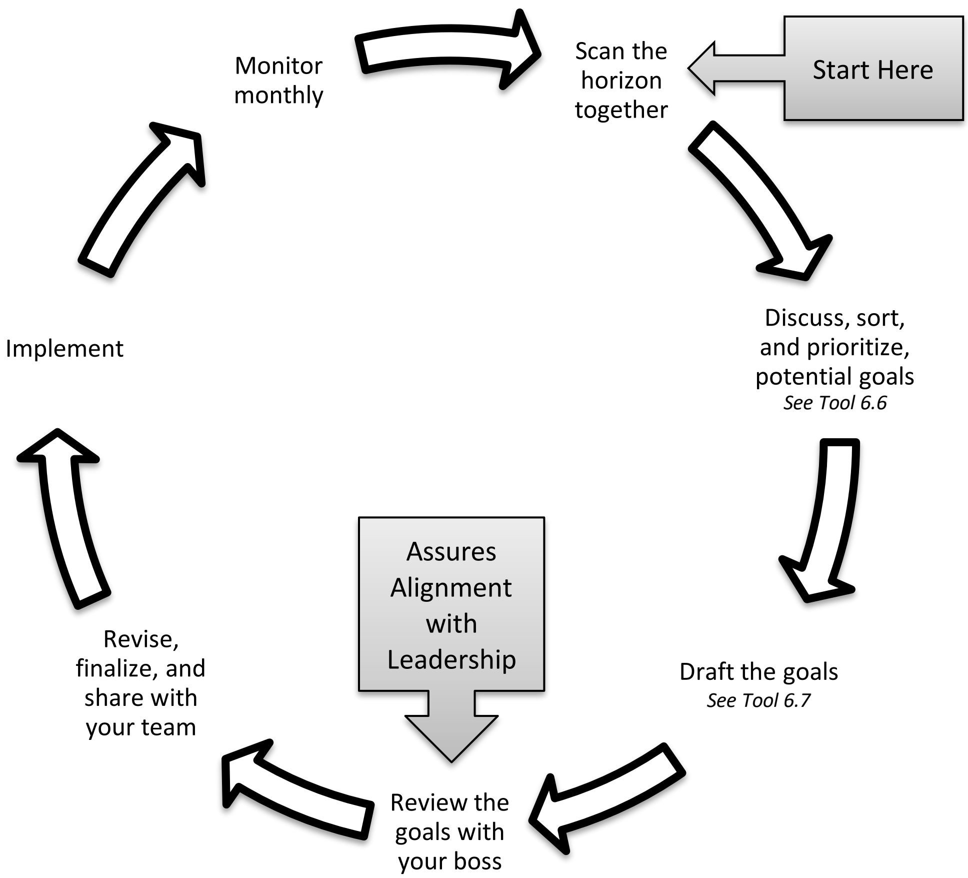
Source: Developed by the author

6.5 Quarterly Team Goal-Setting Routine

ABOUT THIS TOOL— Teams that set clear, vivid goals together achieve more. Focusing team efforts leverages employee time, talent, and energy in alignment with leadership priorities. Doing so answers the question, "What does the organization get for investing in your team?"

APPLICATION—Begin regular goal-setting by reviewing these steps with your team.

First, sort your team's accountabilities into logical categories, or buckets, of linked activities. Now you're ready to do quarterly goal-setting.



Source: Developed by the author

6.6 Prioritization Grid

ABOUT THIS TOOL—One way to evaluate potential goals is to sort them by the impact they will have and the difficulty in achieving that impact.

Impact—The difference achieving the goal will have for your team's stakeholders.

Difficulty—The relative effort needed to realize the impact given its complexity, resource implications, historical context, and anticipated obstacles.

APPLICATION—Assign a letter to each of your potential goals. A's and B's should predominate. If most of your goals are B's—that is, high impact but very difficult to achieve—reassess!

←Impact→	Hi Impact / Low Difficulty **A**	High Impact / High Difficulty **B**
	Low Impact / Low Difficulty **C**	Low Impact / High Difficulty **D**
	←Difficulty→	

Source: Adapted from an in-house PATH manual, ~2002. PATH is a global health NGO headquartered in Seattle: www.path.org

6.7 Simple Goal Format

ABOUT THIS TOOL—Concise, concrete, and clearly written goals enhance the probability they will be achieved.

APPLICATION—Follow this format in writing your goals. Always start with an action verb.

$$\underbrace{\text{Hire an analyst}}_{\textit{What will you do?}}\ \underbrace{\text{by June 15}}_{\textit{By when?}}\ \underbrace{\text{to fill a vacancy.}}_{\textit{Why?}}$$

Source: Developed by the author

6.8 Example of Team Goals

ABOUT THIS TOOL—This is an abbreviated example of quarterly goals of a human resources team. The names in brackets indicate the staff person principally accountable for achieving that goal, though others may contribute. Where two or more names appear, the first person listed is the lead. [Names are fictitious.]

APPLICATION—Adapt this format to meet your team's needs.

Staffing	Compensation	Professional Development
RECRUITMENT PROCESS IMPROVEMENTS—By the end of the quarter, implement the list of improvements in the workflow of the hiring process so that the time of hiring managers is maximized and the success of selection processes enhanced. [Diane, Paul] **NEW EMPLOYEE ORIENTATION**—Finalize and then announce by November 1 the refreshed approach to online orientation of new employees, enabling them to have a quality orientation experience regardless of workplace location. [Diane]	**POSITION REVIEWS**—Complete the analysis of the accounting job family and submit for position review to assure market competitiveness of these key financial positions. Due: November 15. [Prashant]	**PROFESSIONAL DEVELOPMENT**—Meet with leadership by October 31 to obtain their endorsement for a new professional development program so that the workforce has clear guidance and support for their continuous professional growth. [Paul]
Management Development	**Performance Management**	**Organization Development**
MANAGEMENT EXCELLENCE—Complete a report by December 1 of participant experience in the basic management excellence program with the aim of updating and strengthening program content. [Paul, Molly]	**PERFORMANCE REVIEWS—**Convene a task force of managers and employees by November 1 to identify ways to strengthen and make more efficient the annual performance review process. [Jane, Diane, Prashant]	**CLIMATE SURVEY—**Meet with leadership twice this quarter to assess their readiness to take action on the anticipated results of the proposed climate survey. The readiness assessment will determine whether we will proceed with the survey. [Molly]

Source: Developed by the author

CORE RESPONSIBILITIES

Chapter 7

HELPING STAFF GROW

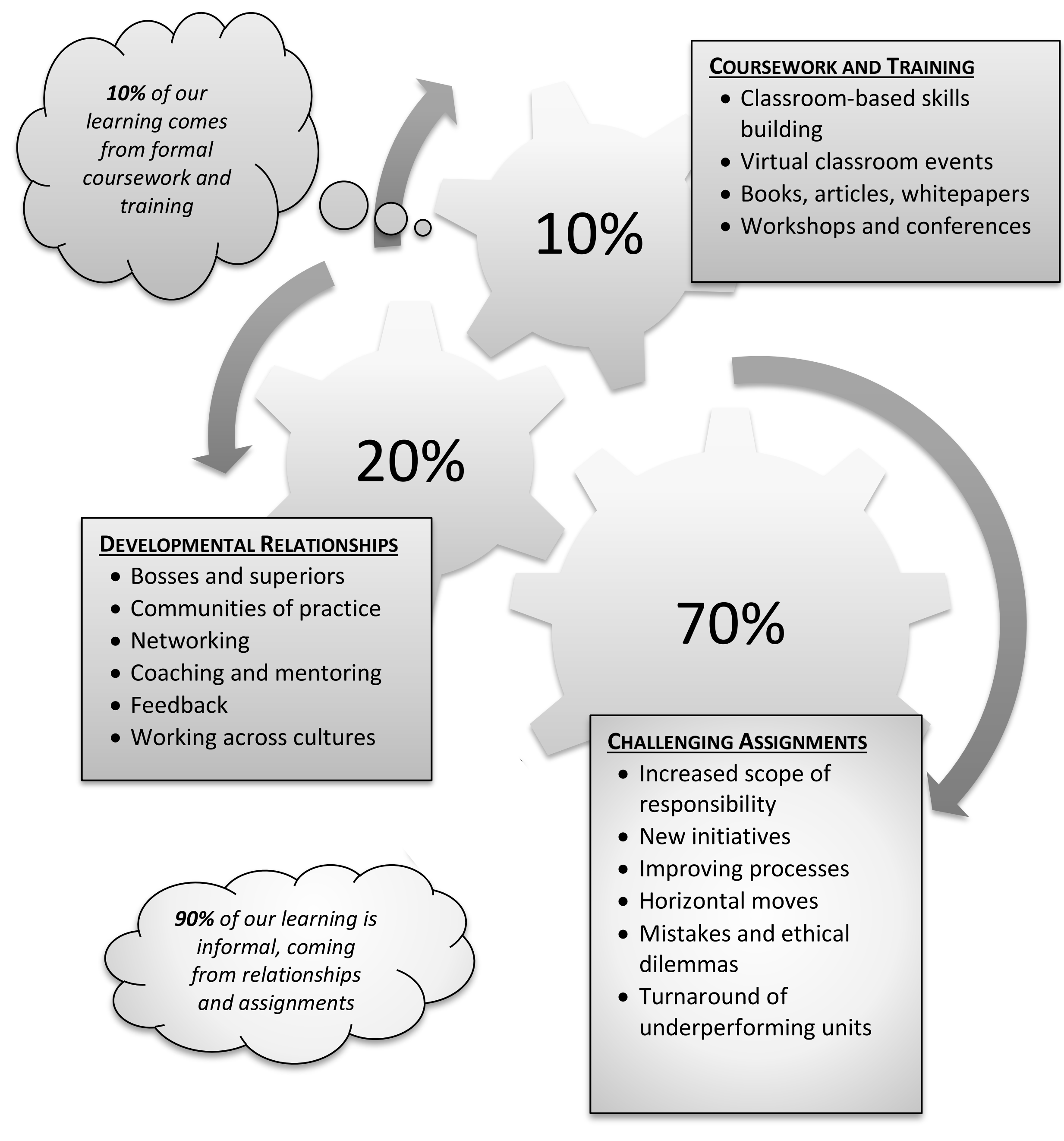
Leadership and learning are indispensable to each other.

John F. Kennedy

7.1 The 70:20:10 Rule

ABOUT THIS TOOL—Effective managers learn roughly 70% from tough jobs, 20% from people (mostly the boss), 10% from courses and reading. Though coursework and training are seen as contributing just 10 percent to a manager's development, when done well they have an amplifying effect—clarifying, supporting and boosting the other 90 percent of a manager's learning.

APPLICATION—Study the image, below, and then evaluate where the opportunities are to leverage learning for your team.



Source: "The 70-20-10 Rule for Leadership Development," Center for Creative Leadership, accessed 2018, https://www.ccl.org/articles/leading-effectively-articles/70-20-10-rule/

7.2 Menu of Professional Development Options

ABOUT THIS TOOL—Many of our most powerful learning experiences occur outside of classrooms, workshops, and conferences. This chart is meant to spark creative thinking in deciding how best to foster employee development. There are many low- or no-cost options that can lead to lasting learning.

APPLICATION—Study the chart and review with your employees to identify promising professional development opportunities.

Learn from the Work Itself	Learn from Colleagues	Learn through Teaching	Reflective Learning	Learn with Others
1. Take on stretch assignments *(assignments at a higher level of complexity and skill)* 2. Participate in a cross-division or office working group 3. Develop or improve a process, procedure, or practice 4. Learn and apply a new method or technique 5. Take on temporary assignments 6. Help design and lead team retreats 7. Work across cultures	8. Join or start a study group, journal club, or community of practice 9. Find a mentor for yourself 10. Join a LinkedIn group 11. Network *(meet periodically with other professionals to learn about their experiences and challenges)* 12. Learn from the "Digital Network" (Google, YouTube, TED, Wikis, Websites…) 13. Shadow a colleague for a day (or so)	14. Mentor others 15. Read and report to your team on what you read 16. Teach a workshop or course 17. Present at a conference 18. Share what you learn with your team	19. Write case studies and articles 20. Solicit feedback 21. Keep a journal 22. Read a book 23. Create your personal vision and mission statement 24. Clarify your values	25. Join online discussion groups 26. Take an online course or workshop 27. Attend workshops, seminars, and conferences 28. Volunteer in your community 29. Participate in professional associations 30. Take field trips with teammates to see how others do business

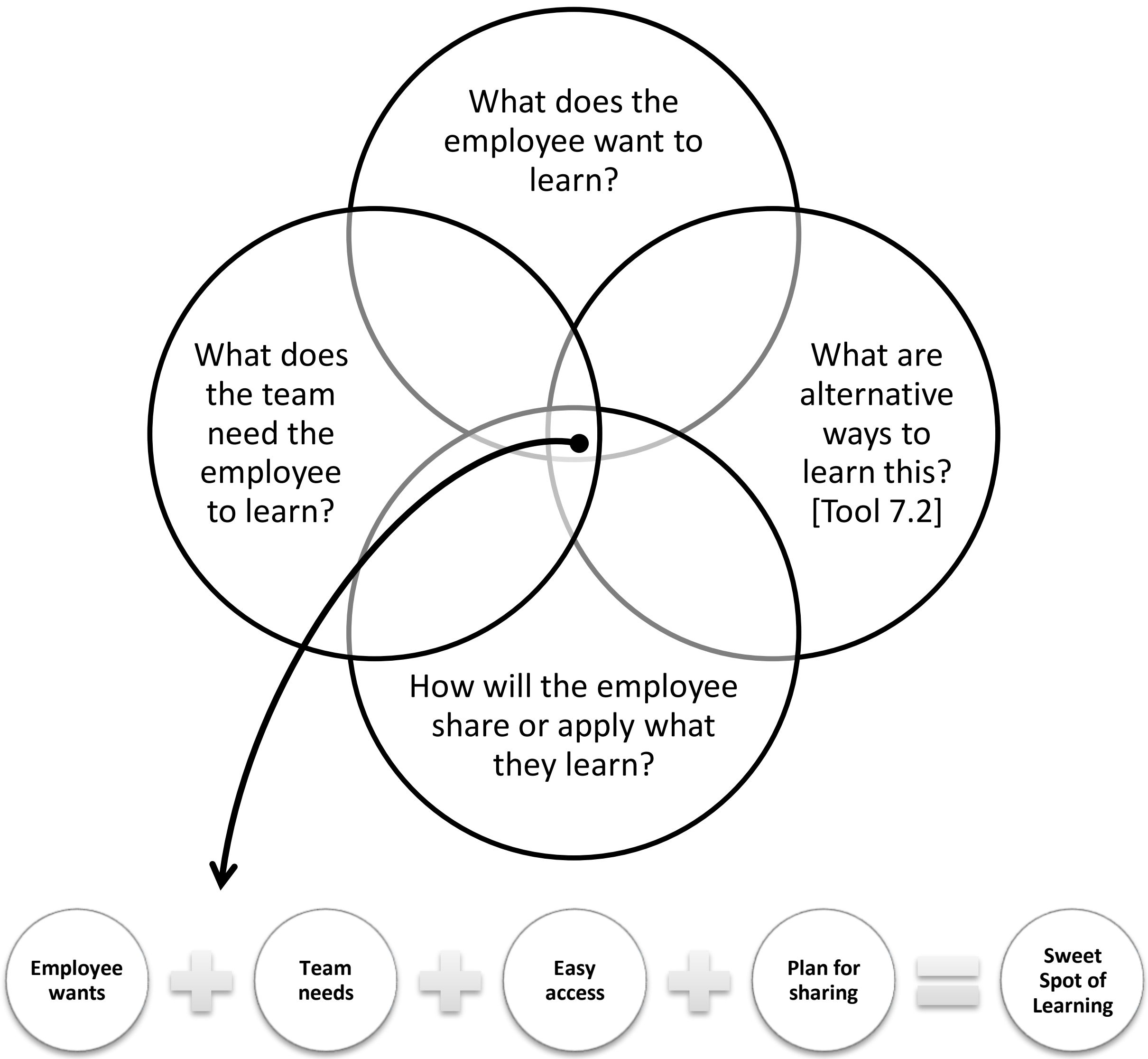
Source: Developed by the author

7.3 How to Plan for Employee Development

ABOUT THIS TOOL—The continuing opportunity to deepen and broaden one's professional repertoire is one of three factors that motivate knowledge workers [Tool 1.2]. While professional development is ultimately the responsibility of the employee, the support and encouragement of their manager is indispensable.

This simple framework will give you the basis for a productive conversation with the employee about their learning. It balances employee interests with those of the team. It also reinforces the learning by challenging the employee to synthesize and share with others what they learned, even if it's only the manager.

APPLICATION—Use these questions when meeting with your employees about their professional development or in responding to their learning requests.



Source: Developed by the author

7.4 How to Evaluate Workshop and Conference Requests

ABOUT THIS TOOL—Learning occurs in many forms. A common one necessitating a manager's authorization is whether or not to spend the organization's money for an employee to attend a workshop or conference. These questions will help you fairly evaluate such requests.

APPLICATION—Use these questions in deciding whether to fund workshop or conference requests.

1. **How strongly does the workshop or conference relate to the employee's job?**
   a. How does it relate to current responsibilities?
   b. How does it relate to probable future responsibilities?
   c. To what extent will this build on the employee's strengths, deepen their understanding or add skills?
   d. How strongly does this relate to the needs of the team and organization?
   e. What is the employee's track record for using or sharing learning from past workshops or conferences they've attended?

2. **How much does it cost in terms of both money and time away from work?**
   a. Is there sufficient budget to cover the full costs--fees, travel, lodging, and food?
   b. Can the employee's absence be managed with minimal disruption?
   c. Is it allowable and reasonable under applicable policies and regulations?
   d. Are there no- or low-cost options? [Tool 7.2]
   e. Does this employee's performance merit this level of investment?

3. **How will this be viewed by others?**

4. **Has this employee already had this kind of opportunity?**

5. **How easily can the learning be shared or applied?**

Source: Developed by the author

7.5 Summary: It's Challenging to Learn from Experience[8]

Learning from experience is not as easy as it sounds. According to the scholars Emre Soyer and Robin Hogarth, our doing so is flawed. Here's why:

1. We focus on outcomes instead of the processes that led to them.
2. We are insufficiently critical of our successes and overly critical of our stumbles, often overlooking the role of systemic issues and just plain luck in both.
3. Self-censorship by staff and colleagues distorts the feedback we receive. This is exacerbated by the level of the manager receiving the feedback: The higher the level, the greater the distortion and staff self-censorship.
4. We gravitate towards explanations that reinforce our biases and beliefs.
5. Our memories are flawed and incomplete.
6. Our own experience is limited.
7. We tend to imagine a future much like the present.

The antidote?

1. Actively seek diverse perspectives and disconfirming evidence.
2. Interrogate your wins as well as your setbacks.
3. Fail forward, that is, use a structured process to debrief decisions. That US Army's after-action review (AAR) process is a good example. Sample AAR questions:
    a. What was supposed to happen?
    b. What actually happened?
    c. What can we learn from what went well?
    d. What can we improve for the future?

    You can find many more AAR questions online.
4. Widen your lens to consider factors in the environment surrounding the immediate decision.
5. Embrace the ethic of continuous improvement.

Source: Developed by the author

[8] Emre Soyer and Robin M. Hogarth, "Fooled by Experience," *Harvard Business Review*, (May 2015)

7.6 Stay Interview Questions

ABOUT THIS TOOL—What can you do to help keep a good employee working for you? Conducting a *stay interview* will help you find out and learn what might make a valued employee want to leave. Here is a sample format for inviting an employee to such an interview that includes the *stay questions* themselves.

APPLICATION—Edit the invitation to fit your interests, then give it a try. It's rewarding and insightful in its own right, plus you'll be able to adapt your delegation, communication, and feedback routines to better match the motivations of your employees.

You are invited to attend…

The next step in your continued development.

You make a difference and I value your contributions.

Let's discuss some things that are important to you and me:

What will keep you here?

What might entice you away?

What is most energizing to you about your work?

Are we fully utilizing your talents?

What is inhibiting your success?

What can I do differently to best assist you?

Please schedule a meeting with me within the next two weeks to discuss this and anything else you'd like to talk about.

Source: Beverly Kaye and Sharon Jordan-Evans, *Hello Stay Interviews, Goodbye Talent Loss,* (Oakland, CA: Berrett-Koehler, 2015), Ch. 2

Find listening tips in Chapter 3 "How to Listen"

7.7 ORBIT Your Opportunities [repeated as Tool 11.6]

ABOUT THIS TOOL—The ORBIT coaching sequence begins by envisioning the future you want, rather than the obstacles you're facing. Doing so enables you to coach others both deliberately *and* optimistically. This is my go-to tool for professional development conversations and decision-making.

APPLICATION—Follow this sequence when coaching others.

<u>O</u>utcome	What outcome do you hope to see in this situation? What does the problem look like solved or the aspiration realized? What do you hope to achieve?
<u>R</u>eflection	What are the current circumstances in relation to your desired outcome? Consider both facts and feelings. This would be the ideal time to use Force Field Analysis [Tool 11.3]
<u>B</u>rainstorming	Generate at least seven unique ideas to achieve your objective in light of your reflections. Why seven? Your initial ideas will be the obvious solutions; by the time you get to seven you need to get creative, to think beyond the obvious.
<u>I</u>ntention	Which of the ideas you brainstormed hold the most promise for achieving your objective? Which ones energize you? Just pick two or three. One is all you need to get started.
<u>T</u>asks	What are the initial tasks and timing to implement your intention? You don't have to create an entire plan; you just need to identify the first steps you'll take and when you will take them.

For an even more complete problem-solving session, consider adding an E and R to your ORBIT…ORBITER

<u>E</u>ncouragement	What encouragement or support do you need to assure you'll follow-through on the tasks you've identified? It may be as simple as putting a couple of notes on your calendar, or committing to a colleague to check-in periodically.
<u>R</u>efinement	Did your steps achieve their intended objective? If so, what can you learn from your success? If not, how can you refine your actions to better achieve your objectives?

Source: Developed by the author

7.8 Sample ORBIT Coaching Conversation [repeated as Tool 11.7]		
Step	**Manager**	**Employee**
O		I'd like to be the lead on the next project…a real project manager
R	Say more. Why does this appeal to you?	
		I feel like I'm ready—I've been a member of three project teams. I really enjoy the work. The details and discussion of what to do and when have been a real education on how to tackle complicated projects. I've learned a lot. Plus, I completed an online workshop.
B	Let's put together a list of ideas on how you could step up to a project manager role.	
	Both Manager and Employee participate in the brainstorming 1. Take a more formal project management course 2. Become a Certified Project Manager 3. Learn about how to design and facilitate project meetings 4. Interview a few project managers to learn more about their work and training 5. Find a project manager who could be a mentor for me 6. Shadow a project manager 7. Review a project manager's job description to understand the work and requirements better 8. Study a few projects more deliberately to identify common practices 9. Join a professional association of project managers	
I	Those are a lot of good ideas. Where do you want to start?	
		I'd like to begin by interviewing a few project managers. [Idea #4 from above.]
T	How and when will you start?	
		I'll reach out next week to the project managers I've worked with and ask them for an appointment.

Source: Developed by the author

7.9 Mentoring Agreement

ABOUT THIS TOOL—Mentoring is a powerful, deliberate learning strategy. A manager plays an instrumental role in helping focus an employee's mentoring goal and connecting them with a potential mentor.

Mentors are colleagues whose experience and expertise can accelerate an employee's learning. Mentors can come either from within or outside the organization.

APPLICATION—This Mentoring Agreement supports successful mentoring relationships by assuring the mentor and mentee are clear about what they expect of one another.

Mentoring Agreement

Employee________________________ Mentor___________________________

We voluntarily enter into this mentoring relationship to benefit both us and the organization. We want this to be a rich and rewarding experience, with most of our time together spent on substantive development activities. To minimize administrative details, we have noted these features of our relationship:

A. Learning Objectives
What the employee hopes to learn from the mentor.

B. Confidentiality
All information shared by the employee relevant to the learning objectives will be held in confidence by the mentor unless mutually agreed otherwise.

C. Duration

From ____________________ To ____________________

Mentoring agreements are typically for a year or less.

D. Frequency of Meetings
Depending on the nature of the learning objectives, meeting at least every three to four weeks is best for maintaining the momentum for learning.

E. Approximate amount of time to be invested by the Mentor
Other than meeting with the mentee, what else will the Mentor be expected to do to contribute the mentoring relationship.

F. Describe the specific role of the Mentor and Mentee
MENTOR—Describe the specific ways in which the Mentor is expected to contribute to the mentee's development.
MENTEE—The Mentee is expected to engage fully in the mentoring relationship, complete any assignments, and arrive on time prepared for meetings.

G. Termination
Either party may terminate the mentoring relationship at any time for any reason.

H. Signatures
Of the mentor and mentee only.

Source: Adapted from Margo Murray. *Beyond the Myths and Magic of Mentoring*, (SF: Jossey-Bass, 2001) www.mentors-mmha.com

7.10 Tips for Giving Positive, Powerful Feedback

ABOUT THIS TOOL—When you deliver positive feedback**,** you help people recognize what they are doing well, feel good about their performance, and develop their trust in you as a person who cares about their success. Positive feedback builds performance and relationships.

APPLICATION—Apply these tips so your feedback is positive and powerful.

1. Be specific

It is acceptable to write a general comment such as "Great work!" but add why the work was great. The details make the message stick. Here are two examples:

> **Subject:** Thanks, Larry!
>
> Hey, Larry. Your coming in early last night meant we could get the trucks loaded and out before the weather got too bad. As usual, your flexibility helped a lot. Much appreciated.
>
> Mike

> **Subject:** I liked "Vacationing at Home"
>
> Tye, nice job on this month's newsletter! I liked your tips on staycations, which covered both simple and elaborate things to do. You gave me several ideas I am going to suggest to Ellen and the kids.
>
> I always enjoy reading the newsletter. I am sure our clients appreciate it too. Thanks for all you do!
>
> Dana

2. Avoid using the word *but* right after a compliment

But is guaranteed to erase any positive feeling in the reader's mind. Compare these statements:

> I liked your rapid turnaround, but the mistakes were disappointing.
>
> I liked your rapid turnaround. It was wonderful to get the document back so fast.

When you do need to communicate both positive and constructive feedback, include the constructive part in a separate paragraph, or at least in a separate sentence. The previous "rapid turnaround" compliment might be followed with this statement: "A few mistakes need to be corrected."

3. Use the pronouns *you* and *your* when making positive comments

The pronouns give credit clearly to your reader. Compare these two sets of paired examples:

> The event-planning ideas were very creative and expertly carried out.
>
> Your event-planning ideas were very creative, and you carried them out expertly.

> This is the best proposal for cleanup services I have read.
>
> You wrote the best proposal for cleanup services I have read.

4. Include why the person's performance or traits are valuable

Perhaps the individual's contribution:

- Made your life easier.
- Made the department look good.

- Helped a student.
- Enhanced the organization's reputation.
- Taught you a helpful lesson.
- Built goodwill.
- Increased efficiency.
- Created positive buzz.
- Saved time and money.
- Created beauty for everyone to share.
- Reduced accidents.
- Made everyone feel good.
- Ensured customer satisfaction.

5. When appropriate, share positive feedback with others beyond the recipient

If you communicate positive feedback in an email, for example, copy the person's supervisor on the message. If you write positive feedback for a peer on your team, copy the team on the message.

Normally copying others makes everyone feel good. However, in a potentially sensitive situation, ask yourself whether the copies could cause hard feelings. Imagine, for instance, that Joseph was named project leader, a role that Amy was disappointed not to get. Copying Amy on positive feedback to Joseph might make her feel worse.

6. If you find yourself saying "I have no time for this!"

Recognize that positive feedback takes just a moment. The secret to making time for feedback is to write it (or to make a note to yourself to write it) as soon as you notice the excellent work. You don't have to go into great detail. These two examples involve brief but powerful feedback:

> Walking through the lunchroom, you speak to a new employee, who praises several aspects of the day's orientation program. On your smartphone, you send a text to the training designer: "Marty, I got a huge compliment on your onboarding program from a new employee. He loved the map challenge and pop quizzes. Nice work creating new evangelists!"
>
> A couple of students tell you what a great class Dr. Smith, a new faculty member, is delivering—they tell you how energetic, well-organized and open Dr. Smith is. You grab your iPad and send Dr. Smith a message: "Dr. Smith: You've really impressed your students with your enthusiasm and openness. Your energy and expertise are making a difference!"

7. Help yourself remember to give positive feedback

Add "Give positive, powerful feedback" to your planner or calendar as a daily activity.

Whether you are a CEO, supervisor, manager, individual contributor, an entrepreneur, or consultant, share positive feedback every day. Look for opportunities to recognize people's contributions to your success and contentment. Your positive feedback will strengthen your business relationships, making them more supportive, rewarding, and enjoyable. And it will strengthen performance!

Source: Lynn Gaertner-Johnston, *Business Writing with Heart: How to Build Great Work Relationships One Message at a Time,* (Seattle: Syntax Training, 2014), Chapter 4

Chapter 8

CORE RESPONSIBILITIES

Lack of feedback is the number one reason for performance problems.

Leigh Branham
Author

8.1 The Secret to Successful Performance Reviews

ABOUT THIS TOOL—Performance review is a fact of life in most organizations. The most successful performance review experiences are a dialogue between two people with the aim of taking stock and planning for the future.

While the form for this purpose may facilitate or impede communication, in the end it is the commitment of the manager to the employee's development and success that matters most.

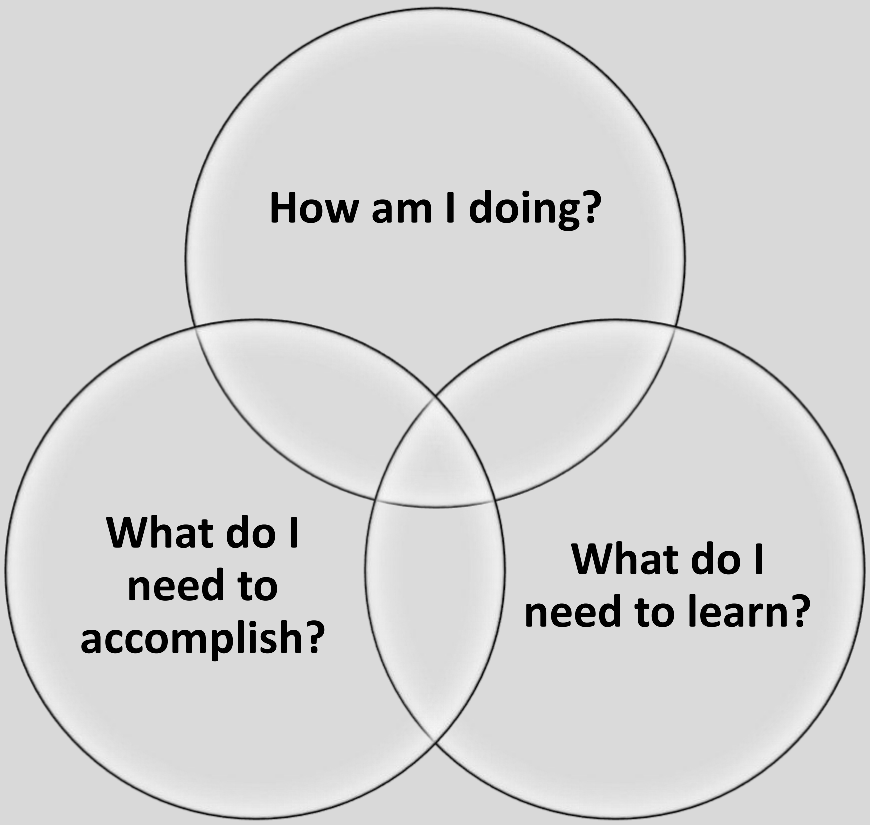
APPLICATION—Consider how you can use the performance review process to bolster your employee's performance, further their professional growth, and strengthen your relationship with them.

Source: Developed by the author

8.2 The Three Core Questions of Performance Reviews

ABOUT THIS TOOL—In the end, performance reviews come down to helping answer three questions on the minds of employees.

APPLICATION—Use these questions to guide your preparation of the performance review and subsequent conversation with the employee.



Source: Developed by the author

8.3 Performance Review Steps

ABOUT THIS TOOL—A performance review synthesizes the managers experience of the employee's performance over the past year, taking into consideration the employee's self-assessment and mutual hopes for the employee's future contribution and learning.

APPLICATION—Follow these steps in planning, writing, and finalizing the performance review.

1. Make an appointment	Nothing like a deadline to help get things done! Let the employee know when their self-assessment is due, and in what form—in writing, in person, or some combination of the two.
2. Reflect	**Think about:** ☐ The employee's strengths and how to build on them (Tool 8.5). ☐ The employee's weaknesses and how to mitigate them (Tool 8.6). ☐ The challenges the employee faced and how they dealt with them. ☐ How effectively the employee works with others. ☐ How the employee could increase their effectiveness. ☐ What would be beneficial for the employee to learn. ☐ Review the employee's self-assessment. ☐ Check the employee's job description. Does it need updating?
3. Draft the review	☐ List the employee's accomplishments and strengths. ☐ Describe any <u>material</u> concerns, that is, those affecting the employee's success or impacts others negatively. Be sure to describe the desired behavior, too! [Tool 9.4] ☐ List two or three goals for the coming year. ☐ List one or two professional development priorities. ☐ Give the employee the review the day before or the morning of the review.
4. Meet	*Tool 8.7*
5. Finalize the review	☐ Revise the review based on the discussion. ☐ Send a copy to human resources and a copy to the employee. ☐ Set appointments to follow-up as agreed.

Source: Developed by the author

8.4 A Simple Performance Review Format

ABOUT THIS TOOL—Debates about performance review forms are endless. Here's a format I like that balances a review of the past with a look ahead. Just remember the message of Tool 8.1! The commitment of the manager to a quality discussion about performance is of far greater importance than the form.

APPLICATION—Adapt this approach to meet your needs, the needs of your team, and the requirements of your organization.

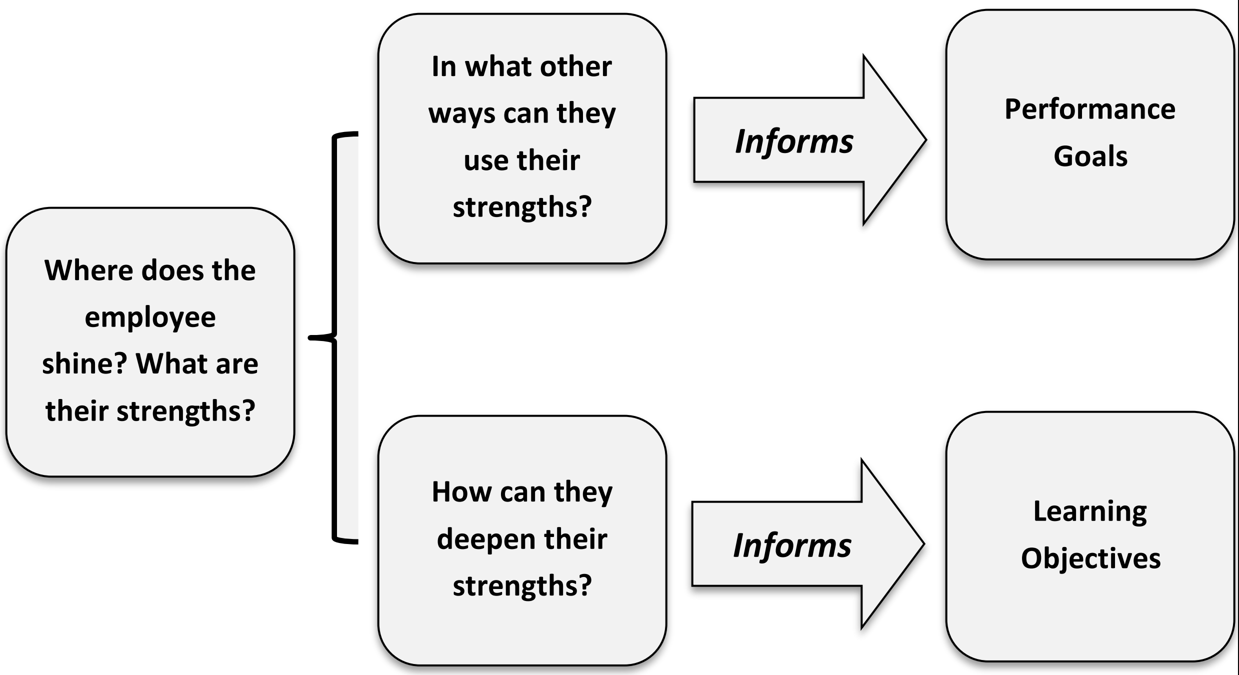
A LOOK AT THE PAST	A PLAN FOR THE FUTURE
A. What were the highlights and notable achievements of the employee this past year?	A. What does the employee need/want to achieve in the coming year that meets the needs of the team and builds on their interests and strengths?
B. What did the employee find challenging? What goals may have been missed and why?	B. What challenges may the employee face? How might these challenges be mitigated?
C. What did the employee learn?	C. What does the employee most want to learn that also meets the needs of the team/organization?
	D. In what ways can you support the employee's success in the coming year?
Dates for quarterly or midyear check-in meetings	
Manager's Comments **Employee's Comments** **Signatures**	

Source: Developed by the author

8.5 How to Build on Strengths

ABOUT THIS TOOL—Helping an employee identify and build on their *strengths* is the surest way to fully tap their talent and maximize their contribution to the team's and organization's success.

APPLICATION— Follow this sequence of questions to identify specific ways to use the employee's strengths more fully.



Source: Developed by the author

8.6 Five Ways to Mitigate Weaknesses

ABOUT THIS TOOL—Here are five ways to mitigate areas of weakness in an employee's performance.

APPLICATION—Consider the promise and practicality of following one of these approaches to mitigate an employee's perceived weakness.

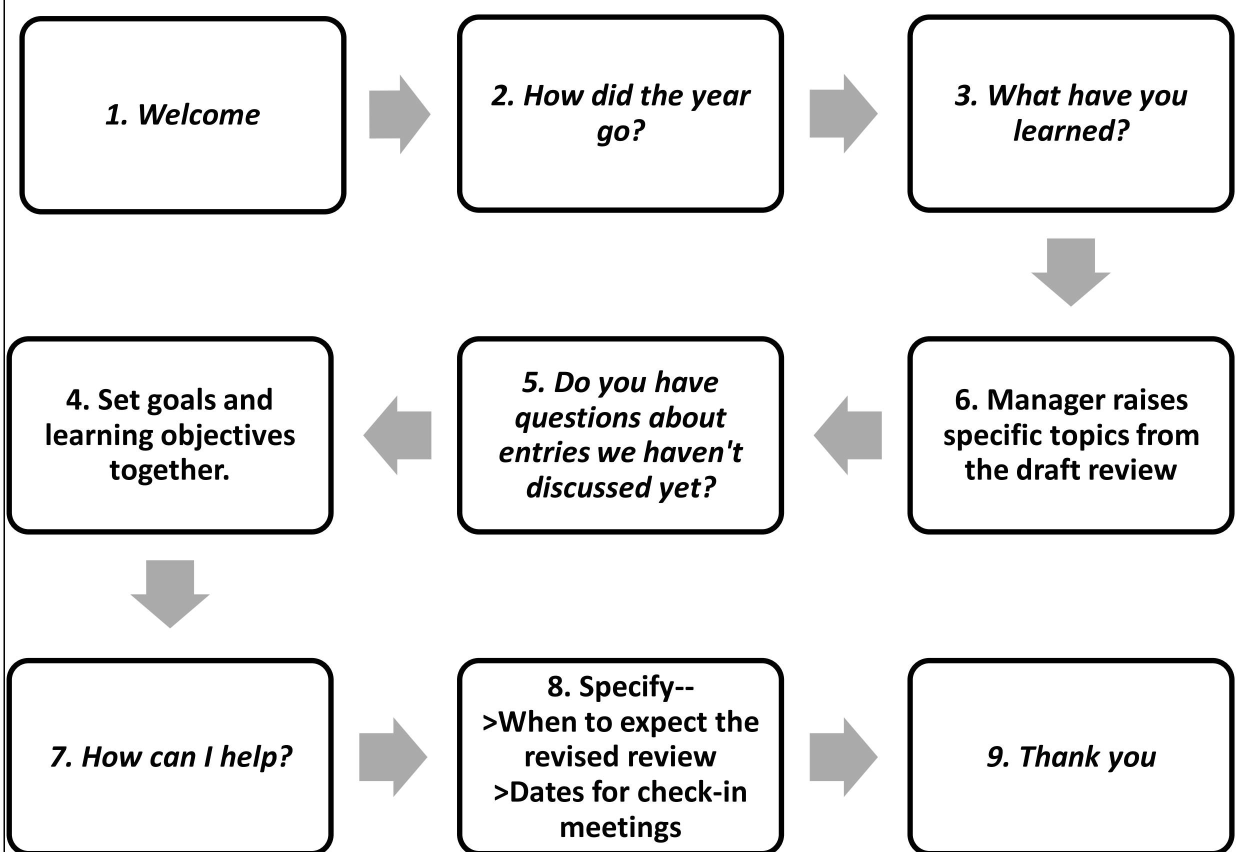
Drop it	• What would be the impact of simply removing this duty from the employee's responsibilities? If manageable, then drop it.
Modify it	• Can the responsibility be reduced in scope or simplified so that the employee is more likely to accomplish it?
Reassign it	• Can the activity be fairly reassigned to another employee, with or without modification?
Exchange it	• Similar to the above, can the activity be fairly exchanged for something another employee is doing?
Partner or Mentor	• Is there another employee who can partner or mentor the employee to accomplish the task successfully?

Source: Developed by the author

8.7 How to Have a Productive Performance Review Meeting

ABOUT THIS TOOL—The following sequence is the genius of participants in a workshop I led some years ago. Following it balances the voice of the manager with that of the employee, thus assuring a productive meeting regardless of the form that is used.

APPLICATION—Follow this sequence in meeting with the employee to discuss the performance review. It works!



Source: Developed by the author

CORE RESPONSIBILITIES

Chapter 9

CORRECTING PERFORMANCE PROBLEMS

Strong relationships, careers, organizations and communities all draw from the same source of power—the ability to talk openly about high stakes, emotional, controversial topics.

Kerry Patterson
Crucial Conversations

9.1 The Basic Principles

ABOUT THIS TOOL—Fairness, good faith, and timeliness are fundamental to addressing employee performance problems. These three principles apply to all interactions between a manager and an employee over concerns with the employee's performance.

APPLICATION—Keep these principles in mind by periodically asking yourself: Am I timely? Am I being fair? Am I being clear about my concerns and making time to hear the employee's perspective?

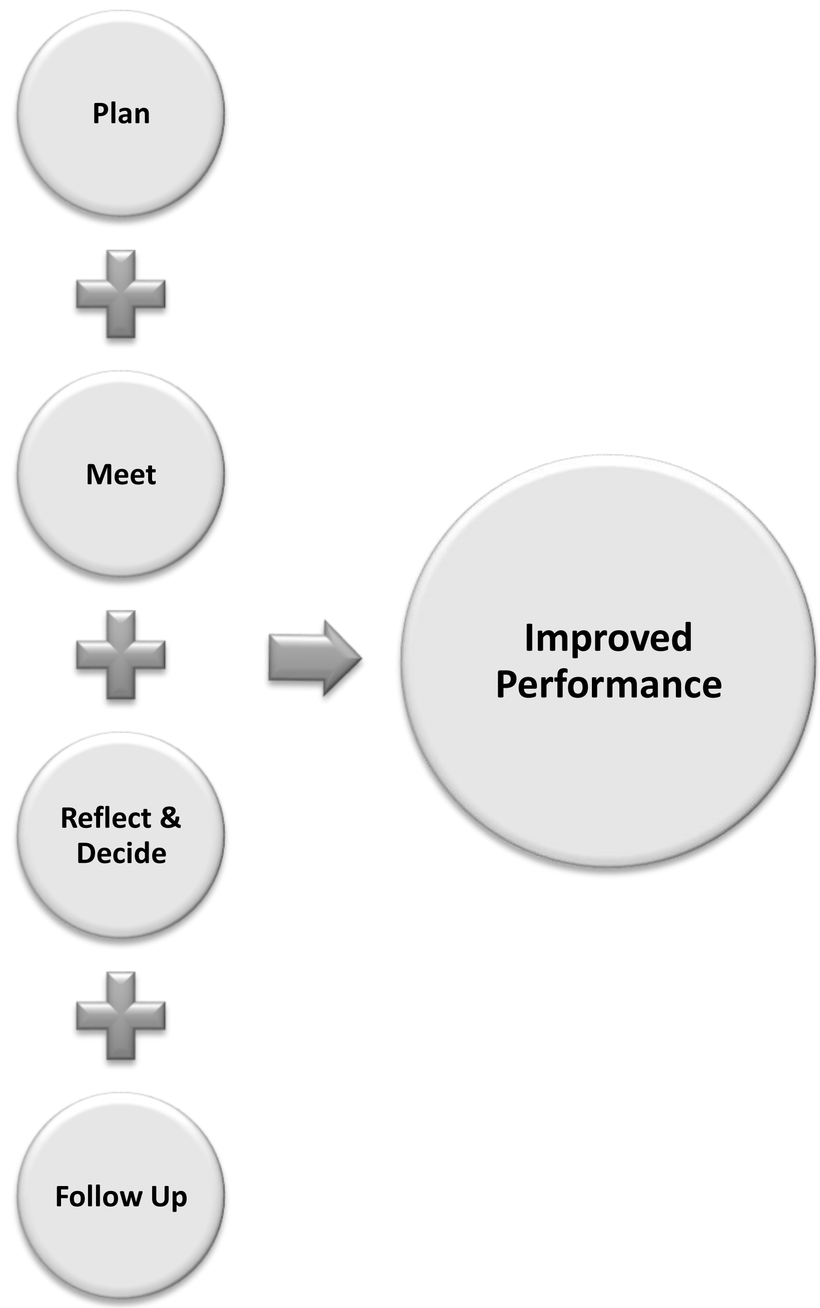
Timeliness	• Raise concerns with the employee as soon as feasible after an occurrence of problematic performance.
Fairness	• Clearly inform an employee of the deficiencies you observe in their performance. Equally important, give the employee a reasonable amount of time to correct them.
Good Faith	• Give the employee a fair chance to respond to your concerns with their performance. You do not have to agree with their point of view; you do need to hear them out.

Source: Developed by the author

9.2 The Four Steps to Address Performance Problems

ABOUT THIS TOOL— Most discussions between managers and employees about problematic performance are best described as performance counseling. Such discussions alert the employee to the seriousness of a concern and how the employee can get their performance back on track.

APPLICATION— Follow these four proven steps to assure the employee has a clear sense of the nature of the performance problem and the necessary steps to address them. *See Tool 9.3 for more detail.*



Source: Developed by the author

9.3 The Four Steps in Detail

PLAN

- Analyze the problem (*Tool 9.4)*
- Seek help *(Tool 9.5)*
- Clarify what you want for yourself, others, and the relationship (*Tools 9.6, 9.7*)
- Anticipate the employee's point of view. How might they see the situation? *(Tool 9.8)*

MEET

- Be specific about the problem, the desired performance, and the consequences of improving or not improving. (*Tool 9.9)*
- Maintain your composure and handle employee emotions with patience and grace. *(Tools 9.10, 9.11)*
- Listen actively and patiently to the employee's point of view. *(Chapter 3)*

REFLECT & DECIDE

- Reflect on what you heard from the employee. Did they appreciate the gravity of the situation? Did they have a plausible explanation or compelling alternative perspective?
- How does what they said influence your expectations for changes in their performance? (*Tool 9.12*)

FOLLOW-UP

- Send an email summarizing the conclusions of your meeting and the expectations for improved performance. Set follow-up appointments, as needed. *(Tool 9.13)*
- Document the meeting for future reference. *(Tool 9.14)*

Source: Developed by the author

9.4 PLAN—Analyzing Performance Problems

ABOUT THIS TOOL—Successfully helping an employee correct their performance begins with analyzing the true nature of the problems created and their impact on others.

APPLICATION—Create a four-column table, then answer the questions in each column for the problematic performance that needs addressing.

SEE	FEEL	SEEK	CONSEQUENCES
What do you see the employee doing that concerns you?	*How do you feel about what you see? How are others affected? How do they feel?*	*What specifically do you want the employee to do differently in the future?*	*What happens if the employee changes or fails to change their behavior?*
Describe the behavior you observe as if it were viewed through a video camera.	Describe the impact of the behavior on yourself and others. Is the problem worth solving?	Describe the desired behavior with the same level of specificity with which you described the problem.	Describe what the employee gains by correcting their behavior and what they lose if they don't.
WHAT?	***SO WHAT?***	***NOW WHAT?***	***WHAT THEN?***

Source: There are many versions of this tool. This one is adapted from a workshop led by Michael Buschmohle, Applause Associates

9.5 Sources of Help

ABOUT THIS TOOL—Dealing effectively with performance problems is challenging, time-consuming, and emotionally taxing. Don't hesitate to ask for help in assessing an employee's performance and preparing for the conversation you need to have.

APPLICATION—Seek the guidance and perspective of trusted others as you sort through the concerns you have with the employee's performance and identify a promising way forward.

Your boss	In addition to letting your boss know your concerns, they can be a tremendous sounding board for how best to deal with the performance problem and help the employee get their performance back on track.
HR	Among the most important of HR's many jobs is helping managers deal constructively with performance problems. Use their experience and expertise—it's what they're paid to do.
Trusted Colleagues	Like your boss, a trusted colleague can help you gain perspective on the performance issue you need to tackle.
Friends & Family	Friends and family members have expertise and care the most about your success. Don't just vent to them, ask for their advice. Use them to practice the conversation you're planning to have.
Employee Assistance Program	Employee assistance programs often have unlimited support for managers. Use them especially when dealing with issues where emotions are highly charged and complex.
Internet	The websites of professional associations as well as those of general business-related sites or business journals often provide practical tips and tools on dealing with a variety of management challenges.
Legal Counsel	Attorneys help solve problems. If you have access to an attorney, their experience and expertise can be invaluable in giving you confidence in how best to address a challenging performance problem.
Internal Organization Development Consultant or Ombudsman	Larger organizations often have in-house experts skilled at facilitating conflict resolution. They can be especially useful in helping mediate or facilitate conversations involving conflict between two people.

Source: Developed by the author

9.6 PLAN—Clarify Your Goals and Approach

ABOUT THIS TOOL—Success in sharing concerns with an employee relies on the quality of the manager's analysis and preparation. These questions will help point you to the best way of sending a clear message communicating your concern.

APPLICATION—Take a moment to write down your answers to these questions as you consider the concerns you want to raise with the employee.

What are your hopes for…

1. YOURSELF—What do you hope for yourself as a result of this conversation?

2. THE EMPLOYEE—What do you hope for the employee as a result of this conversation?

3. THE RELATIONSHIP—What is the relationship you hope to have with the employee following this conversation?

4. YOUR APPROACH—What will you say, what will you do, and how will you set the stage to achieve these results?

Source: Developed by the author

9.7 Example of Tool 9.6 in Practice

What are your hopes for…

YOURSELF—What do you hope for yourself as a result of this conversation?

- Maintain my composure
- To be heard
- To get the employee's commitment on the need for improvement
- To be flexible on the how
- Balance the message of concern with a message of support

THE EMPLOYEE—What do you hope for the employee as a result of this conversation?

- A way forward that's fair
- A chance to share their perspective
- Clarity of the performance issues and their impact
- Clarity of the support you're willing to provide as the employee works to improve their performance
- Alleviation of the problematic performance

THE RELATIONSHIP—What is the relationship you hope to have with the employee following this conversation?

- Keep it professional and productive
- Lay the foundation for future collaboration
- Continuing a relationship of mutual respect and support
- Sustain appropriate two-way communication

YOUR APPROACH—What will you say, what will you do, and how will you set the stage to achieve these results?

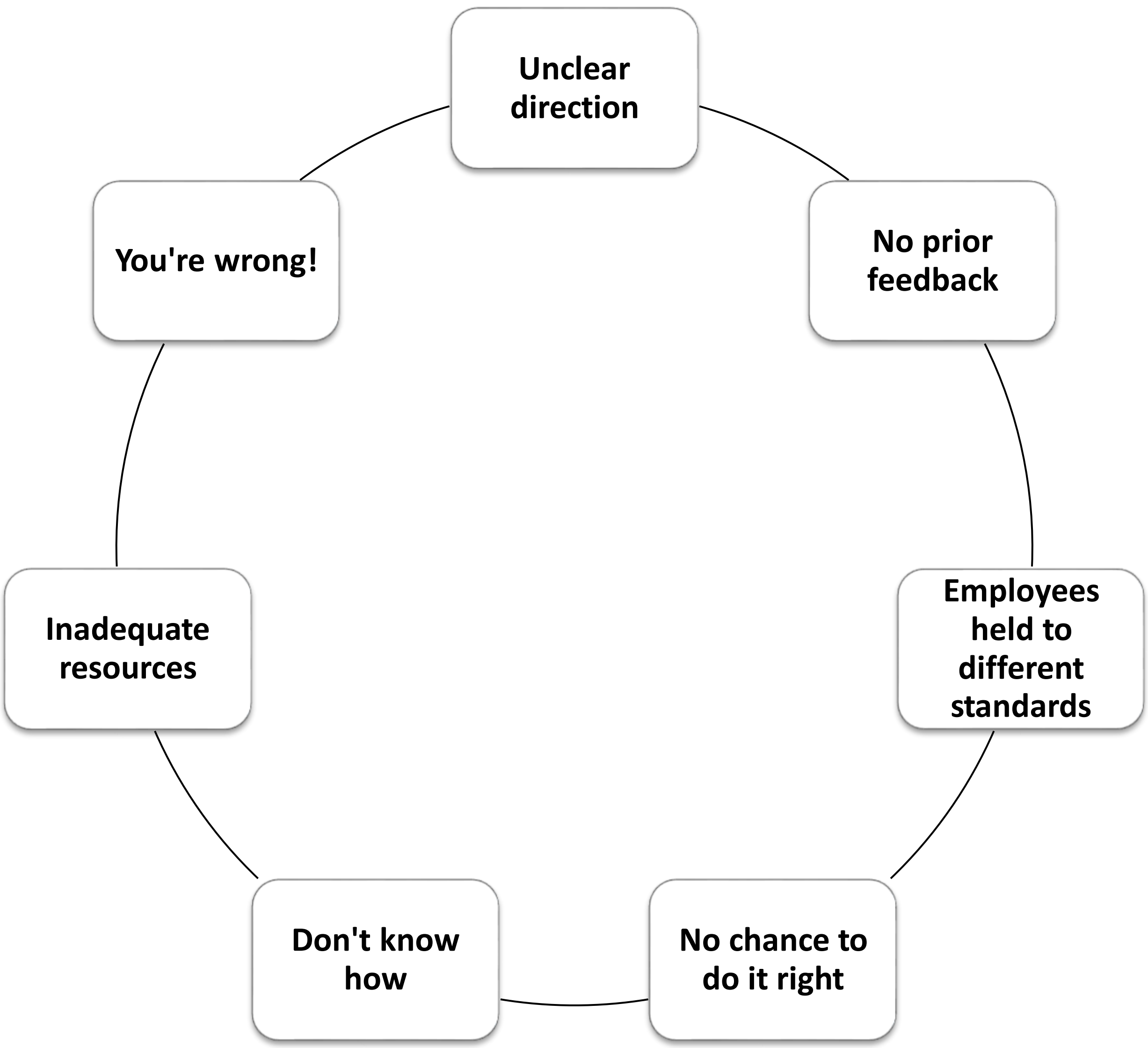
- Stay focused on the performance issue
- Ask clarifying questions
- Allow the employee time to express their point of view, as well as their emotions
- Ask "What if...?"
- Don't rush
- Explain
- Reinforce that the employee is valued
- Express support for the employee
- Clarify at the end whatever is agreed upon

Source: Developed by the author

9.8 PLAN—Consider the Employee's Point of View

ABOUT THIS TOOL—Conversations with employees about performance problems typically involve some combination of the employee listening intently, asking clarifying questions, and defending their actions in some way.

APPLICATION—Factor into your planning what you anticipate the employee will say on their behalf. Which of these common defenses is the employee most likely to use? How legitimate is their point of view? How will you respond if one of these issues are raised?



Source: Developed by the author

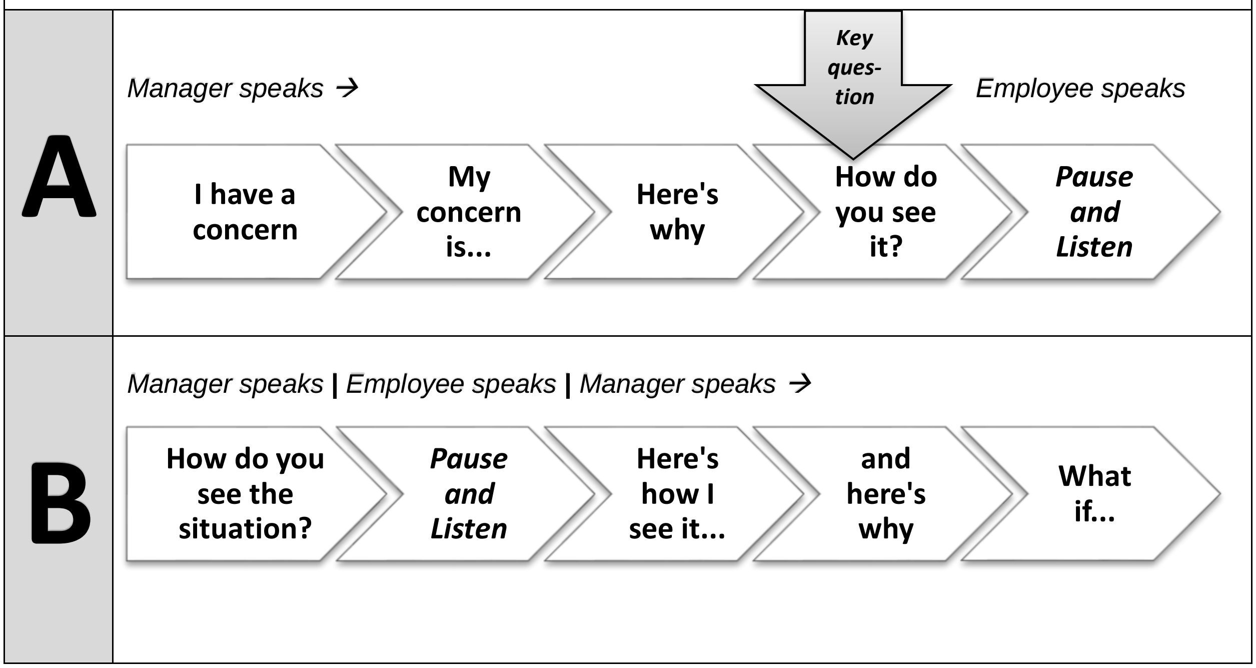
9.9 MEET—How to Share Concerns

ABOUT THIS TOOL— Combining a clear message of concern with patient listening is the key to having a successful conversation with an employee about the employee's problematic performance.

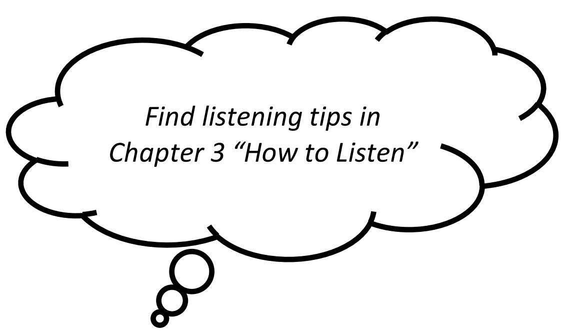
Either approach below achieves the same objectives—clearly making the employee aware of concerns and hearing their pint of view. "A" begins with the supervisor expressing their concern first and the reasons for the concerns.

"B" reverses the order, with the manager beginning by first asking the employee for their point of view about a given situation, followed by the manager expressing their point of view. "B" is the sequence that may be preferred by cultures where "A" is seen as too aggressive.

APPLICATION—Decide which approach is most comfortable for you, and then follow the sequence exactly.



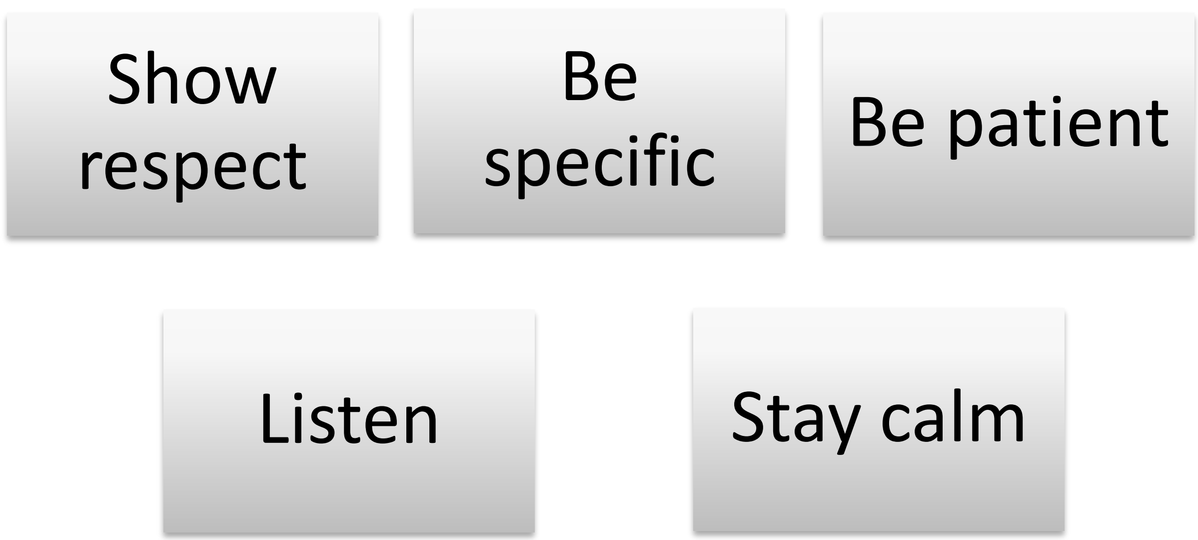
Source: Developed by the author



9.10 MEET—Personal Presence

ABOUT THIS TOOL—Discussions about performance concerns are difficult. Managers must manage themselves and their emotions when meeting with the employee.

APPLICATION—Use this tool as a mental checklist during your meeting with the employee.



Source: Developed by the author

9.11 MEET—How to Deal with Employee Emotions

ABOUT THIS TOOL—A major impediment to addressing employee performance problems is the manager's lack of confidence in dealing with the employee's emotional response. This list provides specific ideas for dealing constructively with strong emotional reactions to the performance feedback you give.

APPLICATION—Review this list prior to meeting with the employee.

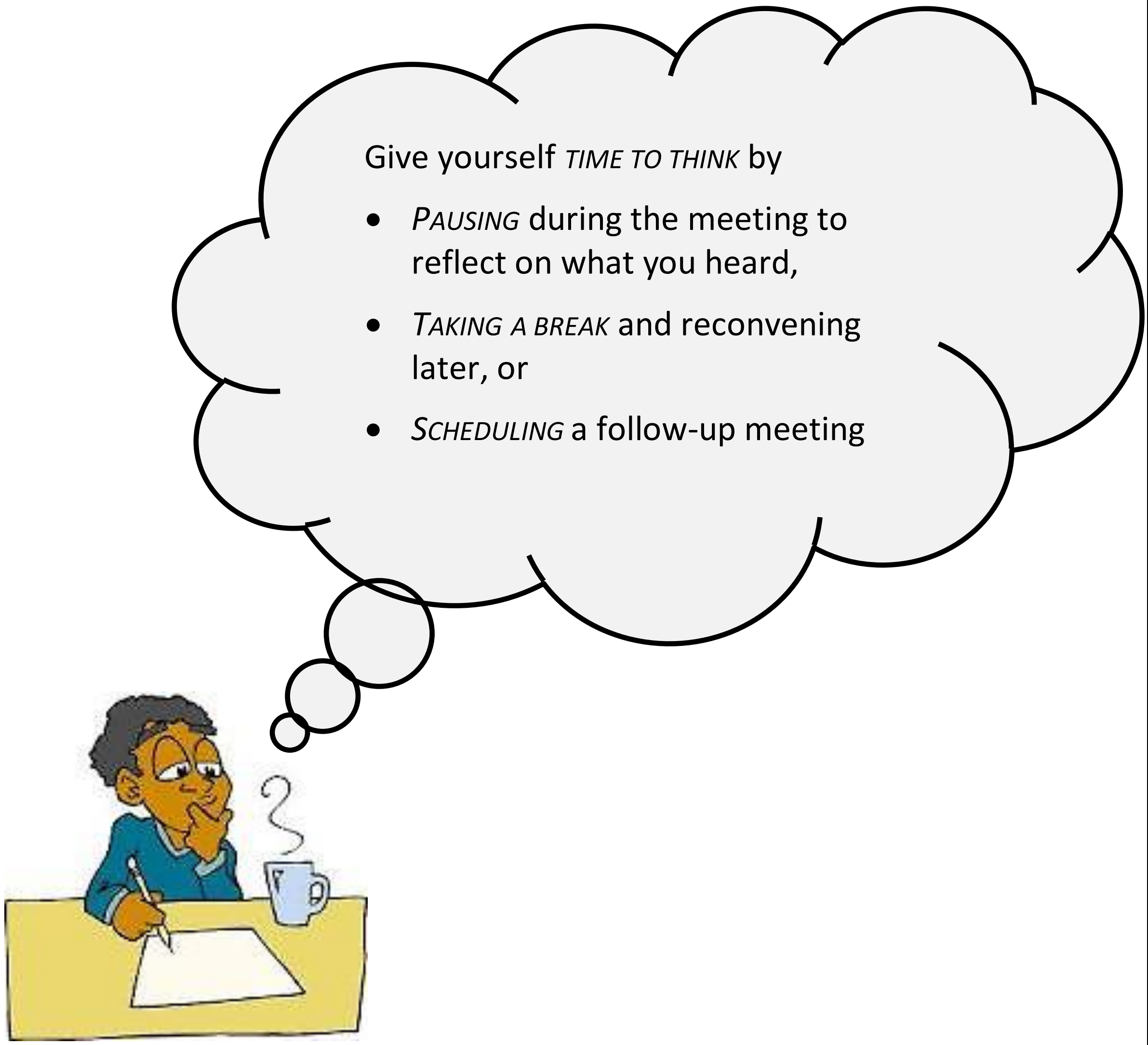
- Separate issues from emotions
- Empathize with what the employee is experiencing
- Choose the right language - do not attack or accuse
- Acknowledge and respect the emotion, e.g., "I notice you're upset. What's going on? Tell me more."
- Choose an environment that's quiet and private; arrange for no interruptions
- Listen and be patient
- Know when to back off or exit the situation
- Ask the employee if they need some time to reflect and compose themselves
- Have tissues handy
- Allow for silence
- Schedule a follow-up meeting
- Clarify your message: "I'm <u>not</u> saying you're doing a terrible job. I <u>am</u> saying you need to do a better job meeting deadlines."
- Apologize, if appropriate
- Practice with a neutral party beforehand. By practicing you may be able to anticipate emotional responses or choose words that are emotionally neutral and not inflammatory.

Source: Developed by the author

9.12 REFLECT AND DECIDE

ABOUT THIS TOOL— You don't have to decide in the heat of the conversation on the approach you prefer to address an employee's problematic performance. Take time to think about what the employee has said before deciding what to do. Have their comments changed in any way the course of action you feel is most appropriate given the concerns you have?

APPLICATION—Consider the options you have in addressing the employee's problematic performance and then decide which approach will be most beneficial for the employee, team and organization.



Source: Developed by the author

9.13 FOLLOW-UP—The Three Follow-up Tasks

ABOUT THIS TOOL— Following up with the employee after meeting with them is absolutely critical! It reinforces the message of concern, clarifies next steps and expectations, and establishes a baseline for evaluating progress.

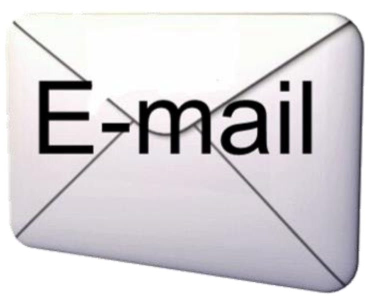
APPLICATION—Do all three of the following:

1. Complete a record of the meeting using *Tool 9.14*.
2. Send an email to the employee documenting what you have concluded and the expectations for future performance.
3. Make whatever appointments are necessary to support the employee's progress. Often, more frequent meetings with the employee are needed for a period of time to provide feedback and reinforce progress.

1

To record what happened [see Tool 9.14]

2



To confirm expectations

3

To provide feedback and encouragement

Source: Developed by the author

9.14 FOLLOW-UP—Create a Meeting Record

ABOUT THIS TOOL—Completing a meeting record serves as a personal reference for the manager. It will support agreed upon follow-up actions, serve as a reminder of the conversation and commitments made, and support subsequent disciplinary action, if necessary.

APPLICATION— Complete and save this record as soon as possible after meeting with the employee, preferably immediately after.

EMPLOYEE PERFORMANCE MEETING RECORD

A. Names of individuals present

B. Date, time, and location of meeting

C. Overall nature of the problem as described to the employee

D. Outline of main points of the conversation and the employee's response

E. Consequences communicated to the employee

F. Commitment made by the employee

G. Follow-up plan

Source: Adapted from an in-house PATH manual, ~2002. PATH is a global health NGO headquartered in Seattle: www.path.org

PART 4

ADVANCED SKILLS

ADVANCED SKILLS

Chapter 10

EFFECTIVE MEETINGS

The way we gather matters. Gatherings consume our days and help determine the kind of world in which we live. Gathering—the conscious bringing together of people for a reason—shapes the way we think, feel, and make sense of our world.

Priya Parker
The Art of Gathering

10.1 What You Can Do to Increase the Effectiveness of Your Meetings

ABOUT THIS TOOL— In most organizations today meetings occupy a significant amount of space on the daily calendar. The authors of this research report studied meetings in a variety of organizations to determine which factors resulted in meetings that were viewed as effective and a good use of time. It is interesting to note that neither the number of participants at the meeting nor the length of the meeting impacted the perceived effectiveness of the meeting.

APPLICATION—Follow these five rules to prepare for and facilitate your meetings.

Successful meetings can be identified by the following characteristics:

1. They had a written agenda distributed in advance. (Make sure it's doable in the time allotted!)
2. The agenda was reviewed at the start of the meeting.
3. Meeting participants were involved during the meeting.
4. The meeting facilities were viewed as appropriate, i.e., good table arrangement, good lighting and heating, lack of noisy distractions.
5. All the items on the agenda were completed.

Source: Peter Scontrino and Jevon Powell, *Research You Can Use—Report #2009-2,* April 28, 2009, www.scontrino-powell.com

10.2 Sample Meeting Agenda

ABOUT THIS TOOL—According to a study conducted by the Annenberg School of Communications at the University of Southern California, the #1 reason most meetings fail is the absence of a well-prepared agenda. An agenda is much more than just a list of topics that will be covered. Properly constructed, it will help set attendees' expectations for what will be accomplished, provide a reliable road map from start to finish, and ensure that all participants understand the roles they are to play along the way.

APPLICATION—Use this example as a template for your meeting agendas. Distribute the agenda a day or two before the meeting.

Making Meetings Work

Date | Time | Room

<u>Desired Outcomes</u>

- ✓ Individual concerns surfaced and addressed
- ✓ Characteristics of and strategies to design effective meetings identified
- ✓ Useful tools and techniques demonstrated and practiced

A good agenda will make clear what is to be accomplished together

<u>Agenda</u>

1. Welcome, introductions, and overview

A brief check-in will get participants familiar with one another and oriented to the plan for the meeting.

2. What questions do you have about meeting design and facilitation?
3. What are the characteristics of an effective meeting? What can you do to have more effective meetings?
4. How do you plan and design an effective meeting?

Using questions invites participation and gets people thinking

5. How can difficult behaviors be managed during a meeting?
6. What can you do to improve your meeting management?
7. Wrap up, next steps, and meeting evaluation

Review and clarify action items and accountabilities at the end. Improve future meetings by making meeting evaluation integral part of the agenda.

Source: Developed by the author

10.3 What is Consensus and How Do You Check for It?

ABOUT THIS TOOL—Be clear at the beginning of a meeting how decisions will be made. Typically, seeking consensus decisions serves the group's purpose best because it assures all voices are heard. The working definition below has served me well in a variety of settings.

APPLICATION—Share this definition with meeting participants where concerted action is needed as an outcome of meeting. Decide which approach to checking for consensus best suits the participants' needs. This can be done on the fly.

WHAT IS CONSENSUS?

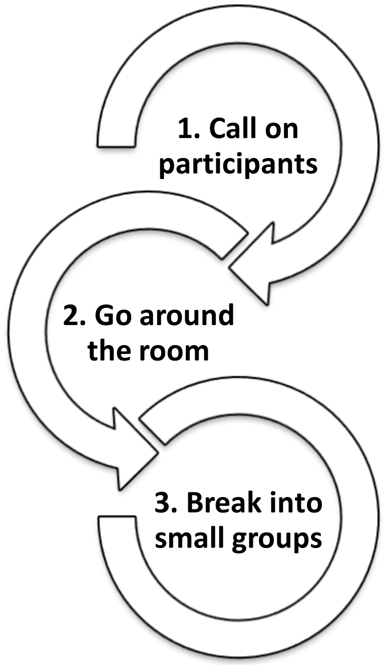
A decision you can live with following full participation.

THREE WAYS TO CHECK FOR CONSENSUS

1	2	3
State your sense of where the group is heading on a particular topic and ask for feedback. "I'm getting a sense that…How do you see it? Any ways you might express it differently?" And then test any revised statement with the group.	Ask a participant to state the consensus they hear emerging. Then, as in #1, check with the group to see how aptly the consensus has been captured. Test any revisions with the group.	Go around the room and have each participant express their degree of agreement with whatever is being proposed. Use a 1 to 5 or 1 to 7 scale, such as: **1** Strongly Oppose — **2** — **3** Okay, Some Reservations — **4** — **5** Strongly Support Be sure to have each participant explain the rationale behind their rating. Revise the proposed consensus as needed and test again. *Note: Devise a scale that makes sense in light of the topic you're considering. You can reverse the order, use emojis, whatever resonates with the group and fits the issue.*

Source: Developed by the author

10.4 Three Simple Ways to Assure Full Participation



1. Call on individual participants, especially those who have been relatively quiet or overshadowed during the meeting. Ask: “How do you see it?”

2. Go around the room. Ask each participant to share their point of view on the topic under discussion. Encourage clarifying questions, but not debate.

3. Break into small groups and then have the groups report out. Pairs or trios both work great.

Source: Developed by the author

10.5 Tips for Handling Difficult Behaviors in a Meeting

APPLICATION—Study this list of difficult meeting behaviors, then practice the facilitation responses that resonate with you. Doing so will build your confidence in dealing with the problematic behavior as it arises during the meeting.

BEHAVIOR	DESCRIPTION	FACILITATION RESPONSE
Silent Partner	○ Quiet ○ Keeps to themselves ○ Unaccustomed to large groups	1. Call on the person directly 2. Go around the room 3. Use written brainstorming 4. Use ground rules that call for everyone's participation 5. Use pairs or triads 6. Seat between two strong contributors
Immovable Object (Dominator)	○ "I'd rather be right than successful"	1. Paraphrase to confirm understanding 2. Ask *Why* or *Why not* questions to get at underlying hopes or fears behind the person's position. 3. Test other ideas against the Immovable Object's expressed hopes or fears 4. Say, "I respect your right to a strong opinion. Under the circumstances, I'll have to ask the group to go along with what's been decided. I'll take responsibility for it and will double-check it just to make sure. Now, let's get on with the next order of business."
Showboat	○ Lots of clowning and irrelevant patter	1. Don't invite or encourage 2. Thank the person for the amusing contribution, then get back on track 3. Talk to the person privately 4. Give them a role 5. "Interesting, ______, what do the rest of you think about what ______ just said (or suggested)?"
Chronic Complainer	○ Usually alone in reason for complaint ○ Uses complaining to gain attention	1. Check with the group, "How do others see this?" 2. "Tell us more" 3. Test for agreement among the group 4. "We've heard the negative solution, now let's hear the arguments in favor." 5. Structure a debate 6. If irrelevant to meeting, ask to discuss outside the group 7. If relevant, ask to discuss at a break or after the meeting.
Buzzer	○ Whispers and buzzes to person seated close by	1. Call him or her on it 2. Ask a question 3. Bring back into circle 4. Put hand on shoulder – gentle touch 5. "Do you need something clarified" 6. "Please speak up or wait until others have a chance to join the conversation"

Tangent Maker	○ Gets group off the subject ○ Can be creative or exuberant person	1. Bring the group back to the topic 2. Use a Parking Lot (a chart posted on a side wall to list topics arise during the meeting that are not on the agenda. Be sure to go to the Parking Lot before ending the meeting and ask the group what they would like to do with each item.) 3. Acknowledge what the person said, then move on 4. Set aside time for rapport building 5. Put the Tangent Makers topic on next agenda 6. Ask group, "Would you like to discuss this now instead of what we had planned on the agenda?" Go with the group's response. 7. Ask the person or the group: "How does what we're discussing right now help us achieve our agreed objective?"
Heckler	○ Heckles, i.e., "This is so stupid!"	1. Sit next to him or her 2. Put spotlight on heckler 3. Ask others in the group, "How do the rest of you feel about what _____ just said?" 4. "Let me hear some opinions similar to or different from the one _________ just gave."
The Inarticulate	○ Unable to state ideas clearly	1. Restate and check 2. Ask if someone in the group could build on the ideas offered
Data Miser	○ Keeps good info to self ○ Self-conscious about appearing too smart or too good to peers ○ Fears being hung with more work	Ask them for their opinion or experience rather than put them on the spot for information.
Eager Helper	○ Wants to help – probably for recognition	1. Give specific job to do (lights, hanging charts, etc.) 2. Don't over-use 3. Thank them genuinely

Source: Developed by the author

10.6 What to Do in Each Stage of a Group's Development

ABOUT THIS TOOL—The *Forming—Storming—Norming—Performing*[9] group development model helps make sense of the natural evolution of groups over time.

APPLICATION—Use this chart to plan your meeting in light of the stage applicable to the group.

FORMING = confusion + uncertainty Slow down to go fast.		**STORMING = debate, competition, noise** You can't skip puberty!	
Who are the people on this team? Will I be accepted or rejected here? Will I feel pressured or pushed? How important will I be? What role am I going to play?	▪ Plan ahead with a good agenda distributed early ▪ Take time for personal introductions ▪ Have team members express their hopes and concerns for the project and group ▪ Talk about how you want to work together ▪ Openly acknowledge that a period of confusion often accompanies the start of a project ▪ Build in time to evaluate the meeting	Why are others not seeing things the way I do? Will I be able to work with these people? How will we ever get the task done? Why are some people arguing so much? Why are we competing instead of working together?	▪ Listen, listen, listen ▪ Structure discussions so everyone is heard ▪ Reframe conflict as an opportunity to use energy constructively ▪ Begin focusing on the next few steps with a short-term action plan
NORMING = clarity, consensus Write it down!		**PERFORMING = problem solving & focus** Leverage performing into learning.	
Where are we headed? How will we work together? How will we make decisions? How will we stay in touch? Will everyone live up to their commitments? Am I respected and valued by the group?	▪ Test for consensus and understanding [Tool 10.3] ▪ Circulate rough drafts to get agreement on assignments, goals, timelines ▪ Consider a team charter [Tool 10.7] ▪ Structure sessions to help one another ▪ Keep a record of decisions ▪ Make team processes visual ▪ Celebrate progress by doing something fun together	What are people counting on me to do? Will everyone else live up to their commitments? Can we really deliver on time, on budget, and with quality work?	▪ Recognize what is working well and what could be improved in tasks, processes, relationships ▪ Help one another visualize the outcome ▪ Develop processes for monitoring progress and anticipating problems ▪ Welcome data, even if it's negative ▪ Encourage constructive conflict ▪ Ask the team what is being learned that can be applied in this group or other groups ▪ Be sure the voice of all team members is heard

Source: Unknown

[9] Bruce W. Tuckman, "Developmental Sequence in Small Groups", *Psychological Bulletin* 63, (1965)

10.7 Team Member Rights and Responsibilities

ABOUT THIS TOOL— Mutual accountability is key to productive teams, those that reliably meet their commitments with quality work. Mutual agreement is central to project charters, the aim of which is supporting smooth operation and problem-solving among diverse teams representing multiple agencies and organizations.

APPLICATION—Share, discuss, and revise this list with the teams you lead and those of which you are a member. Periodically use it to see how the team is doing in relation to the mutual commitments this list represents.

1. **You have the right to know what is happening on the project.**

   You have the responsibility to keep others informed of what you are doing.

2. **You have the right to rely on other team members to meet their commitments.**

   You have the responsibility to meet your commitments.

3. **You have the right to raise issues about the project that concern you.**

   You have the responsibility to listen to those who express their concerns.

4. **You have the right to say no to someone who makes a commitment for you without checking with you first.**

   You have the responsibility to let others know what you expect of them and how they are doing.

5. **You have the right to have adequate resources to do your job well.**

   You have the responsibility to do your job well.

6. **You have the right to be treated with honesty and respect.**

   You have the responsibility to treat others with honesty and respect.

7. **You have the right to share the glory of the team's success.**

   You have the responsibility to make the team's efforts successful.

Source: Unknown

Chapter 11

ADVANCED SKILLS

Chapter 11

MAKING GOOD DECISIONS

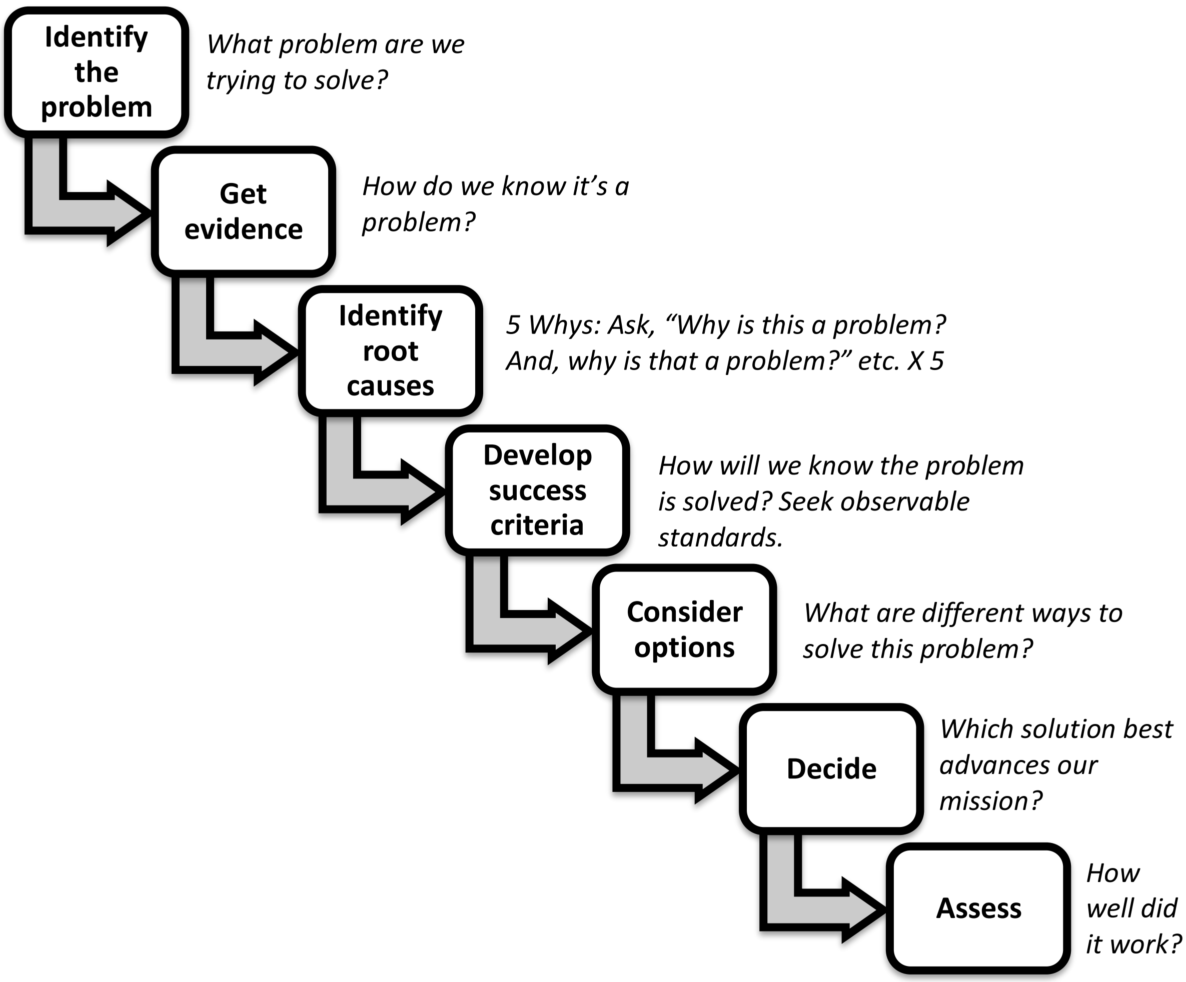
**The most difficult thing is the decision to act.
The rest is merely tenacity.**

Amelia Earhart
Pioneering Aviator

11.1 A Practical Problem-Solving Sequence

ABOUT THIS TOOL—The author of this tool, Harlan Patterson, President of Bastyr University in Kenmore, Washington, is known for his rigorous and systematic approach to problem solving. He emphasizes the first step, problem identification, is the most critical because it determines the focus and scope of the subsequent discussions, research and solutions.

APPLICATION—Follow this sequence to solve problems so they stay solved.

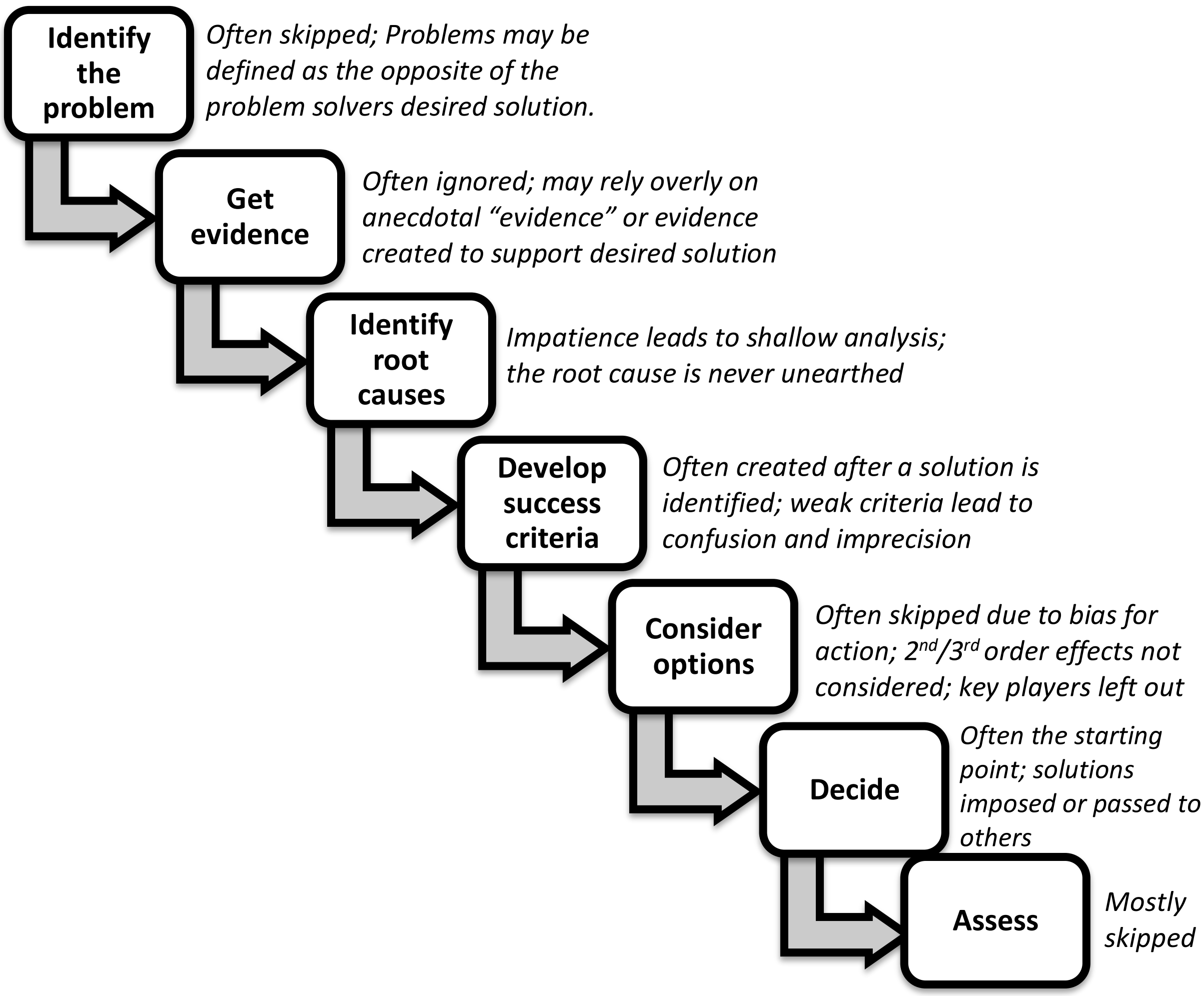


Source: Harlan Patterson email to author, July 26, 2019

11.2 Problem-Solving Pitfalls

ABOUT THIS TOOL—The flip side of Tool 11.1 are the common pitfalls characteristic of many problem-solving efforts. These missteps mean you will miss the mark in resolving the issue, complicating matters and frequently creating significant unintended consequences.

APPLICATION—Refer to this chart as you proceed through the problem-solving sequence of Tool 11.1



Source: Harlan Patterson email to author, July 26, 2019

11.3 Using Force Field Analysis to Assess Challenging Situations

ABOUT THIS TOOL—Force Field Analysis (FFA)[10] enables a group to take a comprehensive look at forces supporting a decision and the opposing forces reinforcing the status quo. Mitigating the strongest restraining force is the most effective way to enable decision implementation.

APPLICATION—Use this tool to analyze the opposing forces influencing a decision and develop compelling strategies to mitigate the strongest restraining force.

Step ①—Identify your change goal
Step ②—List the driving and restraining forces related to the goal and rate their strength
Step ③—Select the strongest restraining force
Step ④—Brainstorm how to minimize it
Step ⑤—Pick two or three solutions

① GOAL: Hold a one-day teambuilding retreat

② Driving Forces →	← Restraining Forces ②
Will help us work better together	We're too busy; we don't have the time
A chance to work on the *how* to get to a better what	Could seem too touchy-feely for some
It will be fun	It's expensive
Stepping away from our day-to-day pressures will help us think more clearly	Tensions could erupt and damage relationships
Good relationships take work	③ Our customers will suffer and we may lose business by being away for a day
A chance to clear the air on developing tensions within the group	

④ Ideas for minimizing or mitigating the strongest restraining force: Hold a one-day teambuilding retreat

- ⑤ Split the retreat into two half days
- ⑤ Let customers know in advance
- Give the customers a hotline number to call
- Read a book together about teams and discuss during our regular staff meetings
- ⑤ Get support from leadership
- Follow up with our stakeholders, including our customers, once the retreat is over

Source: Developed by the author

[10] Force Field Analysis was developed by the social psychologist Kurt Lewin in the 1940s.

11.4 Test Your Decision with a Premortem

ABOUT THIS TOOL—"A premortem is the hypothetical opposite of a postmortem….A premortem in a business setting comes at the beginning of a project rather than the end, so that the project can be improved rather than autopsied. Unlike a typical critiquing session, in which project team members are asked what *might* go wrong, the premortem operates on the assumption that the 'patient' has died, and so asks what *did* go wrong. The team members' task is to generate plausible reasons for the project's failure."[11]

APPLICATION—Adapt these questions to the needs of your specific project, and then use them to test your decision before finalizing it. You can find more pre-mortem questions online.

SAMPLE PRE-MORTEM QUESTIONS

What can we learn from the stumbles and mistakes of past projects?	What will our critics say we missed?	What about this decision has you worried?
What might cause a delay or obstruct full implementation?	How confident are we that we have the systems in place to support this decision?	What metrics or feedback will tell us we may have missed the mark?
What interests and which stakeholders have we overlooked or minimized?	What are the possible unintended consequences?	What external factors could upend our efforts?

Source: Developed by the author

[11] Gary Klein, *Performing a Project Premortem*, (Harvard Business Review, Sept. 2007),

11.5 An Effective Group Planning Process

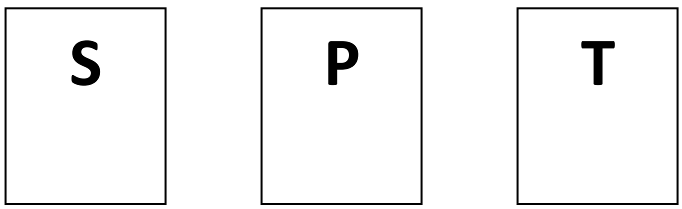
ABOUT THIS TOOL—This straightforward process makes visible the perspectives of all participants involved in decision-making. Everyone sees the whole picture: What you're hoping to achieve, how you see the situation now, and the practical steps to reaching the target.

APPLICTION—Follow the steps described in this tool.

Step 1—Post 3 pieces of chart paper
Title them as follows:

> "**S**" — What is the current **situation** giving rise to the problem or opportunity?
>
> "**T**" — How would you describe the desired **target** state? What does success look like?
>
> "**P**" — What are some proposals or **plan** for getting from where you are now to where you want to be?

Place the "S" chart on the left, "T" on the right, and "P" in the middle.



Step 2—Identify the Target
Write on the "T" chart what success would look like. What would you like to see around here that isn't here now? What are our goals? What outcomes or results do you want in this situation? What are you aiming for?

Step 3—Describe the Situation now
Make a list on the "S" chart describing the situation as it stands today in relation to the target. What is wrong with the way things are going? What is going right? Where exactly is the problem occurring? How serious is this?

Step 4—Develop a Plan
Use the "P" chart to brainstorm a list participant ideas on what can be done to bring the current situation in line with our target. What might we do to solve the problem? What actions should we take? How can we get from where we are now to where we want to be?

Step 5—Decide
Give each participant a marking pen and have them place a check next to the top three ideas from the list on the "P" chart. The proposals with the most check marks are the actions the group sees as most likely to achieve the target.

Step 6—Assign Accountability; Agree on Timing and Deliverables
The final step is fleshing out the plan by assigning accountability for next steps and agreeing on deadlines and deliverables.

Source: Developed by the author based on a conversation with consultant Carolyn Gellerman

11.6 ORBIT Your Opportunities [repeated as Tool 7.7]

ABOUT THIS TOOL—The ORBIT coaching sequence begins by envisioning the future you want, rather than the obstacles you're facing. Doing so enables you to coach others both deliberately *and* optimistically. This is my go-to tool for professional development conversations and decision-making.

APPLICATION—Follow this sequence when coaching others.

Outcome	What outcome do you hope to see in this situation? What does the problem look like solved or the aspiration realized? What do you hope to achieve?
Reflection	What are the current circumstances in relation to your desired outcome? Consider both facts and feelings. This would be the ideal time to use Force Field Analysis [Tool 11.3]
Brainstorming	Generate at least seven unique ideas to achieve your objective in light of your reflections. Why seven? Your initial ideas will be the obvious solutions; by the time you get to seven you need to get creative, to think beyond the obvious.
Intention	Which of the ideas you brainstormed hold the most promise for achieving your objective? Which ones energize you? Just pick two or three. One is all you need to get started.
Tasks	What are the initial tasks and timing to implement your intention? You don't have to create an entire plan; you just need to identify the first steps you'll take and when you will take them.

For an even more complete problem-solving session, consider adding an E and R to your ORBIT…ORBITER

Encouragement	What encouragement or support do you need to assure you'll follow-through on the tasks you've identified? It may be as simple as putting a couple of notes on your calendar, or committing to a colleague to check-in periodically.
Refinement	Did your steps achieve their intended objective? If so, what can you learn from your success? If not, how can you refine your actions to better achieve your objectives?

Source: Developed by the author

<table>
<tr><th colspan="3">11.7 Sample ORBIT Coaching Conversation [repeated as Tool 7.8]</th></tr>
<tr><th>Step</th><th>Manager</th><th>Employee</th></tr>
<tr><td>O</td><td></td><td>I’d like to be the lead on the next project…a real project manager</td></tr>
<tr><td rowspan="2">R</td><td>Say more. Why does this appeal to you?</td><td></td></tr>
<tr><td></td><td>I feel like I’m ready—I’ve been a member of three project teams. I really enjoy the work. The details and discussion of what to do and when have been a real education on how to tackle complicated projects. I’ve learned a lot. Plus, I completed an online workshop.</td></tr>
<tr><td rowspan="2">B</td><td>Let’s put together a list of ideas on how you could step up to a project manager role.</td><td></td></tr>
<tr><td colspan="2">Both Manager and Employee participate in the brainstorming
1. Take a more formal project management course
2. Become a Certified Project Manager
3. Learn about how to design and facilitate project meetings
4. Interview a few project managers to learn more about their work and training
5. Find a project manager who could be a mentor for me
6. Shadow a project manager
7. Review a project manager’s job description to understand the work and requirements better
8. Study a few projects more deliberately to identify common practices
9. Join a professional association of project managers</td></tr>
<tr><td rowspan="2">I</td><td>Those are a lot of good ideas. Where do you want to start?</td><td></td></tr>
<tr><td></td><td>I’d like to begin by interviewing a few project managers. [Idea #4 from above.]</td></tr>
<tr><td rowspan="2">T</td><td>How and when will you start?</td><td></td></tr>
<tr><td></td><td>I’ll reach out next week to the project managers I’ve worked with and ask them for an appointment.</td></tr>
</table>

Source: Developed by the author

ADVANCED SKILLS

Chapter 12

MANAGING CHANGE & TRANSITION

Changes of any sort succeed or fail on the basis of whether people affected do things differently.

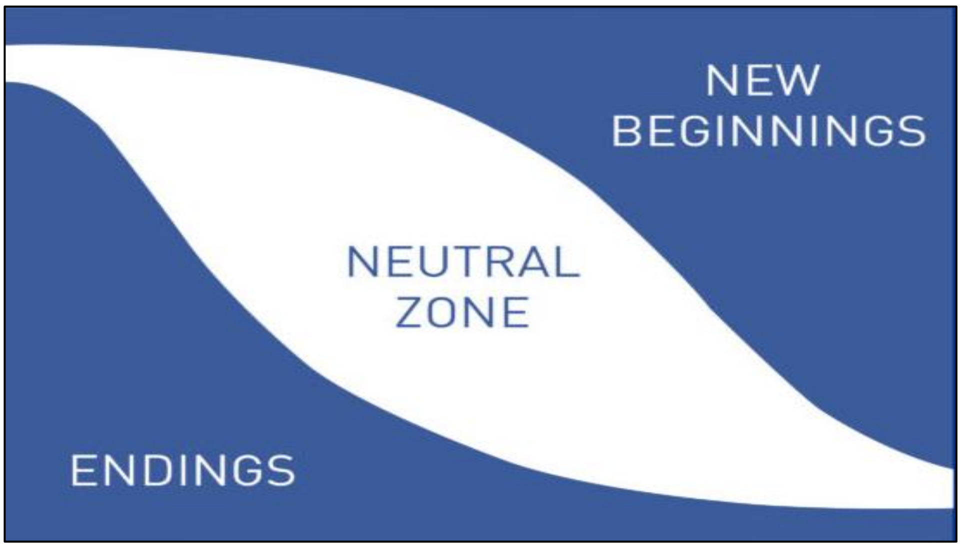
William Bridges
Author & Consultant

12.1 The Three Phases of Transition

ABOUT THIS TOOL—"It isn't the changes that do you in, it's the transitions. They aren't the same thing. *Change* is situational; *Transition* is psychological, a three-phase process that people go through as they internalize and come to terms with the details of the new situation that the change brings about."[12]

APPLICATION—Use this chart as a guide when planning your change initiative.

TIME ➔



Endings	The Neutral Zone	The New Beginning
William Bridges describes the change and transition process as paradoxical. That is, you begin with an ending and end with a beginning. It's important to mark the ending in some concrete way, honor the past, and help employees work through whatever they may be losing as they adapt to the new reality. Individual loses may include relationships, processes, status, influence, team members or locations.	A particular strength of Bridges' transition model is its frank recognition of the confusion that inevitably follows a change once it's announced. Allowing for this confusion, this time in the wilderness, must be integral to the planning of any change initiative. Making time for people to adjust, clarify roles, re-establish relationships, and learn new skills requires explicit guidance, temporary systems, and regular communication.	Detailed planning is key! Be clear and concrete about why the change is needed, what exactly is changing, and what isn't. Showing a stepwise path is essential if employees are to adapt and implement the desired change. Well-managed transitions allow people to learn new skills, implement new processes, and settle into new roles in ways that are grounded in a firm understanding of the change rationale and plan.

Source: Developed by the author based on the works of William Bridges. For more, go to https://wmbridges.com/about/what-is-transition/

[12] William & Susan Bridges, *Managing Transitions: Making the Most of Change, 4th ed.* (Boston: Da Capo, 2016), 3

12.2 What to Do in Each Phase

<table>
<tr><th>Endings</th><th>Neutral Zone</th><th>New Beginnings</th></tr>
<tr><td>You have to end before you begin</td><td>“The Wilderness”</td><td>The 6 “P”s</td></tr>
<tr><td>
a. Mark the endings
b. Treat the past with respect
c. Give people information, and do it again and again
In normal times people need 4 times more information than we think they need; during difficult times they need 10 times more. Liz Magoon, consultant
d. Identify what is changing and what is remaining the same
e. Show how endings ensure the continuity of what really matters
f. Acknowledge losses openly and sympathetically
g. Expect overreaction and accept grieving: Anger, sadness, anxiety, confusion, denial
h. Compensate for the losses in some way
</td><td>
a. Normalize the neutral zone; see it as a difficult yet creative time, a time for sorting out
b. Make time to take stock and question the usual
c. Embrace setbacks as entry points for new solutions
d. Experiment; brainstorm new answers to old problems
e. Create temporary systems
f. Strengthen connections within the group
g. Use the neutral zone creatively; plan retreats, field trips, or get-togethers
h. Redefine the neutral zone; seek new metaphors
i. Monitor the transition through surveys, data collection, open forums, sampling interviews, or transition monitoring teams
</td><td>
PURPOSE
Explain the purpose behind the outcome being sought. Why are we doing this?
PICTURE
Paint a picture of how the outcome will look and feel. What are people going to experience that is going to be different?
PLAN
Lay out a step-by-step plan for phasing in the outcome. People need a clear idea of how they can get where they need to go.
PART TO PLAY
Give each person a part to play in both the plan and the outcome. What is the tangible way employees are to contribute to and participate in the transition process and outcome?
PITFALLS
Integrate anticipation of obstacles, setbacks and resistance into your transition planning. Consider doing a premortem before finalizing the needed change. (See Tool 11.4)
PROGRESS
Determine the indicators of progress, including the mechanisms, accountabilities, and timing for collecting data and getting feedback on the relative success of the change initiative.
</td></tr>
</table>

Source: Developed by the author based on the works of William Bridges

12.3 21 Questions for Planning Successful Change

FRAME THE CHANGE

1. What is the issue prompting the need for change?
2. What will be observeable evidence that the desired change is taking root?
3. What are the external factors and time constraints that must be considered?
4. What can be learned from the success or failure of past change iniatives?

INVOLVE OTHERS

5. Who are the stakeholders and how will you include them in planning the change?
6. Who is your executive champion and how will you involve them?
7. What old scars or unresolved issues will need to be considered? How will you do so?
8. How will decisions be made about the change and who will make them?
9. What pushback or resistence can you anticipate? From whom? Why?
10. To what extent can you count on leadership for support in the face of challenges arising during implementation? If you're unsure, what can you do to bolster leadership support?

FILL IN THE DETAILS

11. What are the answers to the 6Ps of New Beginnings? [Tool 12.2]
    a. The Purpose, what's driving the change and what it's meant to accomplish
    b. The Picture of the better tomorrow that will result from the change
    c. The Plan for implementing the change, describing what exactly is changing and when
    d. The Part you want employees to play in implementing the change, what they will be doing differently
    e. The Pitfalls you can anticipate and how they will influence the change design
    f. The Progress measures you'll monitor to indicate how the change initiative is doing
12. Who will lose what, and what can be done to mitigate the loss, if anything?
13. How will you normalize the "neutral zone"—the period of confusion and inefficiency between the ending and the new beginning?
14. What temporary support or help can you provide to support employees in successfully adapting to the change?
15. How will you monitor progress?

COMMUNICATE [Tools 12.5 and 12.6]

16. How will you communicate the urgency of the change and frame the challenge its meant to address?
17. How will employees provide feedback about their needs or concerns with the change and its implementation?
18. How will you mark the ending?

EVALUATE

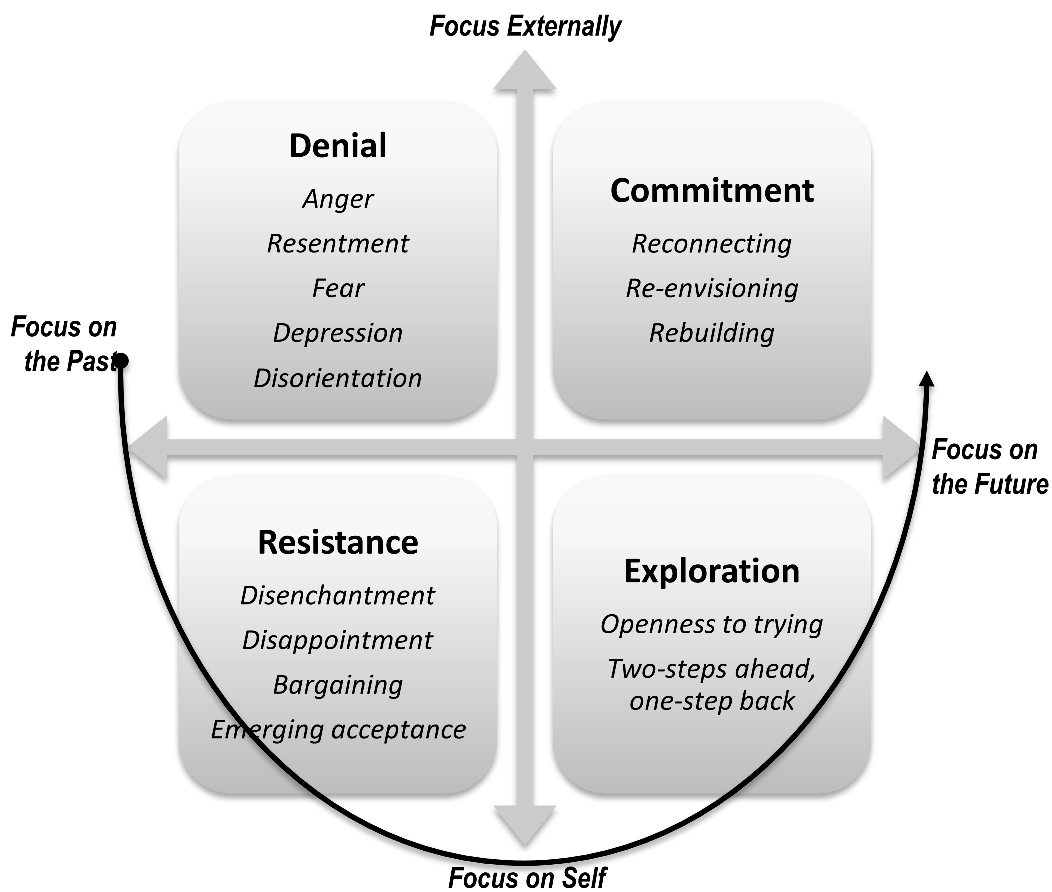
19. What is your plan for evaluating the success of the change and its implementation? What circumstances will trigger modification of the change?
20. In what ways can you refine the change to enhance its implementation, even if it is going well?
21. What are the lessons learned from this change that can strengthen future change initiatives?

Source: Developed by the author

12.4 The Transition Curve

ABOUT THIS TOOL—There are many variations of the transition curve shown here. Each depicts in some way the emotional stages employees commonly go through as they move from first learning of a change to embracing it.

APPLICATION—Pace implementation of the desired change by respecting the emotional stages people experience. Adapt your planning and communication efforts accordingly.



Source: Adapted from Ruth A. Johnston, Ph.D, "Leading and Facilitating Effective Meetings," (workshop presentation at the University of Washington Tacoma, May 7, 2016)

12.5 How to Communicate About Change

Step 1: Be clear about the change. Before communicating about it, summarize the change in a few sentences to be sure you and others understand it and agree on it.

Step 2: Identify a leader or a spokesperson for the change. Make sure someone is the face of the change, so people know whom to approach when they need answers.

Step 3: List the groups who must learn about the change. Different groups of people need different kinds of information. List the groups separately so that you do not muddy the messages.

Step 4: For each group, think about the responses you desire. What do you want each group to do, think, and feel? Knowing what you desire, you will be more likely to inspire those responses.

When you work on Step 4, consider these questions:

- How much does each group, or audience, know?
- For each audience, is the news negative, positive, or neutral?
- How is each audience likely to respond to the news?
- How can you reach each audience effectively?
- Who can communicate most effectively with each audience?
- What are the values, concerns, fears, opportunities, etc., of each audience?

Step 5: List the questions each group will need to have answered. Thinking about people's questions in advance helps you prepare and avoid being blindsided. When you do communicate, be sure to answer each group's questions. Examples: What is the change? Why is the change being made now? How does the change affect me?

Step 6: Think about the type of communication to use and the communicators for each audience. Do not leave this step to chance! It's the heart of the communication plan.

Step 7: Decide on the timing of the initial communication. Decide who needs to get the message first, second, etc., and when.

Step 8: Decide who will review your plan. Other people may have ideas that will strengthen it.

Step 9: Follow up. Tweak the plan as necessary.

Source: Lynn Gaertner-Johnston, Business Writing Blog, Syntax Training, date unknown. https://www.businesswritingblog.com/

12.6 Change Communication Worksheet

Prepared by (your name)

Summary of the change	
Change leader/ executive owner	
Audiences who must learn about the change	1. 2. 3.
Desired response from each audience: What do you want each audience to do, think, and feel?	1. 2. 3.

Issues to consider: ***Note: Do not fill in this box. Just think about the questions.***

- How much does each audience know?
- For each audience, is the news negative, positive, or neutral?
- How is each audience likely to respond to the news?
- How can you reach each audience effectively?
- Who can communicate most effectively with each audience?
- What are the values, concerns, fears, opportunities, etc., of each audience?

Questions each audience will want answered now	1. 2. 3.
Type(s) of communication and the communicator(s) for each audience	1. 2. 3.
Timing: Who needs to get the message first, second, etc., and when?	▪ ▪ ▪
Review: Who will review this plan?	

Communication Calendar

Date	**Audience**	**Vehicle & Sender**	**Key Messages**	**Person (s) responsible**	**Status** (e.g., Done)

Source: Lynn Gaertner-Johnston, *Better Writing at Work* newsletter, November 2018

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The Manager's Everyday Toolbox would not exist were it not for the suggestion of an anonymous colleague in Africa. At the end of distance learning workshop with colleagues in several country offices, I asked what would keep the content alive for them once the workshop series ended. A voice echoed back through the ether, "Why don't you organize the tools you shared into a toolbox."

Now, several editions and ten years later, my passion for this project has not waned. I believe this is in part due to my experience with the difference good managers can make in the success of their enterprises and in the lives of their employees. And, conversely, the harmful consequences of managers ill-suited to their roles and disinterested in developing greater depth and expertise in this vital role.

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About the Author

For the entirety of my career I've been challenged and intrigued by the promise and prospect of creating healthier organizations, ones that are humane, productive and resilient, with a particular focus on day-to-day management practice as a means of achieving that aim.

The University of Southern California (public administration) and Antioch University Seattle (whole systems design) provided the educational underpinnings (and graduate degrees) for my growth.

Before leaping into higher education in 2013, I served in HR and organization development roles in global health, where I had the opportunity to work with colleagues on four continents. The foundation of my career was forged over many years working in city governments in California and Washington.

In 2018 I was honored with the Lisbeth Claus Trailblazer Award by the HR Roundtable/Global HR Consortium. I was also privileged to be a featured practitioner in the 25th anniversary edition of Marvin Weisbord's *Productive Workplaces*.

Manage Bravely is a consultancy I created shortly after retiring from the Tacoma campus of the University of Washington to make *The Manager's Everyday Toolbox* available to a larger audience.