



Communication: Addressing Performance Issues

Informing

As leaders, there are times we have to inform our staff about what we want, how we want something done, policies and procedures, etc. Examples of Informing:

- Explaining what happened or what is going to happen
- Clarifying what something means, explaining a policy, protocol, expectations, etc.
- Informing the employee of disciplinary action being taken
- Mastering a task such as how to prepare a report

Informing in a way that respects the employees' existing knowledge and inspires continued growth can be hard. It is not uncommon for employees to feel scolded or feel they have been treated unfairly, were unheard or disrespected after a leader informed them of something. So here is a model that builds off of what you learned about using your OARS:

ELICIT, PROVIDE, ELICIT (EPE)

Ask permission first!

- Elicit** what the employee already knows (use an open-ended question such as “tell me what you know about...”). Reflect what the employee says to show you are listening to help the employee feel heard and understood.
- Provide** the information (be precise and concise)
- Elicit** the employee's response to the information (another open-ended question). Reflect what you are hearing

Support the employee's right to choose what to do with the information and ask about their next steps (i.e. “What do you think you'll do next?” or “Where does that leave you?”).

If the solution the employee comes up with is not viable or needs some adjusting, use reflections and open-ended questions to explore further. Make sure their solution fits into your organization's why and values and if it doesn't, ask about that. Before diving into any parts of their solution that you have questions or concerns about, acknowledge anything they suggested that will work. For example, “I like your idea about...I am wondering if we could discuss further your idea about...? How do you see that working with our given resources?”

Here are some sample questions you might ask to open discussion on a solution an employee has come up with that may need more tweaking to be viable:



“How do you see that working with the resources you have in your budget?”

“Tell me your thoughts on how that idea will fit into our policy on disciplinary action?”

“I like the concept you are suggesting. How can we bring it to life?”

“How much time will you need to accomplish...Tell me how that fits into the one year goals you set for yourself?”

See if you can think of other questions you might ask in your setting.

Guidelines for Offering Feedback¹

Ask Permission

Create a climate of respect and positive regard:

“I have some feedback on the report you submitted today. Would you like to hear it now?”

Encourage Self-assessment

“How do you feel about the report?” “What do you think worked well? “What do you think you might do differently next time?”

Limit the Amount of Feedback

Choose a few important areas for concentrating your feedback. Avoid overwhelming your employee with too much feedback!

Be specific

Be precise in sharing your observations.

“Specifically, you did an excellent job of” “I noticed... Next time you might try...”

Respect Readiness

Consider the timing: Is your employee in a receptive frame of mind, or is s/he distracted, disturbed, upset, etc.?

Avoid Personal Affronts: Focus on behaviors rather than personalities.

Remain non-judgmental: Balance the Feedback. Offer feedback on what your employee is doing well in addition to suggesting and eliciting ideas for improvement.

End on a positive note!

¹ Adapted from Berg-Smith Training and Consultation 2008



Offering Feedback: A Formula²

Elicit—Offer—Elicit—Offer—Elicit

- Step 1** **Elicit** positive experience of employee
 “What went well?”
 “What did you like about ...?”
- Step 2** Agree, summarize, and **offer**
 “I agree with _____, and you additionally did a great job with...”
- Step 3** **Elicit** what employee might do differently next time
 “As you think about how it went; what do you think you might do differently next time?”
- Step 4** Agree, summarize, and **offer**
 “I agree with _____. I’d also like to suggest that you ...”
- Step 5** **Elicit** personal reflections
 “What do think about our feedback?”
 “What are you key learning points?”

² Adapted from Berg-Smith Training and Consultation 2008



Getting to A Great Ask

THE A.I.D.E. ELEMENTS¹

Ask (Pressure of 3)

- A simple statement of need, as in, “I need _____.”
- A description of what would look like, and not look like, and by when or how often.
- A description of what receiving this need would provide
- The question: “What do you need to give me what I’m asking for?”
- RELEASE now at latest so they can think and own your request

Insist (Pressure of 5)

If the person agrees to provide what you’ve asked, and you have provided what they needed, and they still don’t do what they agreed to, increase your pressure and do the following:

- Restate need
- Restate looks like
- Restate what would provide
- Ask, “Is there something else you need, that you didn’t anticipate, to give me what you’ve agreed to?”
- RELEASE SO THEY CAN THINK

Demand (Pressure of 7)

If you have provided all of any additional requirements, and they still don’t do as agreed, increase your pressure and do the following:

- Restate that they agreed to provide this for you
- Restate that you have done all they said they needed
- Tell them what the consequences will be if they don’t fulfill what they said they would (i.e. tell them what ENFORCE looks like)
- Ask them if they want another chance to provide it
- RELEASE AND MAKE SURE CHOICE IS PRESENT, without playing down the consequences

Enforce (Pressure of 10)

If you have diligently followed the protocol of AIDE, and they still have not done as they agreed, increase your pressure and do the following:

- Restate what they agreed to do
- Restate that you provided all they asked
- Restate the consequence that you told them about in Demand
- Describe how the consequence will go/look like now that it’s happening
- Keep your word about it



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Feedback and Accountability:

What Your Staff are Really Begging For

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Objectives

- Identify the value of feedback and accountability in enhancing staff motivation for professional development and growth
- Explore how styles of communication impact how feedback is received
- Identify and practice models for delivering effective feedback
- Explore a model of accountability towards professional development goals



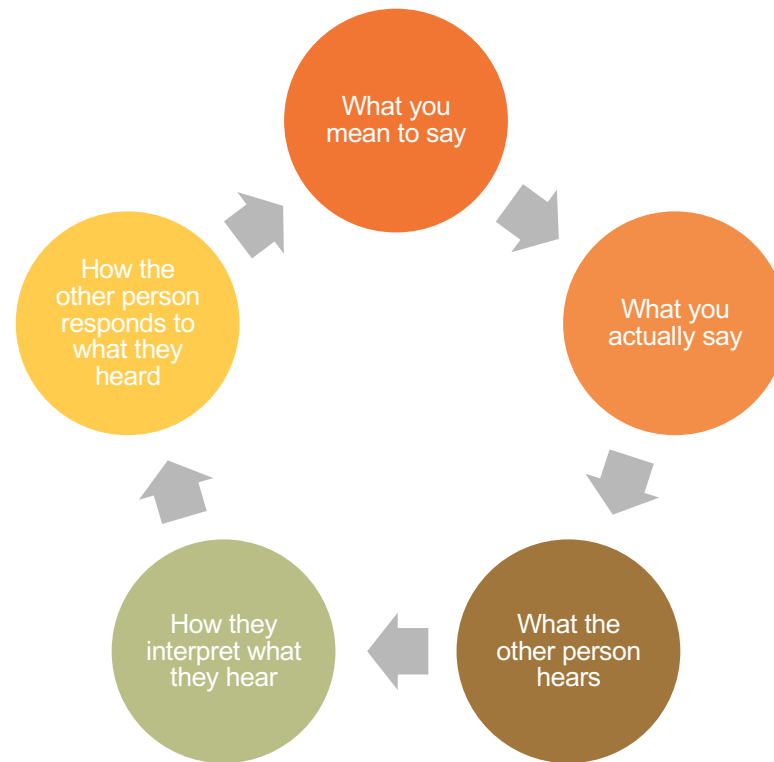
Giving Feedback That Will Be Heard

“Tell me and I’ll forget. Show me and I might remember. Involve me and I will understand.”

-Benjamin Franklin



5 Components to a Message



Style Matters

Dancing or Wrestling?



Motivating Change



Guiding

*“I can help you to solve
this for yourself.”*



Asking: The First Step to Setting Goals

A good guide finds out
where the employee wants to
go



Open Questions

- Open the door, encourage the employee to talk
- Encourage elaboration and discussion
- Leave broad latitude for how to respond
- What do you want to do more or less of?



Closed Questions

- Invite a *short* answer (not only Yes/No)
 - When will you have that evaluation done? How long does it typically take you to finish an evaluation?
- Ask for specific information
 - How many students do you currently have?
- Might be multiple choice
 - What do you plan to do: keep the lesson plan, adapt it or create a completely new plan?
- They limit the employee's answer options



Setting SMART Goals

- **S**hort
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**ime-limited



Accountability: It Starts With You

Accountability - Empowerment
= Blame

Empowerment - Accountability
= Low Performance

Accountability + Empowerment
= High Performance



Goal Monitoring: Providing Feedback that Motivates Action

Elicit—Offer—Elicit—Offer—Elicit

Step 1: Elicit positive experience from the employee

“What went well?”

“What did you like about ...?”

Step 2: Agree, summarize, and offer

“I agree with _____, and you additionally did a great job with...”

Step 3: Elicit what the employee might do differently next time

“As you think about how it went, what do you think you might do differently next time?”

Step 4: Agree, summarize, and offer

“I agree with _____. I’d also like to suggest that you ...”

Step 5: Elicit personal reflections

What do think about our feedback?

What are you taking away from this? Or What did you learn from this?



Informing: Addressing Performance Concerns



- Explaining what happened or what is going to happen
- Clarifying what something means: explaining a policy, protocol, expectations, etc.
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- Mastering a task such as how to prepare a report



Informing: Elicit, Provide, Elicit

- Ask permission first!
- Elicit what the employees already knows
- Provide the information
- Elicit the employee's response to the information
- Support the employee's right to choose what to do with the information

Negotiating a Staff Development Plan

- Employee identifies behavior they want to change
- Employee identifies reasons for making the change
- Potential obstacles are identified and addressed



Holding People Accountable

- Ask
- Insist
- Demand
- Enforce



Thank you for your participation!

If you have questions or want more information, contact us at:

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**Or visit our website at:
www.thinkinstrategy.com**