WELCOME

THE CLIMB TO TOP PERFORMANCE

CLC is a state agency, too!

PLEASE…

- Fill out the white registration form
- Sign the pink roster

Please…

As a courtesy to all, please place your communication device in a quiet mode.

Thank you!

ACRONAME

E	Enthusiastic
L	Learner
O	Optimistic
I	Inquisitive
S	Sensible
E	Encouraging

3 Words to Remember

CONTROL

We only have control over our *own actions* and *attitudes*; if we want something different than the current situation, we have to change ourselves first.

CONTROL

Start where you are.
Use what you have.
Do what you can.

- Arthur Ashe

IMPROVEMENT

We can always improve; there is always something new to *learn* or a *better way* to do things, no matter what the situation.

IMPROVEMENT

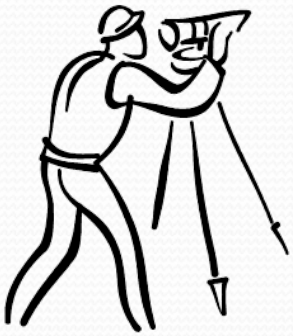
PERSPECTIVE

We should try to look at things *another* way; a situation or problem may look very different through the eyes of the customer or a coworker.

PERSPECTIVE

Two Parts to Work

Technical



People

Practical Needs

- The objective of the interaction, such as to:
  - Communicate information.
  - Solve a problem.
  - Resolve a conflict.
  - Provide coaching.
- Accomplishing the objective in an appropriate amount of time.

Personal Needs

- People's "human" needs:
  - To be heard and understood.
  - To be respected and valued.
  - To trust and be trusted.
- A way to improve communication, build trust, and strengthen relationships.

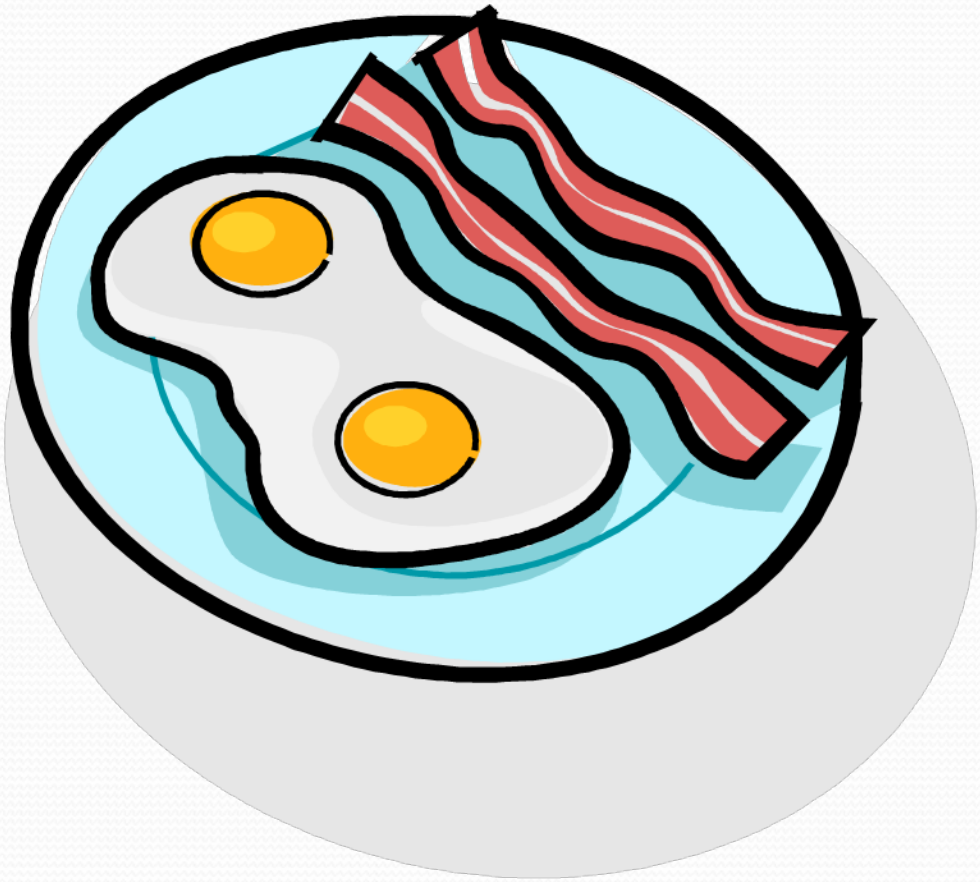
Principles to meet personal needs

- Focus on situations, issues, or behaviors, not the person
- Maintain the self-confidence and self-esteem of others
- Listen proactively to encourage involvement and build relationships
- Share your thoughts, feelings, and rationale to build trust
- Provide support without removing responsibility to build ownership

DISCUSSION PLANNER

- Road map to prepare for and have discussions one-to-one or in meetings.
  - Be more purposeful about intent of interactions
  - Be more effective in bringing conversations to meaningful outcomes
  - Be more efficient by streamlining discussions and preventing "reinventing the wheel" in the next interaction
  - Be more focused on moving toward actions

What’s on Your Plate?



What's on Your Plate?

When it's your turn, briefly describe:

- What's on your plate
- A past or current high priority
- A future high priority

Pass the Plate

Draw a circle around the activity that each of the following people might view as this plate's highest priority.

1. BWSR staff
2. Local organization staff
3. Landowners

You will draw 3 circles.

What's on Your Plate?

- What are your major responsibilities?
  - What % of your time do they take?
- What are your organization's major goals?
  - What does your work group contribute?
  - How are results measured?
- Which of your responsibilities contribute the most to the organization's goals?
- What are your options for lower priorities?

BWSR Mission

Improve and protect Minnesota's water and soil resources by working in partnership with local organizations and private landowners.

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The Climb to Top Performance

- Setting clear expectations
- Developing skills
- Giving recognition/reinforcement
- Giving constructive feedback
- Coaching

- Remember the Principles for meeting personal needs

Setting Clear Expectations

1. WHY the job is important.
2. WHAT results are expected.
3. HOW they will do the work.
4. REVIEW for understanding.
5. FOLLOW-UP with support.

SKILL GAP Questions

1. What makes you think an employee might not have the skill to do a job?
2. What can't they do?
3. Do they know they are supposed to be doing this?
   - Have you talked about it?
   - Did you set clear expectations? When?
4. Was the employee ever formally trained or received on-the-job training? How do you know?
5. What other things could be preventing the employee form doing the job? (lack of tools, information, etc.)
6. What could you do to help this person do the job?

What makes learning a new skill easier?

How to fold a t-shirt

Fold a shirt in only 2 seconds !

T-shirt explained

Fold a Shirt

Developing Skills

1. PLAN Identify needs, objectives, & methods
2. EXPLAIN Describe the importance, results, & methods
3. DEMONSTRATE Show how to do each step
4. CHECK & REVIEW Make sure they understand
5. FEEDBACK Provide ongoing support

Giving Recognition

1. Identify an opportunity for giving recognition.
2. Describe the behavior as immediately and as specifically as possible.
3. State how the behavior made a difference to you and to the organization.

What Behaviors Should You Reinforce?

Organizational Goals and Objectives

↓

What Your Work Group/Team Needs to Accomplish

↓

Behaviors and Actions That Can Support Your Group/Team in Its Work

STAR Recognition

Situation

Task

Action

Result

Constructive Feedback

Constructive feedback is information that calls attention to a problem or a potential problem.

Constructive feedback does not necessarily solve problems, but opens a door to problem solving or other follow-up action.

The key to giving and receiving constructive feedback is maintaining a spirit of mutual respect and learning.

Constructive Feedback: Opening the Door

Giving Constructive Feedback

1. Convey your positive intent.
2. Describe specifically what you have observed.
3. State the impact of the behavior, action, or situation.
4. Ask the other person to respond.
5. Focus the discussion on solutions.

STAR/AR Feedback

Situation

Task

Action

Result

Alternate

Result

- Coaching sets the pace to get the best out of others while giving the best of yourself.

- David Cottrell

Coaching

Giving people support, encouragement, and information in order to raise their awareness that they can:

- Solve problems on their own
- Take risks
- Make decisions
- Tackle new challenges

Coaching: Bringing Out the Best in Others

1. Identify an opportunity to help someone expand on his or her skills, knowledge, and abilities.
2. Confirm that the person is ready for coaching.
3. Ask questions and offer information to clarify the situation.
4. Help the person identify possible actions.
5. Gain agreement on a course of action.
6. Offer your support.

COACHING Questions

1. What can you tell me about this project/problem so far?
   - How is it going, what results are you getting?
   - Who else is involved, what do other people think?
   - What would you like to see changed? What are the consequences if nothing changes?
2. What are you doing or could you do about it?
   - What options do you have, what could we do differently?
   - What are the pros and cons of your options

COACHING Questions

3. What are you going to do, which option will you try?
   - Will this option address the current situation?
   - What obstacles do you think you may have?
   - When will you put your plan into action?
   - Who needs to know about your plan?
4. What kind of support will you need?
   - What can I do to help?
5. What will be your next step?
6. When should we talk again?

TELLING

COACHING Questions

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Routine Coaching Questions

- How's it going?
- What's going well?
- What's not going so well?
- What are you doing about it?
- What can I do to help?

FEEDFORWARD

- Focuses on the future
- Capitalizes on others ideas and suggestions
- Generates positive change and improvements

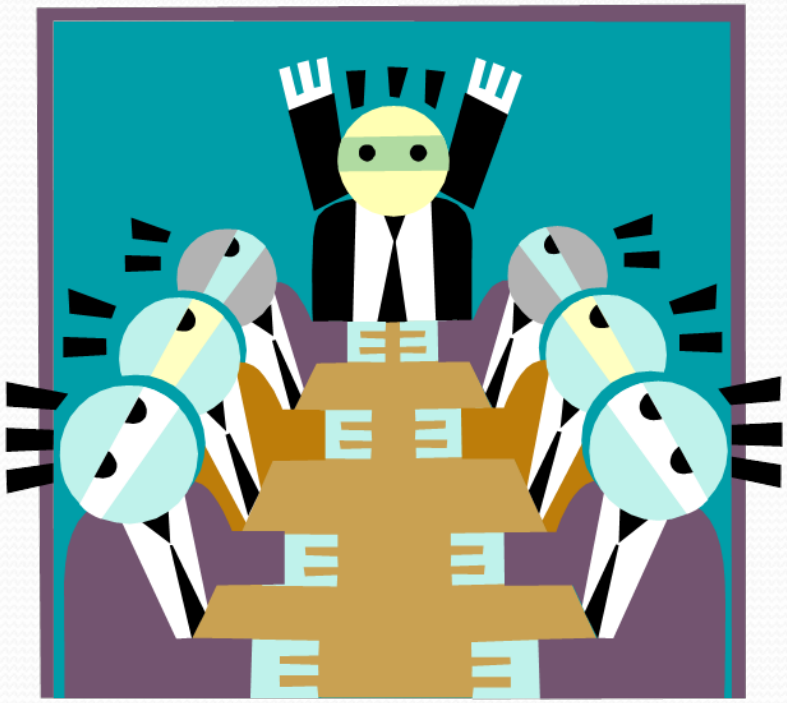
FEEDFORWARD

1. Pick objective of change
2. Describe needed change
3. Ask for two suggestions
4. Record responses
5. Reverse roles
6. Change partners and repeat

MEETINGS

Discuss in your group…

- From your experience, what works well in meetings? (3 min.)
- Choose a spokesperson to share one or two best practices with everyone. (30 sec.)



Great meetings…

- Don’t just happen – they are designed
- Are events in which real work takes place
- Have rules to play by
- Have a social component

To meet or not to meet…

- Can you identify a purpose – why should people invest their time?
- Are the topics informational only?
- Does conversation need to occur?
  - Generate ideas
  - Narrow options
  - Make decisions and action plans
- Can you list outcomes – what “take-aways” will participants have?

GUIDELINES

- Staying on track
  - Follow agenda
  - Record side topics in “parking lot” or “issue bin”
  - Do process checks by asking, “are we on track?”
  - Use basic parliamentary procedure

GUIDELINES

- Solicit or limit participation and discussion
  - Post agenda
  - Identify expected outcomes
  - Clarify expectations
  - Invite comments from more introverted participants
  - Acknowledge all comments – avoid evaluating
  - Require response to previous speaker
  - Stand up to speak
  - Accept that all meetings do not end in decisions
  - Clarify action items and assign follow-up tasks

GUIDELINES

- Documentation
  - Don’t include too much detail
  - Use a consistent format
  - Focus on…
    - Decisions reached
    - Action items that people need to follow up on
    - Open issues
  - Begins input for future meetings
  - Helps prevent “reinventing the wheel”

GUIDELINES

- Evaluation, improvement
  - Set aside five minutes at the end to ask…
    - What worked well today?
    - What don't we want to repeat?
    - Are we falling into bad habits?
  - Periodically do a simple written evaluation

MEETING EVALUATION

1. Our meeting today was:

Focused	4	3	2	1	Rambling
	good			*poor*	
Productive	4	3	2	1	A waste

2. The pace was:

Too fast Just right Too slow

3. Everyone got a chance to participate:

Yes Somewhat No

4. Our purpose was:

Clear	4	3	2	1	Confused
	good			*poor*	

5. We made good progress:

Yes Somewhat No

6. At our next meeting we should:

Do more of:

Do less of:

7. Overall, I was satisfied with this experience.

Yes No

The Climb to Top Performance

- Setting clear expectations
- Developing skills
- Giving recognition/reinforcement
- Giving constructive feedback
- Coaching

- Remember the Principles for meeting personal needs

THANK YOU!

PLEASE…

- Remember to fill out your action plan
- Complete the CLC evaluation form
- Find presentation slides posted on the BWSR website

Eloise Thorson

Customized Training

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