ENGAGED: PROFESSIONAL CONVERSATIONS

DR. JANET PILCHER & THE UWG TEAM

December 2017
SESSION OBJECTIVES

1. Connecting the Standards of Practice to Today’s Leader Development
2. Setting the Context:
3. Coaching and Professional Conversations
4. Summary, Next Steps and Linkage Assignment
People, Purpose, Action

At the University of West Georgia, we believe that engaged faculty and staff are critical to creating an environment in which students can succeed, inside the classroom and in life. That’s why we’re committed to becoming the best place to work, learn, and succeed.
Engage West is a transformative movement that is helping us create an inclusive, collaborative culture in which all contributors understand their roles and responsibilities in moving the university toward its aspirational goal. We are engaged in growing ourselves to grow others!

We are building an environment where people will know what to do, why they are doing it, and what we intend to accomplish.

People – Purpose – Action
NINE PRINCIPLES® FOR ORGANIZATIONAL EXCELLENCE

1. Commit to excellence
2. Measure the important things
3. Build a culture around service
4. Create and develop great leaders
5. Focus on employee engagement
6. Build individual accountability
7. Align behaviors with goals and values
8. Communicate at all levels
9. Recognize and reward success

©2017 Huron Consulting Group Inc. and affiliates. Use and distribution prohibited except through written agreement with Huron. Trademarks used in this document are registered or unregistered trademarks of Huron or its licensors.
WHAT IT MEANS TO BE A LEADER

Leadership has to be one of the most difficult, frustrating yet rewarding and fulfilling roles...leadership is not only a privilege, but one of the highest callings a person can have...Leadership is a journey and one that requires consistent attention to avoid stagnation. With the demands today, it is imperative that we continue to evolve, improve and reinvent ourselves. This usually involves living outside our comfort zone for long stretches of time...
PETER SENGE – CREATIVE TENSION

Vision
• Everyone Engaged! Clearly articulate the expectations – Best Place to Work Standards of Practice

Tension (coaching)
• An emotional and energetic tension that seeks to be resolved. Together, we take steps to work through the tension to get to the organizational vision.

Reality
• Clearly define where employees are now and what we need to do to move the needle to Highly Engaged!
A **COACH** sets the vision and inspires individuals to be better than they thought they could be. Coaches achieve this through frequent and specific feedback, setting high expectations, training, and coaching in the moment. They share with individuals not just how to move from good to great, but what they should stop doing to achieve consistent high performance.

**CHEERLEADERS** are supporters. They give high fives and can positively affect the environment. They root for others. Cheerleaders, however, do not provide information to help improve performance, although they do contribute to a more positive environment. A cheerleader says things like, “Good Job”, “You Can Do It”, “I’m Pulling for You”.
REALITY OF ENGAGEMENT IN TODAY’S WORKFORCE

52% of employees are disengaged; 18% actively disengaged

➢ Tips to Take with You to Do Tomorrow
  ➢ Recognize the small things every day
  ➢ Intentionally and continuously harvest wins
  ➢ Be a good coach to them
TYPES OF PROFESSIONAL CONVERSATIONS

- Engaged
- Relationship Building
- Performance Coaching
- Critical
RELATIONSHIP-BUILDING: LEADER CONNECTION QUESTIONS (CHECK INS/ROUNDING)

1. READ THE Leader Connection Questions SNIPPET
2. Role Play: Janet (leader) and select someone (employee)
3. Table Talk:
   1. How does engaging in conversations with employees using the connection questions build better relationships with others?
   2. Why would engaging in this conversation help develop “trust”? 
PREPARING FOR CONVERSATIONS ALIGNED TO THE BEST PLACE TO WORK STANDARDS OF PRACTICE:

COACHING CONVERSATIONS AND PERFORMANCE LEVELS
WHO IS ENGAGED? WHO IS NOT ENGAGED?

Communicate - This is the WAY we do what we do—not an addition to what we do.

The Best Place to Work Standards Become our Habits of Practice! How?
Hello Hannah!
### Aligning Skill Level to the Type of Conversation

<table>
<thead>
<tr>
<th>Skill Level</th>
<th>How to Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5 = \text{Significantly Exceeds Expectations}$ (At least 97% of the time the skill is hardwired.)</td>
<td>Recognize the person for the best practice; coach by gaining input on continued needs and support</td>
</tr>
<tr>
<td>$4 = \text{Exceeds Expectations}$ (At least 85% of the time the skill is hardwired.)</td>
<td>Recognize the person when the skill is applied; coach on identified areas of need to improve the skill</td>
</tr>
<tr>
<td>$3 = \text{Meets Expectations}$ (At least 70% of the time the skill is hardwired)</td>
<td>Provide continuous education; coach on identified areas of need; recognize the person for improved skills</td>
</tr>
<tr>
<td>$2 = \text{Needs Improvement}$ (About 50% of the time the skill is hardwired)</td>
<td>Provide continuous education; apply practice opportunities with specific feedback; coach on identified areas of need; recognize the person for improved skills</td>
</tr>
<tr>
<td>$1 = \text{Unsatisfactory}$ (Less than 50% of the time the skill is hardwired)</td>
<td>Apply directed, focused and continuous education; apply practice opportunities with specific feedback; coach on identified areas of need; recognize the person for improved skills</td>
</tr>
</tbody>
</table>
# BEST PLACE TO WORK STANDARD

<table>
<thead>
<tr>
<th>Standard</th>
<th>Values</th>
<th>Definition</th>
<th>Sample Performance Indicators</th>
</tr>
</thead>
</table>
| Teamwork      | Collaboration                | Collaborate and achieve common outcomes  | • Seek input from others and value other’s opinions and ideas  \  
• Work together and not against each other  \  
• Proactively work together within units and across units to achieve common goals  \  
• Be open to feedback and input from others  \  
• Consider and value perspectives different from your own  \  
• Display a positive and empathetic attitude toward others  \  
• Work together in a supportive manner by being dependable, trustworthy, & flexible                                                                                                                                          |
|               | Caring Wisdom                |                                            |                                                                                                                                                                                                                            |
|               | Inclusiveness                |                                            |                                                                                                                                                                                                                            |
|               | Sustainability               |                                            |                                                                                                                                                                                                                            |
What does “meet expectations look like for – “seek input from others and value other’s opinions”?

Think about how you would describe this skill to an employee.
### 5 = SIGNIFICANTLY EXCEEDS EXPECTATIONS

#### COACHING CONVERSATION

At least 97% of the time the skill is hardwired

Recognize the person for the best practice; coach by gaining input on continued needs and support: let the person know how valuable they are to the organization

<table>
<thead>
<tr>
<th>Recognize</th>
<th>Let them know how their level of performance represents a best practice, and outline an aspect of a skill they have performed well.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>Let them know why their performance is important to the organization and that they are a valued team member.</td>
</tr>
<tr>
<td>Gain Input</td>
<td>Ask them one thing they would like to improve to continue to grow and develop to reach their highest performance potential.</td>
</tr>
<tr>
<td>Support</td>
<td>Reinforce that you want to retain them and ask what you can do to support them to continue to grow and develop.</td>
</tr>
</tbody>
</table>
# 4 = EXCEEDS EXPECTATIONS COACHING CONVERSATION

At least 85% of the time the skill is hardwired

<table>
<thead>
<tr>
<th>GOAL: REASSURE, RETAIN, INPUT, SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize the person when the skill is applied; coach on identified areas of need to improve the skill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support</th>
<th>Describe the good qualities about their performance…calm down their anxieties.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance</td>
<td>Outline specifically how they have demonstrated a skill at a high performing level and why their performance is important to the organization.</td>
</tr>
<tr>
<td>Development with Input</td>
<td>Ask them one thing they would like to improve to continue to grow and develop to reach their highest performance potential.</td>
</tr>
<tr>
<td>Support</td>
<td>Reinforce that you want to retain them and ask what you can do to support them to continue to grow and develop.</td>
</tr>
</tbody>
</table>
### 2 = NEEDS IMPROVEMENT COACHING CONVERSATION

About 50% of the time the skill is hardwired

<table>
<thead>
<tr>
<th><strong>GOAL:</strong> REFINE, FOCUS, PRACTICE, SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Coach: Provide continuous education; apply practice opportunities with specific feedback; coach on identified areas of need; recognize the person for improved skills</td>
</tr>
</tbody>
</table>

| **Support** | Calm down their anxieties and let them know you are here to provide them with an opportunity to improve their skills. |
| **Input** | Let them know what you have observed and gain input on what they think they need to do to improve their performance. Give them specific examples on what best practice looks like and ask what they observe. |
| **Practice** | Redefine the core performance area to improve and provide them with your expectations on what they are to do and by when. |
| **Feedback** | Observe them over a period of time, jot down your observations and provide this feedback to them. |
| **Reflect** | Then, ask what they have learned and how this will help them improve their performance on this skill. |
| **Support** | Reassure them that you appreciate their work on this skill. |
1 = UNSATISFACTORY COACHING CONVERSATION
Less than 50% of the time the skill is hardwired

Apply directed and focused feedback with consequences for no improvement; apply practice opportunities with specific feedback; coach on identified areas of need; recognize the person for improved skills and follow through with consequences if no improvement

<table>
<thead>
<tr>
<th>Direct</th>
<th>Let them know what you have observed on a specific skill. Provide clear directions and defined expectations on how their performance misses the mark.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Give them specific examples on what best practice looks like and ask what they observe. Ask them what they need to focus on to improve.</td>
</tr>
<tr>
<td>Practice</td>
<td>Redefine the core performance area to improve and provide them with your expectations on what they are to do and by when.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Observe them over a period of time, jot down your observations and provide this feedback to them.</td>
</tr>
<tr>
<td>Reflect</td>
<td>Ask what they have learned and how this will help them improve their performance on this skill.</td>
</tr>
<tr>
<td>Follow-Up</td>
<td>If the skill improves, reinforce the improved performance and reassure them that you appreciate their work on this skill. If the skill does not improve over time after receiving support, engage in a critical conversation with them.</td>
</tr>
</tbody>
</table>
ACTIVITY

1. Read the two samples.
2. Jot down your observations noting the things that are the same and different about the conversations. Write your observations on the chart paper at your tables.
3. Debrief with the whole group.
PEOPLE, PURPOSE, ACTION

Goals
• Help us define and identify what we intend to accomplish
• Actions that move the university, division, or department goals towards achievement
• Assists to ensure good communication between employees and supervisors

When establishing goals
Remember to be SMART
✓ Specific
✓ Measurable
✓ Attainable
✓ Results-Focused
✓ Time-Based
LINKAGE ASSIGNMENTS

- From now until we meet in February, select 3 people each week and ask them the connection questions.

- Review the Standards of Practice with your teams and engage in a conversation about “what right looks like” for each of the performance indicators aligned to the standards.

- We looked at sample conversations for “4 – Exceeds Expectations” and a “2 – Needs Improvement” ratings.
  - When you are having performance conversations aligned to the Best Place to Work Standards of Practice, use these two as guides for how you engage in conversations with your employees.
  - Select one of the performance indicators from the standards, and write what you would say during the conversation with an employee.
  - If needed, work with the HR team to schedule a practice session to prepare for the conversation that will take place during your evaluation period.
THANK YOU!