

LTC OPS Performance Management April 2016



*Instructors:
Beverly Wyatt and Susan Maxfield
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Tab 1 - Leadership Goals Presentation



Colorado Department of Transportation

Leadership Goals



Training Notes:

Notes:

Course Agenda

Learning Logistics



Section 1 – Course Introduction



Section 2 – Why Does CDOT have Leadership Goals



Section 3 – Choose and Plan your Goal



Conclusion



Training Notes:

Notes:

Course Learning Objectives

At the end of this section, you should be able to:

- Awareness** → Recall the reason why all supervisors have a statewide supervisory/leadership goal
- Desire** → Communicate why you choose to change
- Knowledge** → Apply the tools and behaviors required to change
- Ability** → Practice the different behaviors
- Reinforcement** → Recognize that you cannot do this alone

Training Notes:

Notes:

Instructor Introductions

Please take a moment to meet:

- *Tawnya Deherrera*
- *Erin Hardin*
- *Lynn Livingston*
- *Amanda Parkhurst-Strout*
- *Susan Maxfield*
- *Beverly Wyatt*
- *Melanie Vigil*



Training Notes:

Notes:

Learning Logistics

Classroom participation encouraged; ask, answer, and participate in the discussion

- HR staff to participate in exercises

Your book has both HR presentations for the week

- Leadership Goals and Leveraging the PMP
- Exercise data sheets for in-class exercises
- Resources to use while working on your goals

Training Notes:

Notes:

Section 1 – Course Introduction



Learning Logistics

Section 1 – Course Introduction

Section 2 – Why Does CDOT have Leadership Goals

Section 3 – Choose and Plan your Goal

Conclusion

Training Notes:

Notes:

Your Contributions to Learning

Have you ever tried to:



You need to:

- Value the change
- Strategize the change
- Identify with the change

It is Your Choice:

- <https://www.youtube.com/watch?v=wQLHwSphu-M>

Colorado Department of Transportation

Slide 8

Training Notes:

Notes:

Have you ever tried to get someone else to change a behavior? I can lecture and plead with you all kinds of logical and emotional reasons why you should listen and change.... But until you have your own reason the change will not happen.

Course Agenda

- Learning Logistics
- Section 1 – Course Introduction
- Section 2 – *Why Does CDOT have Leadership Goals***
- Section 3 – Choose and Plan your Goal
- Conclusion
-
-

Training Notes:

Notes:

Section 2 - Learning Objectives

At the end of this section, you should be able to:

- *Recall why CDOT supervisors were all assigned a Supervisory/Leadership goal on their performance management plans.*
- *Identify Your WHY*

Awareness

Slide 10

Training Notes:

Notes:

The why this was added to the PMP:

- The best DOT in the country
- Communicate supervisor behavioral expectations
- D.U.D.s
- Individual Leadership Plan
- TM III MTA Needs Assessment
- Elimination of Performance Management quarterly meetings

The Desire to change is internal; only you can decide and choose to make a change:

- Commitment
- Compliance
- Belief
- Competition
- Money
- Popularity
- Job Security
- Happiness

Best DOT in the Country



Leadership Forum



The best DOT in the county needs the best leaders.

Awareness

Slide 11

Training Notes:

Notes:

Communicate Supervisor Behavioral Expectations

Performance Management Plan 2016 for BEVERLY S WYATT



0

Route Map April - Sept Goals **April - Sept Competencies** Oct - March Goals Oct - March Competencies

Workleading and Supervision

Performs supervisory duties in compliance with all applicable laws, rules, policies, and procedures.

- Models accountability for behaviors and work product.
- Develops and encourages employees' ability to perform job tasks and interacts respectfully through immediate feedback and coaching.
- Communicates with employees in an open respectful way to provide frequent and ongoing communications.
- Resolves personnel issues, conflicts or work related problems appropriately, keeps supervisor informed.
- Completes administrative paperwork accurately and timely.
- Conducts timely and effective employee performance planning meetings with supporting records, forms and documents.
- Sets and adjusts performance expectations, assignments, priorities and distribution of work to inspire a shared vision and direction.
- Acknowledges and recognizes the positive work efforts and accomplishments of the team.
- Collaborates with peers to discuss and resolve mutual supervisory issues.
- Uses CDOT values to make ethical decision when faced with conflicting choices.

Awareness

Slide 12

Training Notes:

Notes:

D.U.D.s

Dangerous, Unproductive or Dysfunctional behaviors (D.U.D.s)

What is the cost of a D.U.D. Team Mate?

- 87% of other employees want to change jobs.
- 93% of other employees report a loss of performance.
- 73% of managers DO NOT feel comfortable improving and/or removing D.U.D.s from their team.

-Leadership IQ

40% of managers are ineffective and each poor manager costs the organization up to 10X the manager's salary. -Jullivan, 2005



Awareness

Slide 13

Training Notes:

Notes:

What kind of Supervisor are you?

<i>Good Boss</i>	<i>Bad Boss</i>
Great Listener	Doubter
Encourager	Secretive
Communicator	Intimidating
Courageous	Bad Temper
Sense of Humor	Self-centered
Show Empathy	Indecisive
Decisive	Blames
Takes Responsibility	Arrogant
Humble	Mistrusts
Shares Authority	Blank Stares

Awareness

Slide 14

Training Notes:

Notes:

Individual Leadership Plan

Day 2 continued...

ACTION ITEMS

1. Meet with your teams: Discuss with your team what you learned at CDOT's Leadership Forum
Due in 10 business days
2. My Personal Leadership Action Plan
60 days to implement Individual Leadership Plan (below)

Personal Leadership Action Plan:

The most important action to improve my leadership.

How I determine my success.

The second most important action to improve my leadership.

How I determine my success.

Accountability Partner: _____

Awareness

Slide 15

Training Notes:

Notes:

Answer the question to yourself:

Did you get an accountability partner and have you followed through on your leadership goal?

MTA Needs Assessment

Results of TM III Training Needs Assessment

The following results may be used to assist in determining courses and content of the training. The training needs assessment survey included 101 possible training objectives. The topics are listed from the highest to the lower ratings.

1.	Handling difficult personnel issues proactively and effectively (e.g., fact-finding, progressive discipline, following State Personnel Rules)
2.	Managing employee performance (e.g., PMP, reviews, feedback, documentation)
3.	Improving performance of poorly performing work units
4.	Improving performance of poorly performing employees
5.	Strengthening work units having internal problems
6.	Coaching and developing others to become better leaders
7.	Knowing the laws, rules, and policies affecting Maintenance
8.	Building and maintaining a strong and supportive work environment (e.g., trust, respect)
9.	Dealing with negative attitudes
10.	Doing succession planning (e.g., coaching others for promotion, preparing others to take over your job)

Awareness

Slide 16

Training Notes:

Notes:

What Has Changed?

- The best DOT in the country
- Communicate - behavioral expectations
- Eliminate - Dangerous Unproductive Dysfunctional Behaviors (D.U.D.s)
- Accountability - Individual Leadership Plan
- Address - TM III MTA Needs Assessment

Awareness

Slide 17

Training Notes:

Notes:

What's your Why?

- Commitment
- Compliance
- Belief
- Competition
- Money
- Popularity
- Job Security
- Happiness



What's your
why?

Desire

Slide 18

Training Notes:

Notes:

Knowing your *why* is an important first step in figuring out *how* to achieve the goals that excite you and create a life you enjoy living,. Indeed, only when you know your 'why' will you find the courage to take the risks needed to get ahead, stay motivated when the chips are down, and move your life onto an entirely new, more challenging, and more rewarding trajectory.

Course Agenda

- Learning Logistics
- Section 1 – Course Introduction
- Section 2 – Why Does CDOT have Leadership Goals
- Section 3 – Choose and Plan your Goal**
- Conclusion
-
-

Training Notes:

Notes:

Section 3 - Learning Objectives

At the end of this section, you should be able to:

- *List the six sources of influence that help you change.*
- *Improve a supervisory behavior*
- *Break a habit*

Knowledge

Slide 20

Training Notes:

Notes:

Why We Fail to Change Our Behavior



[Why we fail to change our behaviors](#)

- Lack the motivation
- Lack the skill
- Lack the support
- Lack the reinforcement



[Influencer Explained in just two minutes](#)



[Hand Washing - Influencing Behavior Change](#)

Knowledge

Slide 21

Training Notes:

Notes:

[Two minute video on the six sources of influence](#)
<https://www.youtube.com/watch?v=yH8XTwLOoVk>

[Six minute video on hand washing: A child using the sources of influence on other children to encourage washing hands before eating a cupcake](#)

<https://www.youtube.com/watch?v=o-N57TtyToE>

Influencer: The Power to Change Anything



Six sources of Influence © VitalSmarts

	Motivation	Ability
Personal	1 Make the Undesirable Desirable	2 Surpass Your Limits
Social	3 Harness Peer Pressure	4 Find Strength in Numbers
Structural	5 Design Rewards and Demand Accountability	6 Change the Environment

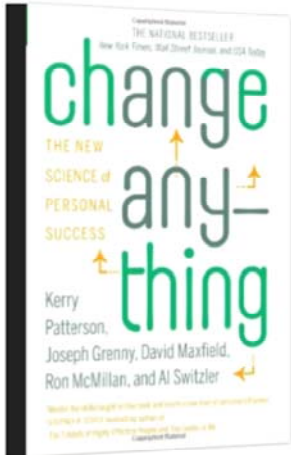
Knowledge

Slide 22

Training Notes:

Notes:

Change Anything



SIX SOURCE OF INFLUENCE

	MOTIVATION	ABILITY
PERSONAL	I Love what you Hate 1. Visit your Default Future 2. Tell the whole Vivid Story 3. Use Value Words 4. Make it a Game 5. Create a Personal Motivation Statement	II Do what you can't 1. Start with a Skill Scan 2. Employ Deliberate Practice 3. Learn the Will Skill
SOCIAL	III Turn Accomplices 1. Know who's a Friend & who's an Accomplice 2. Redefine Normal	IV into Friends 3. Hold a Transformation Conversion 4. Add New Friends 5. Distance yourself from Unwilling
STRUCTURAL	V Invert the Economy 1. Use Carrots & the threats of Losing Carrots 2. Use Incentives in Moderation & in combination 3. Reward Small Wins	VI Control your Space 1. Build Fences 2. Manage Distance 3. Change Cues 4. Engage your Autopilot 5. Use Tools

Six sources of Influence © VitalSmarts

Knowledge

Slide 23

Training Notes:

Notes:

Improve a Behavior

Performance Management Plan 2016 for BEVERLY S WYATT

Route Map April - Sept Goals April - Sept Competencies Oct - March Goals Oct - March Competencies

April - Sept Goals

1.1 Develop one habit to strengthen or break that improves your supervision or leadership skills by Sept 30. [Edit](#)

One a month pick an activity to learn/change or develop behavior. Measure is actions have been taken.

Managers Comments

Ability Slide 24

Training Notes:

Notes:

Exercise One - Improve a Behavior



Turn to Tab 1: Exercise One: Improve a Behavior

Rank order the behavioral statements 1 – 10; with 1 being the behavior you demonstrate consistently.

- Find and read your page.
- As a group fill out at least 4 of the 6 boxes.
- Be prepared to share your answers

E

Ability

Slide 25

Training Notes:

Notes:

- ***Tab 1: Exercise One: Improve a Behavior***

The following pages are divided into a definition of the behavior, why you might want to work on that behavior, examples of what to do (how) and then the influencer table.

Answer



	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

E

Reinforcement

Slide 26

Training Notes:

Notes:

Each group will present 4 statements that they created to assist in improving the behavior.

How to Escape Failure

Goals are not one time events. It takes lots of motivation, practice, and rewards.

Learn: Webinars, books, talk to a friend, Ted Talks, training

Practice: Replace with a new behavior, create a schedule to practice, create milestones

Teach others: Share your new knowledge with others

Ask for help:

Ability

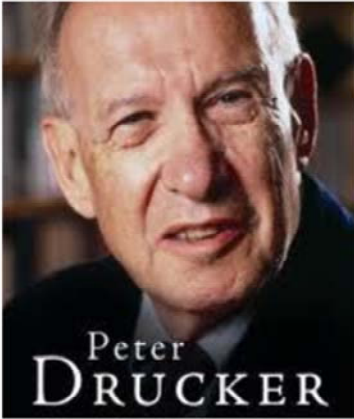
Slide 27

Training Notes:

Notes:

Resources tab list books, links, and online learning that could be used to create the support needed to change behavior.

Peter Drucker



“We spend a lot of time teaching leaders what to do. We don’t spend enough time teaching leaders what to stop. Half the leaders I have met don’t need to learn what to do. They need to learn what to stop.”

Management expert Peter Drucker, as quoted by Marshall Goldsmith in *What Got You Here Won’t Get You There*, 2007

Knowledge

Slide 28

Training Notes:

Notes:

How to Eliminate the Negative

1. Apologize
2. Tell others your plan to change
3. Listen before you speak, do not interrupt
4. Do not use the words, no, but or however
5. Be present
6. Say thank you
7. Follow up and ask for feedback – how am I doing

Ability

Slide 30

Training Notes:

Notes:

Goals are not one time events. Leaving class this week with not change your behavior or accomplish your PMP goal. It is just the start of a long deliberate process.

Exercise Two – Break One Bad Habit



Turn to Tab 2 Exercise Two: Break One Bad Habit

- Read the 20 Annoying Interpersonal Behaviors Stop and choose the one or two that you can hear others complaining about
- Turn to a neighbor and ask:
- ...would you suggest two ideas that I can implement in the future to help me?

E

Ability

Slide 31

Training Notes:

Notes:

Tab 2 Exercise Two: Break One Bad Habit

Think about your past interactions with folks at work or home – what is that person constantly nagging you about.

Interpersonal Behaviors require an interaction with others. You will not know if you are successful or failing unless you listen to what others are saying.

Ask for two suggestions that might achieve a positive change.

I would like to stop interrupt others when I have questions about what they are saying, **would you suggest two ideas that I can impellent in the future to help me?**

Answer



- Provide support to others
- Ask for help

E

Reinforcement

Slide 32

Training Notes:

Notes:

Course Agenda



Learning Logistics

Section 1 – Course Introduction

Section 2 – Why Does CDOT have Leadership Goals

Section 3 – Choose and Plan your Goal

Conclusion

Training Notes:

Notes:

Conclusion

You should now be able to:

Awareness → Recall the reason why all supervisors have a statewide supervisory/leadership goal

Desire → Communicate why you choose to change

Knowledge → Apply the tools and behaviors required to change

Ability → Practice the different behaviors

Reinforcement → Recognize that you cannot do this alone

Training Notes:

Notes:

Where Can I Get Help – People?

For additional assistance contact:

- Your Direct Supervisor
- Co-workers
- HR Specialist
- Family
- Friends



Training Notes:

Notes:

Other online Help Resources

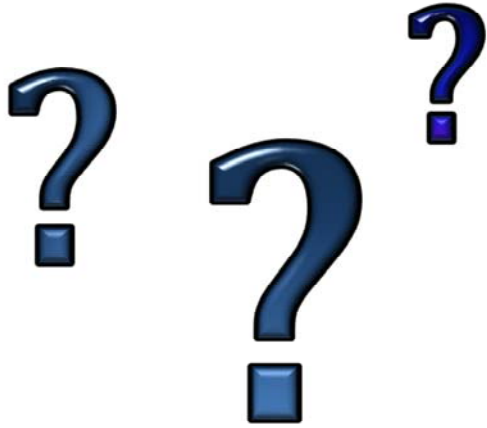
The following resources are available:

- <https://www.mindtools.com/>
- <http://www.trainingrewards.com>
- <https://youtube.com/>

Training Notes:

Notes:

Questions?



Colorado Department of Transportation

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Training Notes:

Notes:

Tab 2 - Exercise One: Improve a Behavior



Exercise One: Improve a Behavior

Behavioral statements from the 2016 Performance Management Plan Supervisory Competency

Rank order the following statements from 1 – 10; with 1 being the behavior that you demonstrate consistently on a day to day basis and 10 being the behavior that you need some help with.

1. Models accountability for behaviors and work product

2. Develops and encourages employees; ability to perform job tasks and interacts respectfully through immediate feedback and coaching

3. Communicate with employees in an open respectful way to provide frequently and ongoing communication

4. Resolves personnel issues, conflicts or work related problems appropriately, keeps supervisor informed

5. Completes administrative paperwork accurately and timely

6. Conducts timely and effective performance planning meetings with supporting records, forms and documents

7. Sets and adjusts performance expectations, assignments, priorities and distribution of work to inspire a shared vision and direction

8. Acknowledges and recognizes the positive work efforts and accomplishments of the team

9. Collaborates with peers to discuss and resolve mutual supervisory issues

10. Uses CDOT values to make ethical decisions when faced with conflicting choices.



The Influencer checklist

- Personal motivation:* If people don't find the behavior appealing, how can we get them to try it (or at least have them experience the benefits vicariously) and connect it to other things they value? If someone likes doing it, how can we reinforce the behavior by recognizing their accomplishments and encouraging them to do more?
- Personal Ability:* How can we make it simpler to start? And how can we provide people with opportunities to practice the behavior and attain achievable goals while giving them immediate feedback on ways to get even better?
- Social motivation:* Who are influential leaders who can model the vital behavior? And can we identify relevant peer groups who are already behaving in the desired way?
- Social ability:* How can we develop social ties – e.g., buddy systems, peer support groups, advocate programs – that can help an individual get better at the vital behavior?
- Structural motivation:* What are extrinsic rewards we can put in place that are immediate, gratifying, and clearly tied to the vital behavior? (Only consider these rewards *after* intrinsic motivators and social support are in place.)
- Structural ability:* How can we change the physical environment to make the vital behavior easier or to eliminate the things that pose a risk to that behavior?



Exercise One: Improve a Behavior

1. Models accountability for behaviors and work product

Defined: When you're personally accountable, you take ownership of situations that you're involved in. You see them through, and you take responsibility for what happens – good or bad. You don't blame others if things go wrong. Instead, you do your best to make things right.

Why: Personal accountability can save time and money, too. People who take responsibility for their actions speak up, and they look for solutions when there's a problem. This not only prevents the situation getting worse, but it stop costs and delays from escalating

When you hold people accountable, you make sure that they achieve the goals you have agreed, to the standards and deadlines you have set.

How:

- Admit you made a mistake and move on
- Do not blame others for your actions
- Say you are sorry
- Do not overcommit; only make promises for things that are within your ability and control

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group's idea for actions that would improve this behavior:



Exercise One: Improve a Behavior

2. Develops and encourages employees; ability to perform job tasks and interacts respectfully through immediate feedback and coaching

Defined: Provides information such as instruction, resources, tools, manuals, and correction to employees so that they understand expectations, have the motivation, and the ability to perform their job tasks.

Why: Helping employees grow will not only make them happier and more engaged; they will provide better customer service.

When you teach employees how to perform their job functions, you will grow trust in their abilities.

How:

- Deliver verbal messages face to face when you notice the event (both positive and negative)
- Send an email when a milestone is met
- Take the opportunity to show how a task needs to be completed
- Work as a team to perform the task (switch roles so everyone has a turn)

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group's idea for actions that would improve this behavior:



Exercise One: Improve a Behavior

3. Communicate with employees in an open respectful way to provide frequent and ongoing communication

Defined: Humans communicate to convey information, to establish and maintain a relationship, to conform to social conventions, and to express a need or want.

Why: Disrespectful communication immediately places the listener in an adversarial, and probably hostile frame of mind, and encourages them to disregard or dispute anything that is said.

According to Harvard Business Review; the number one reason employees quit their jobs is because of a poor quality relationship with their direct supervisor.

How:

- Schedule time to meet with each of your employees at least once every two weeks. When you meet with them, find out how you can help them be better at what they do.
- Talk to your employees like you were talking to your grandmother. Do not say things that you would regret or would not want to be repeated.
- Rephrase your statement from a “you screwed-up” to I see that there might be a problem with the ..., let us see what we can do.
- Sometimes you just need to say hello to everyone, so that they understand you recognize their presence.

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group’s idea for actions that would improve this behavior:



4. Resolves personnel issues, conflicts or work related problems appropriately, keeps supervisor informed

Defined: Conflict is a normal part of any social and organizational setting. The challenge of conflict lies in how you choose to deal with it.

Why: Supervisors who don't deal with conflict will eventually watch their good talent walk out the door in search of a healthier and safer work environment.

When issues are ignored or not addressed as soon as possible, they grow into much bigger problems and are harder to resolve.

How:

- Provide clear, concise, accurate, and timely communication of information
- Prevent some issues by defining acceptable behavior so everyone knows the rules prior to high emotional events
- Minimize the severity by addressing the ISSUE immediately, focus on behaviors not emotions
- Understand the perspective of others before communicating (What is it in for me)
- View the conflict and a learning or teaching opportunity

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group's idea for actions that would improve this behavior:



Exercise One: Improve a Behavior

5. Completes administrative paperwork accurately and timely

Defined: Supervisory paperwork such as timesheets, invoice approvals, project plans, and other tasks related to the management of people and resources are completed correctly and on time as to not cause others extra work.

Why: A delay in completing supervisory approvals can cost CDOT money in terms of late fees and time spent chasing paper.

Submitting mistakes on the paperwork causes you and others to spend more time correcting the mistakes.

How:

- Set calendar reminders to complete tasks on-time
- Request help or have someone double check the work prior to final submittal
- Delegate portions of the task to others that can assist in the process

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group's idea for actions that would improve this behavior:



Exercise One: Improve a Behavior

6. Conducts timely and effective performance planning meetings with supporting records, forms and documents

Defined: There are two components to performance – performance appraisal and performance management. One is all about compliance by meeting DPA’s and CDOT’s program requirements, the other is about people, communication, dialogue and working together to help employees succeed in their positions.

Why: Clearly set job and performance expectations so that you can reduce your need to micromanage employees.

Provide context and meaning for employees, thus increasing employee engagement and motivation.

How:

- Define the steps, schedule and plan ahead
- Write notes, Performance Documents, or emails throughout the performance year
- Prepare yourself and request your employees to prepare for the performance planning meeting
- Roleplay or practice with another person the delivery of your messages

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group’s idea for actions that would improve this behavior:



Exercise One: Improve a Behavior

7. Sets and adjusts performance expectations, assignments, priorities and distribution of work to inspire a shared vision and direction

Defined: Employees want to feel valued and connected to something. By showing them how their work fits into the overall vision and objectives of the Department, you can create a sense of belonging. Job responsibilities need to be modified to reflex the changes in business direction, new processes and rules, and day to day weather conditions. Work expectations should be communicated and adjusted to meet these needs.

Why: Building in flexibility and adjusting assignments allows an employee to understand priorities and meet assignment deadlines.

Directing employees to changing situations that are accomplished makes you look good when crisis are handled quickly and effectively.

How:

- Communicate the changing situation with clear direction and expected outcome
- Clarify the expected outcome and timeframes and why this has become a priority
- Explain why you have asked the employee to change direction or switch priorities

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group's idea for actions that would improve this behavior:



Exercise One: Improve a Behavior

8. Acknowledges and recognizes the positive work efforts and accomplishments of the team

Defined: Provide verbal recognition and genuine appreciation towards your employees and team efforts that resulted in a job well done or situation averted.

Why: It takes 5 positive interactions to erase one negative conversation. Ongoing, meaningful rewards and recognition provide an effective, low cost way of raising morale and encouraging higher levels of performance

How:

- Hand write a thank you note
- Greet others by name
- Recognize when an employee does something above and beyond their normal
- Encourage employees to submit their suggestion to the every ideas program
- Have monthly breakfast with groups of employees.

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group's idea for actions that would improve this behavior:



Exercise One: Improve a Behavior

9. Collaborates with peers to discuss and resolve mutual supervisory issues

Defined: Talk and seek advice from co-workers and managers when faced with handling supervisory issues for the first time.

Why: Using the experience and advice of others who have been through similar situations allows you to save time, resolve issues consistently, and get social support.

How:

- Establish a network of coworkers who you can call to discuss issues
- Be a resources to others, so they are willing when you need help
- Be open to others ideas and suggestions

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group's idea for actions that would improve this behavior:



Exercise One: Improve a Behavior

10. Uses CDOT Values to make ethical decisions when faced with conflicting choices.

Defined: Safety Integrity People Customer Service Excellence Respect

Why: The success of any institution depends on a clear statement of values. These values must be clearly communicated, broadly understood and accepted. Values must shape individual and corporate behavior.

How:

- When faced with a decision do not make a snap decision
- Evaluate the consequences of the decision prior to deciding
- Ask yourself, what would (person) do in this situation

INFLUENCE CHART

	MOTIVATION (Why)	ABILITY (How)
PERSONAL	What is your Why?	Practice the new skill
SOCIAL	All of CDOT is doing it	Learn with a co-worker
STRUCTURAL	Reward yourself	Change your environment

Group's idea for actions that would improve this behavior:

Tab 3 - Exercise Two: Break One Bad Habit



20 Annoying Interpersonal Behaviors to Stop

1. **Winning too much:** The need to win at all costs and in all situations--when it matters, when it doesn't, and when it's totally beside the point.
2. **Adding too much value:** The overwhelming desire to add our two-cents to every discussion.
3. **Passing judgment:** The need to rate others and impose our standards on them.
4. **Making descriptive comments:** The needless sarcasms and cutting remarking that we think make us sound sharp and witty.
5. **Starting with "No," "But, or "However,":** The overuse of these negative qualifiers which secretly say to everyone. "I'm right. You're wrong."
6. **Telling the work how smart we are:** The need to show people we're smarter than they think we are.
7. **Speaking when angry:** Using emotional volatility as a management tool.
8. **Negatively, or "Let me explain why that won't work.":** The need to share our negative thoughts even when we weren't asked.
9. **Withholding information:** The refusal to share information in order to maintain an advantage over others.
10. **Failing to given proper recognition:** The ability to praise and reward.
11. **Claiming credit that we don't deserve:** The most annoying way to overestimate our contribution to any success.
12. **Making excuses:** The need to reposition to our annoying behavior as a permanent fixture so people excuse us for it.
13. **Clinging to the past:** The need to deflect blame from ourselves and onto events and people from our past; a subset of blaming everyone else.
14. **Playing favorites:** Failing to see that we are treating someone unfairly.
15. **Refusing to express regret:** The inability to take responsibility for our actions, admit we're wrong, or recognize how our actions affect others.
16. **Not listening:** The most passive-aggressive form of disrespect for colleagues.
17. **Failing to express gratitude:** The most basic form of bad manners.
18. **Punishing the messenger:** The misguided need to attack the innocent who are usually only trying to help us.
19. **Passing the Buck:** The need to blame everyone but ourselves.
20. **An excessive need to be "me":** Exalting our faults as virtues simply because they're who we are.



Exercise Two: Break One Bad Habit

Ask for Help ...would you suggest two ideas that I can implement in the future to help me?

Idea	Idea
Idea One	
Idea Two	

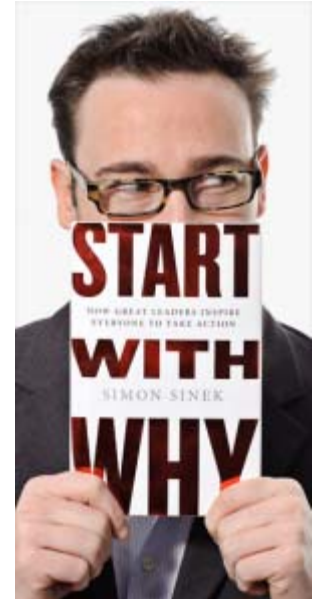
Tab 4 - Book and Online Resources



Start with Why

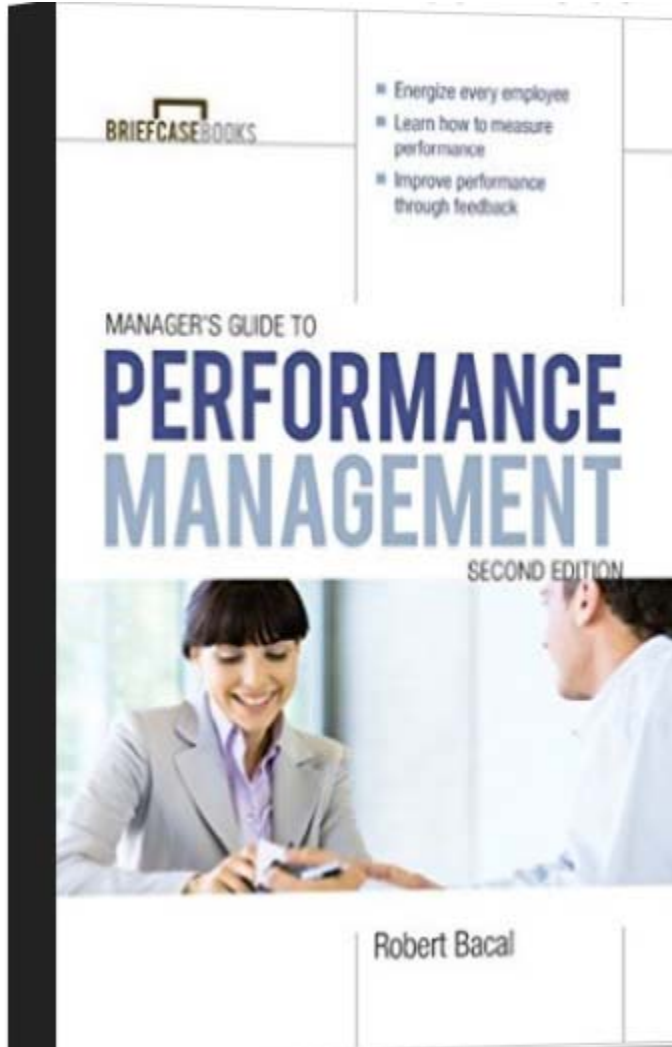
Knowing your WHY is vital, for several reasons:

- **Your WHY** reminds you why you get out of bed every day to do whatever it is you do.
- **Your WHY** helps you easily make the decisions that are right for you.
- **Your WHY** shows you exactly who your right market is, who you should be speaking to, and who you should forget about trying to serve.
- **Your WHY** makes your marketing make sense.
- Perhaps most important of all, when **your WHY** connects with other people's WHY – you can get extreme, irrational, tribal loyalty.





Manager's Guide to Performance Management

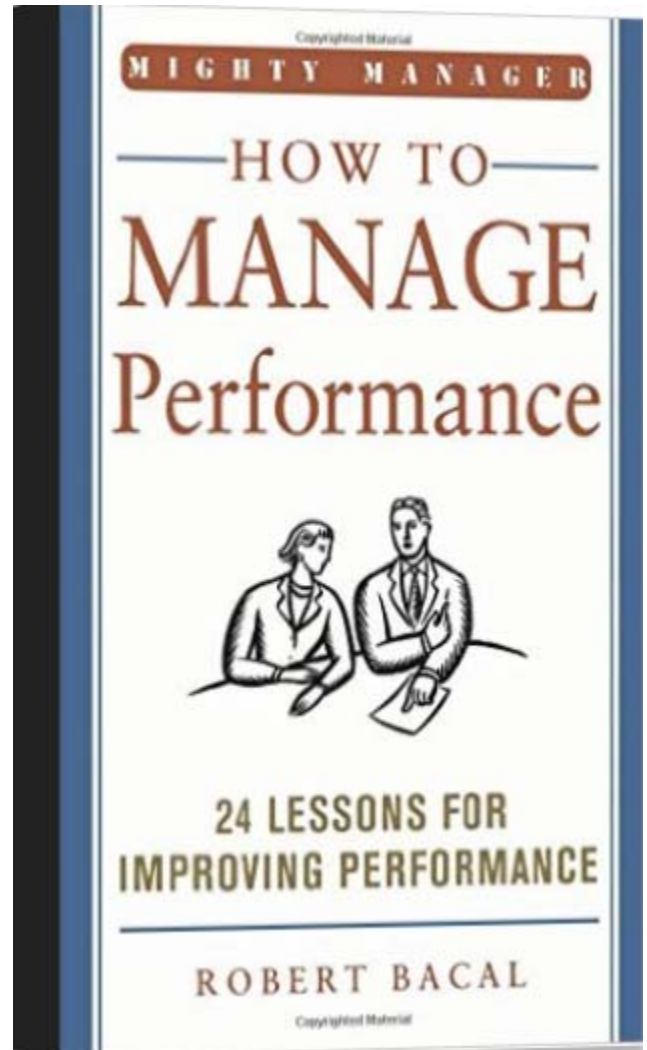


The Manager's Guide to Performance Reviews helps managers instead make reviews both positive and proactive. It provides a step-by-step process for administering an effective performance review, one that will meet the organization's needs for employee appraisal while giving employees an honest sense of how they are performing and where they could improve. Also examined are various approaches to performance reviews, different forms and techniques, and more.



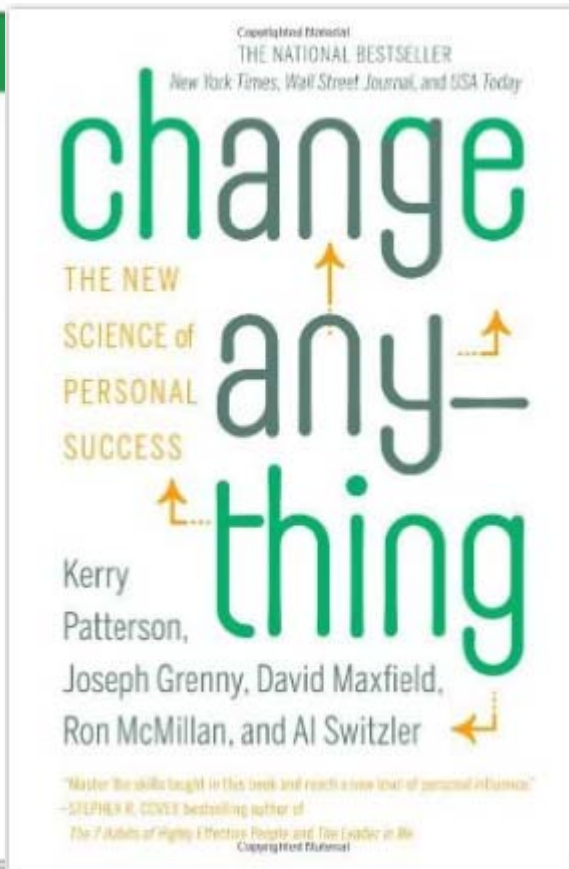
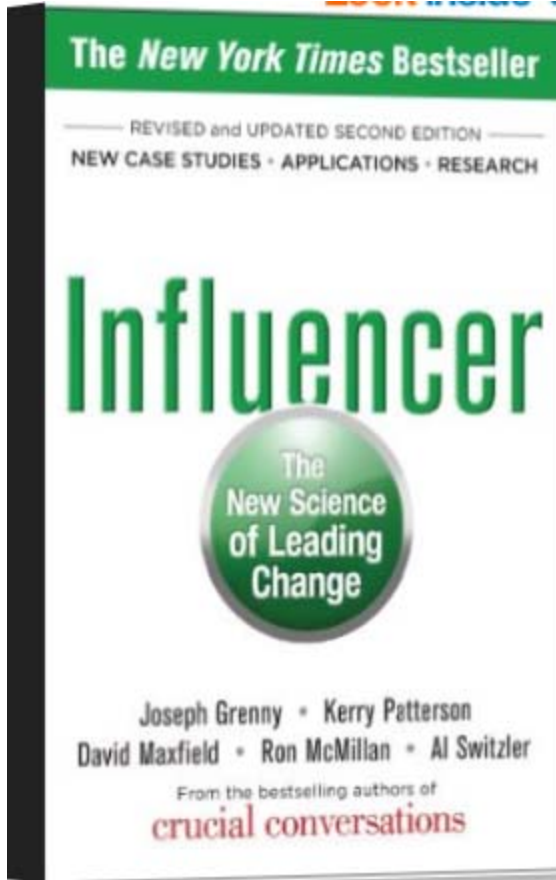
How to Manage Performance

1. Modernize your thinking
2. Identify the benefits
3. Manage Performance
4. Work with the employees
5. Plan precisely with clear goals
6. Align employee goals
7. Set performance incentives
8. Be approachable all year
9. Focus on communication
10. Make it face to face
11. Avoid ranking people
12. Don't rank employees
13. Prepare for the appraisal
14. Start reviews on the right foot
15. Identify causes
16. Recognize success
17. Use cooperative communication
18. Focus on behavior and results
19. Be specific about performance
20. Manage conflict with grace
21. Use progressive discipline
22. Document performance
23. Develop employees
24. Continuously improve your system





Influencer and Change Anything



As you read this book you'll learn how to identify a handful of high-leverage behaviors that lead to rapid and profound change, use vicarious experience to change thoughts and actions, and marshal multiple sources of influence to make change inevitable.

change, we can become ten times more successful at changing anything.

We can affect the influences that govern our behavior and put the power to change back in our control. With a clearer understanding of the science behind personal change, we can become ten times more successful at changing anything. We can affect the influences that govern our behavior and put the power to change back in our control. With a clearer understanding of the science behind personal



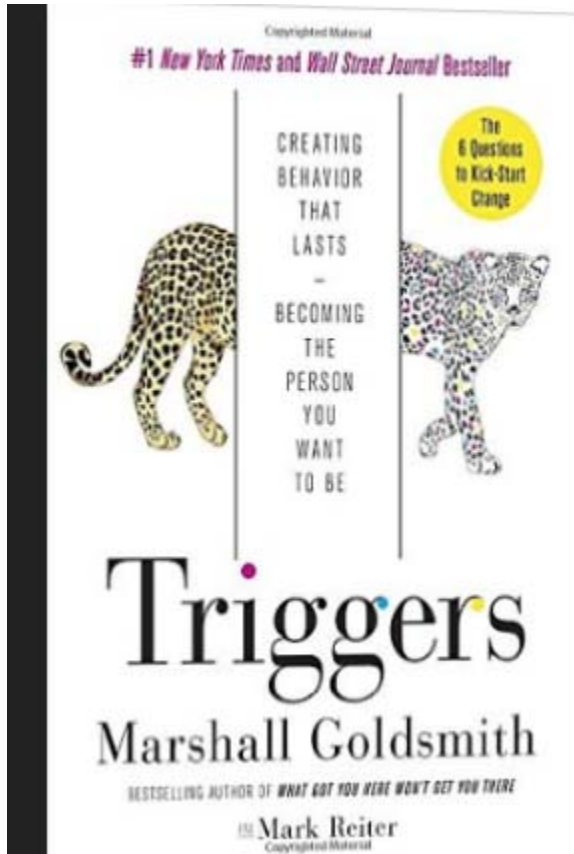
Online Resources

Joseph Grenny talks about the different books on you tube

<https://www.youtube.com/watch?v=lpvskOJZiVE> - The introduction

<https://www.youtube.com/watch?v=er8zBywSCZA> - The six sources

<https://www.youtube.com/watch?v=zctC52aqZol> - Change anything



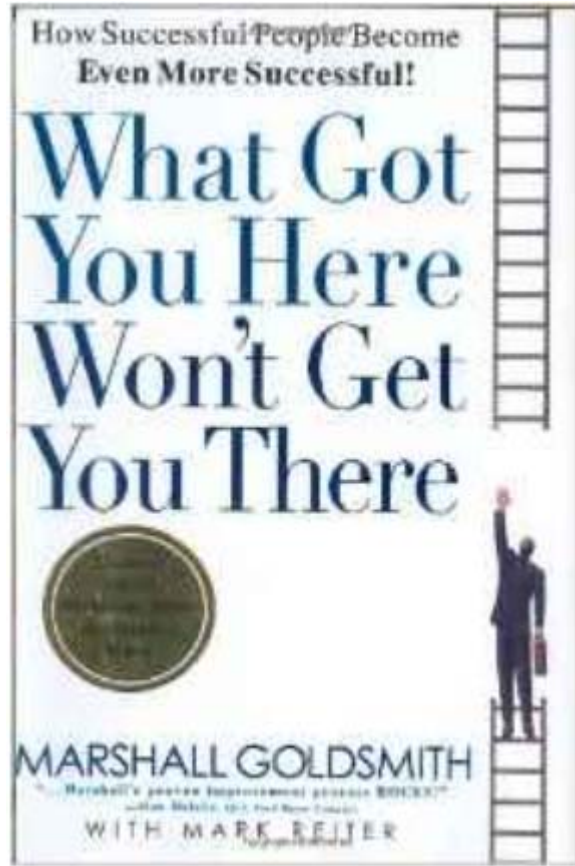
1. Did I do my best to set clear goals today?
2. Did I do my best to make progress toward by goals today?
3. Did I do my best to find meaning today?
4. Did I do my best to be happy today?
5. Did I do my best to build a positive relationships today?
6. Did I do my best to be fully engaged today?



Online Resources

Marshall Goldsmith – Teaching Leaders what to stop

<https://www.youtube.com/watch?v=6NHYSKIUJfs>





Unlocking Potential

Seven Coaching Skills

1. **Build Trust.** This is the foundational competency and skill of all great coaching—without it, individuals will suspect you, question your agenda, slow you down, and possibly reject you as a coach. That's why it's the first skill in coaching

2. **Challenge paradigms.** A paradigm is the way we think. An individual who believes they can't improve is not coachable—until that paradigm changes, you'll go nowhere. Your individual's paradigm might become barriers to achievement, and as a coach your task is to challenge them firmly and gently.

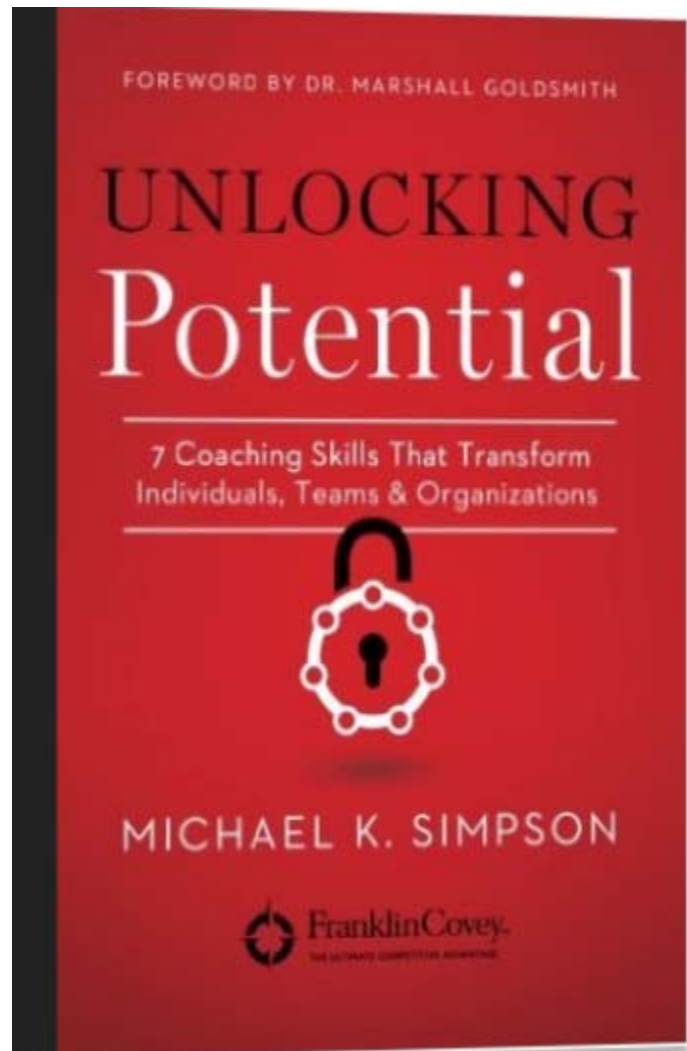
3. **Seek Strategic clarity.** With the coach's help, the individual choose personal goals and be completely clear about them with measurable endpoints. Without strategic clarity, coaching becomes aimless and endless.

4. **Execute flawlessly.** Execution might be the toughest chilled of all—the coach can help individuals actually to set, prioritize, and achieve their goals and help to hold them accountable.

5. **Give effective feedback.** All coaches give feedback. Some of it is effective.... Give feedback that helps create awareness; focus on actions, and achieve the results that people want with whom you're coaching.

6. **Tap into talent.** Most people underestimate their own talents. As Dr. Stephen R. Covey would often day, "most people have far more talent than they ever use." As a coach you need to know how to help people tap into the unique and vast reserve of talents they already have.

7. **Move the middle.** Coaches usually focused on helping high performers get even better. It is essential to reward and promote top talent. However, the biggest opportunity for performance improvement in any organization IS to "move the middle," among those performer s wo are good, but not yet great.





Fred Pryor – Online training:

www.trainingrewards.com

Leadership

Complete Series

Series: Becoming a Great Leader

- Course 1. [Becoming a Great Leader: Introduction](#)
- Course 2. [Becoming a Great Leader: Fundamentals](#)
- Course 3. [Becoming a Great Leader: Characteristics](#)
- Course 4. [Becoming a Great Leader: Leadership and Power](#)
- Course 5. [Becoming a Great Leader: Motivational Leadership](#)
- Course 6. [Becoming a Great Leader: Putting it All Together](#)
- Course 7. [Becoming a Great Leader: Effective Delegation](#)
- Course 8. [Becoming a Great Leader: Empowering Followers](#)
- Course 9. [Becoming a Great Leader: Developing Followers](#)
- Course 10. [Becoming a Great Leader: Developing Yourself](#)
- Course 11. [Becoming a Great Leader: Creating Followership](#)

Complete Series

Series: Transformational Leadership

- Course 1. [Transforming the Organization](#)
- Course 2. [Dealing with Resistance](#)
- Course 3. [Creating Focus During Change](#)



Coaching

Complete Series

Analyzing Employee Performance

- Course 1. [Analyzing Employee Performance: Can-Do, Will-Do Introduction](#)
- Course 2. [Analyzing Employee Performance: Can-Do, Will-Do Actions](#)
- Course 3. [Analyzing Employee Performance: Can-Do, Will-Do Questions and Tips](#)

A Coach's Guide to Feedback

Included in the Coaching Library

Do you struggle to paint employee performance feedback in a constructive or positive way? In this short video, discover two types of feedback and constructive approaches to improve staff performance.

Course Length: 4 Mins

An Introduction to Coaching

Included in the Coaching Library

Do you help team members meet their maximum potential? Do you know others who are underperforming and you are at a loss on how to correct the issue? In this short video, learn the four key elements of excellent coaching.

Course Length: 3 Mins

Coaching Skills: The Coaching Conversation

Included in the Supervision Library

The coaching objective is to move employees from Rookie to Contributor to Key Player to Captain. It's important, as a manager, that you know how to coach these people from point A to point D. A coaching conversation is one that helps your employees improve and moves them to the next level of skill and competence.

Course Length: 4 Mins

Coaching with a Process

Included in the Coaching Library

What do you know about the performance skill gap? Do you struggle identifying or closing the gap for your employees? In this short video, address the performance skill gap with four cohesive steps and help employees reach their full potential.

Course Length: 3 Mins



Online Resources

Communication

Active Listening

Included in the Communications Library

In this class you will learn how to be a more effective listener.

Course Length: 5 Mins

Are You Really Listening?

The importance and benefits of better listening.

The ability to listen is an important tool for understanding others. Sadly, very few people know how to listen well. Listening is not simply agreeing – it is much more. This module teaches “deep listening” skills which will lead to greater productivity and understanding in the workplace.

Audience: All employees who wish to improve their active listening skills.

Course Length: 60 Mins

Complete Series

Series: Nonverbal Communication

- Course 1. [Defining Nonverbal Communication](#)
- Course 2. [Aligning Nonverbal Communication with Intentions](#)
- Course 3. [Workplace Standards: Appearance](#)
- Course 4. [Workplace Standards](#)
- Course 5. [Leveraging Nonverbals for Success](#)



Interpersonal Communication

Tips and tricks to become a more effective communicator.

Everyone has the ability to become a more effective communicator. This course teaches how to identify and overcome the barriers to good communication, the importance of communicating with clarity and the steps involved in the communication process. It also teaches a number of easy-to-use techniques to enhance daily interactions through real-life scenarios, interactivities, and exercises. Interpersonal Communication is ideal for both managers and employees alike who work in any business setting.

Audience: Ideal for all employees who wish to enhance their communication skills--improving business relationships and enhancing professional effectiveness.

Course Length: 45 Mins

Concerned Conversations

Included in the Supervision Library

Talking to somebody about how they've done something wrong, or their work is not up to standard is hard. But saying nothing at all just allows the problems to build up until it's too late to do anything about them. So, what do you do? Watch this course to learn about Concerned Conversations.

Course Length: 8 Mins

Managing Negativity

Included in the Leadership Library

Negativity is toxic to a workplace for many reasons: employee morale dips, co-worker bonds become strained and productivity takes a nose dive. Negativity must be managed before it gets worse. This brand new course teaches you how to control a negative atmosphere and transform it positively.

Course Length: 11 Mins



Online Resources

Coping with Change

Complete Series

Series: Coping with Change

- Course 1. [Coping with Change: Change Phases](#)
- Course 2. [Coping with Change: Change Behaviors](#)
- Course 3. [Coping with Change: Change Model](#)
- Course 4. [Coping with Change: Change for Managers](#)

Emotional Intelligence

Complete Series

Series: Emotional Intelligence

- Course 1. [Emotional Intelligence: What is Emotional Intelligence?](#)
- Course 2. [Emotional Intelligence: Developing Self-Awareness](#)
- Course 3. [Emotional Intelligence: Developing Self-Regulation](#)
- Course 4. [Emotional Intelligence: Developing Social Motivation](#)
- Course 5. [Emotional Intelligence: Developing Empathy](#)
- Course 6. [Emotional Intelligence: Developing Effective Relationships](#)
- Course 7. [Emotional Intelligence: Emotional Intelligence and DISC](#)



Online Resources

Employee Engagement

Complete Series

Series: Employee Engagement

- Course 1. [Employee Engagement: Ridiculous or Strategic?](#)
- Course 2. [Employee Engagement: Measuring Employee Engagement](#)
- Course 3. [Employee Engagement: Managing for Engagement](#)
- Course 4. [Employee Engagement: Creating an Engaged Organization](#)

Goal Setting

Goal Setting in the Workplace

How to effectively set and achieve goals for better productivity.

Learning how to effectively set goals at work will help you become more productive and will give you a greater sense of pride and satisfaction in your job. In addition, you will be able to transfer many of your goal setting skills from the workplace to other areas of your life. This will allow you to take greater control over your personal and career development. This course will teach you the characteristics of effective goals, the steps involved in the goal setting process and ways to overcome barriers in order to achieve your goals. Through scenarios, exercises and engaging interactivities, this course will help you take your goal setting skills to the next level.

Audience: All employees.

Course Length: 45 Mins



Online Resources

Managing Conflict



Managing Conflict: A Collaborative Approach

Work together to overcome conflict and create a better work environment.

This course teaches managers how they can mediate a collaborative solution in any workplace conflict. Students will learn how to recognize and reduce the catalysts of destructive conflict, how to identify when intervention is needed, how constructive conflict can be used to benefit an organization while always maintaining the focus of a 'win-win' solution.

Audience: Managers faced with the inevitability of conflict in the workplace.

Course Length: 45 Mins

Complete Series

Series: Conflict Management

- Course 1. [Conflict Management: Unavoidable Truths](#)
- Course 2. [Conflict Management: Maintaining Self-Control](#)
- Course 3. [Conflict Management: Conflict Process](#)
- Course 4. [Conflict Management: Special Situations](#)



Online Resources

Dealing with Anger and Emotions: Quick Tips

Included in the Handling Conflict Library

Do you have those days when you feel like your anger and emotions are being challenged? This short video provides you with three tips to gain control of your emotions and on your way to a productive day.

Course Length: 3 Mins

Don't Press Send

Included in the Professional Productivity Library

Pressing send can get you into trouble. Wait, read and think about what you're sending before you send it. It's easy to misunderstand ones meaning over email, IM or texting.

Course Length: 3 Mins



Online Resources

Performance Evaluation

Complete Series

Effective Performance Reviews

- Course 1. [Effective Performance Reviews: Preparing for Your Review](#)
- Course 2. [Effective Performance Reviews: Self-Assessments](#)
- Course 3. [Effective Performance Reviews: Handling a Bad Performance Review](#)
- Course 4. [Effective Performance Reviews: Performance Reviews for Managers](#)

The Why Behind Poor Performance

Included in the Performance Improvement Library

Are you prepared to pay the cost of poor performance? In this short video, identify the four types of performers and how to recognize them. Work to properly analyze poor performance to turn problems into solutions

Course Length: 4 Mins



Online Resources

Reward and Motivate

How to Retain Your Best and Brightest Employees

Secrets to keeping your high achievers happy, challenged, and committed to your organization. (Pre-recorded Webinar)

This power-packed 1-hour event will provide you with ideas and strategies to help you keep high achievers content ... and intent on staying put! Don't spend another day watching the best and brightest get wooed away by competitors, vendors, recruiters, and even other teams within your organization! Uncover the secrets to retaining top employees, and learn what keeps these essential team members performing at their peak.

Course Length: 1 Hr

How to Manage, Train and Motivate the Change-Resistant Employee

Employee motivation training to gain buy-in and cooperation ... from even your most reluctant team members! (Pre-recorded Webinar)

There's no doubt about it, change can be stressful, frustrating, and confusing for anyone ... but some employees seem to be particularly set in their ways. If you deal regularly with people who are resistant, apathetic, negative or just plain suspicious of anything new, we can help! We've created an exciting new webinar designed specifically to address the needs of managers, supervisors and team leaders who are faced with change-resistant employees.

Course Length: 1 Hr



Online Resources

How to Supervise Bad Attitudes & Negative Behaviors

Learn how to transform toxic employees into positive performers. (Pre-recorded Webinar)

Supervising employees is a tough enough challenge; supervising employees with attitude and behavior problems can drain you and drag down the morale of your entire team. While toxic employees may perform at their peak and deliver strong results, their abrasive attitudes and sour dispositions make life miserable for everyone who comes in contact with them.

Course Length: 1 Hr

Creative Ways to Reward and Motivate Employees

Encourage strong employee performance with simple low-cost and no-cost rewards. (Pre-recorded Webinar)

Keeping employees motivated and encouraging them to reach their full potential is challenge enough. After implementing the ideas from this powerful and exciting 1-hour webinar, you will know how to motivate your employees to do their best, even on little or no money. Don't miss out! Get great training that will allow you to transform your appreciation for your team into a lower turnover rate while boosting overall productivity and job satisfaction!

Course Length: 1 Hr

Respect

Complete Series

Series: Respect

- Course 1. [Respect - How to Be Liked](#)
- Course 2. [Respect - How to Be Respected](#)
- Course 3. [Respect - Working with Dislike](#)



Online Resources

Team Building

Complete Series

Series: Team Building

- Course 1. [What is Team Building?](#)
- Course 2. [Team Development Characteristics](#)
- Course 3. [Types of Teams](#)
- Course 4. [Defining Roles](#)
- Course 5. [Effective Team Members](#)
- Course 6. [Teamwork in Critical Situations](#)

Tab 5 - Leveraging the Performance Management Program Presentation



Colorado Department of Transportation

Leveraging The Performance Management Program



Training Notes:

Notes:

Course Agenda

Learning Logistics



Section 1 – Course Introduction



Section 2 – Teaching Others



Section 3 – Development Plan



Conclusion



Training Notes:

Notes:

Learning Logistics

- One break built into the class schedule
- Classroom participation encouraged; ask, answer, and participate in the discussion
- Handouts will be provide to supplement in-class exercises
- Parking lot used to capture questions for in-class follow-up

Colorado Department of Transportation

Slide 3

Training Notes:

Notes:

Course Learning Objectives

By the end of this course, you should be able to:

- Awareness** → Raise your level of awareness on your employee's skill sets
- Desire** → Learn the importance of identifying personal motivation
- Knowledge** → Apply the tools and behaviors required to coach and mentor
- Ability** → Practice the different skill sets
- Reinforcement** → Follow up to reinforce goals set in planning

Training Notes:

Notes:

Your Contributions to Learning

- Please respect the other participants by silencing your cell phones
- Focus on the course, please use the Internet and email over lunch and break times
- Please delay your side conversations until break times
- Attend the entire course to obtain credit for successful course completion

Colorado Department of Transportation

Slide 5

Training Notes:

Notes:

Course Agenda

- Learning Logistics
- Section 1 – Course Introduction**
- Section 2 – Teaching Others
- Section 3 – Development Plan
- Conclusion
-
-

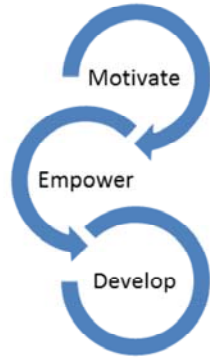


Training Notes:

Notes:

Leveraging PMP

Leveraging the Performance Management Program



Colorado Department of Transportation

Slide 7

Training Notes:

Notes:

The Why

The CDOT Leadership Forum conducted in the Fall of 2015 set the expectation to use the Performance Management Process as a tool to be a leader.

Leadership is:

- Caring about people and being a useful resource for them
- Being present for people and being your best and most authentic self
- Creating a place in which people can do good work and find meaning in that work

CDOT Leadership Forum 2015

Training Notes:

Notes:

The Answer ...

[How Coaching works...](#)

- C**reate a positive climate
- O**btain the employee's views
- A**dd your views (ABC feedback)
- C**larify and resolve disagreements
- H**elp develop an action plan

Training Notes:

Notes:

Coaching Road Map



Colorado Department of Transportation

Slide 10

Training Notes:

Notes:

- Tab 6 Coaching Roadmap

Discuss Coaching Roadmap HandOut*

Exercise One - Self Check



- What is your motivation?
- What is your employee's motivation?

Let's take 10 minutes to have you complete a self-motivation assessment for yourself which you can also use for your supervisors.

Training Notes:

Notes:

- Tab 7 - Self Motivation Assessment Tool Handout* and discuss

Course Agenda

- Learning Logistics
- Section 1 – Course Introduction
- Section 2 – Teaching Others**
- Section 3 – Development Plan
- Conclusion
-
-



Training Notes:

Notes:

Teaching Others

	COACH	MENTOR
Focus	Performance	Individual
Role	Specific Agenda	Facilitator
Relationship	Comes with Job	Self Selecting
Source of Influence	Position	Power Free
Personal Returns	Teamwork/Job	Affirmation/Learning
Arena	Task Related	Life/Career Exploring Options Not Necessarily Organizational Performance
Scope/Purpose	Raising Performance Expectations	Personal Transitions Address individual identity in context of career in the organizational

Colorado Department of Transportation

Slide 13

Training Notes:

Notes:

In Coaching Mode...

Watch for Hot Buttons:

- Passing the buck; not taking responsibility
- Spreading rumors about people's personal lives
- Sidestepping issues to avoid conflict
- Wasting time at meetings
- Challenging a person's competence and motivation
- Failing to deliver on promises
- Being forced to do more with less
- Using power to control and playing favorites
- Overlooking contributions because of gender, age, race, ethnicity, age, physical abilities



Training Notes:

Notes:

CDOT Values

Safety

People

Integrity

Customer Service

Excellence

Respect

Colorado Department of Transportation

Slide 16

Training Notes:

Notes:

Giving Feedback

Actionable

- *Employee can do something about it*

Balanced

- *Provide some positive and some negative examples to be informative*

Constructive

- *Focus on observed behavior, positive aspects, timely (while it's fresh)*



Training Notes:

Notes:

Course Agenda

- Learning Logistics
- Section 1 – Course Introduction
- Section 2 – Teaching Others
- Section 3 – Development Plan**
- Conclusion
-
-
-



Training Notes:

Notes:

Development Plan

When Creating an Individual Development Plan:

1. Provide a reason and motivation
 - To be the best possible Supervisor
2. Describe needs to be learned
 - Identify the competencies
3. Identify development actions
4. Implement the plan and follow-up

Training Notes:

Notes:

Exercise Two: Employee Assessment Form



Now let's take 10 minutes to fill out the Employee Assessment Form for:

1. High Contributor
2. Low Contributor

Colorado Department of Transportation

Slide 20

Training Notes:

Notes:

- Tab 8 - Employee Assessment Handout*

Exercise Three: Individual Development Plan



Now Let's take 15 minutes to complete an Individual Development Plan to address areas within the Employee Assessment you just completed.

- Complete a plan for each employee

Colorado Department of Transportation

Slide 21

Training Notes:

Notes:

Tab 9 Individual Development Plan Handout*

Action Tools

The following are some of the Action Tools available to supervisors:

- Training
- Shadowing of senior employees
- Mentoring
- Distance learning
- Assign to project team
- Cross training
- Involvement in outreach
- Temporary assignments



Training Notes:

Notes:

Exercise Four: Hands-On



Get into groups of three to role play an interaction with employee (TMIII):

Role One: LTC Ops

- Use IDP and assessment to guide

Role Two: TMIII

- Answers the following Questions:
 - What will organization need from me?
 - What are my goals?
 - What are my strengths?

Role Three: Observer

- Take notes on how coaching is applied and received

Training Notes:

Notes:

Exercise Debrief



Observers please provide feedback on how supervisor and employee conducted meeting:

- Did they effectively incorporate tools?
- Was there an opportunity to support CDOT mission and values?
- Supervisor and Employee comments.

Training Notes:

Notes:

Course Agenda

- Learning Logistics
- Section 1 – Course Introduction
- Section 2 – Teaching Others
- Section 3 – Development Plan
- Conclusion**
-
-



Training Notes:

Notes:

Conclusion

You should now be able to:

- Awareness** → Raise your level of awareness on your employee's skill sets
- Desire** → Learn the importance of identifying personal motivation
- Knowledge** → Apply the tools and behaviors required to coach and mentor
- Ability** → Practice the different skill sets
- Reinforcement** → Follow up to reinforce goals set in planning

Training Notes:

Notes:

Takeaway

Resolve to become a better leader by:

- Following the golden rule
- Saying “thank you”
- Getting to know your employees
- Keeping the door open
- Asking for help
- Following and enforcing the rules
- Resetting expectations
- Being consistent
- Documenting your actions
- Not retaliating

Training Notes:

Notes:

Where Can I Get Help – People?

For additional assistance contact:

- Your Direct Supervisor
- Co-workers
- HR Specialist
- Family
- Friends
- Email: Beverly.wyatt@state.co.us
 - Phone: 303-757-9677
- Email: susan.maxfield@state.co.us
 - Phone: 303-757-9793



Training Notes:

Notes:

Other CDOT Resources

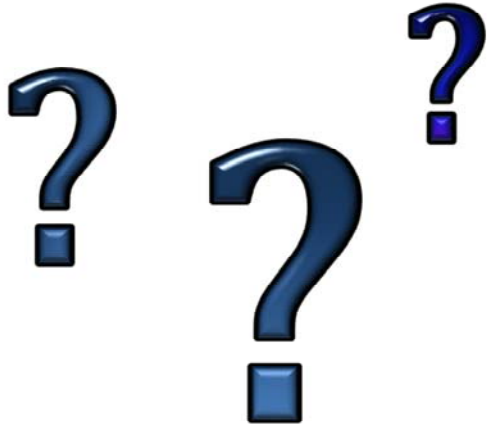
The following tools are included:

- Coaching Roadmap
- Self-Motivation Assessment Tool
- Employee Assessment
- Individual Development Plan
- Questions to Engage New Employees
- Team Member Needs Chart
- Silencing Common Gripes
- Eight Ways to Retain the Best
- High Performance Team Survey (cw@earthtreksclimbing.com)

Training Notes:

Notes:

Questions?



Colorado Department of Transportation

Slide 30

Training Notes:

Notes:

Tab 6 Coaching Roadmap



COACHING ROADMAP

Build Relationship

Tell them a little bit about yourself and your leadership journey. What are your expectations from me as your supervisor?

-1-

Goal Setting

What leadership skills do you specifically want to develop? What do you want to be better able to do?

-2-

Refine Goal/Make Plan

What is it about this goal that is inspiring and exciting to you? Is this goal really useful to you right now?

-3-

Feedback/Reflection

Who do you trust to give you honest feedback about how effective you were at something? Do you feel comfortable asking your peers for feedback?

-4-

On-Going Coaching

Listen. Ask Motivating Questions. Maintain Focus. What action will you take in the coming weeks?

-5-

Safety

People

Integrity

Customer Service

Excellence

Respect

Tab 7 – Self Motivational Tool Assessment

Self-Motivation Assessment Tool

Instructions:

This assessment tool is designed to enhance awareness of your level of self-motivation. For each statement below, place an "X" in the column that best describes you. Only one box per statement can be checked. Once completed, determine your total score and read the interpretation of your score, which includes ideas of ways to enhance your level of self-motivation.

		Very Rarely	Seldom	Some -times	Usually	Very Often
1	I'm confident in my ability to achieve goals I set for myself.					
2	When working on my goals, I put forth my best effort and work even harder if I've encountered a setback.					
3	I set <i>written</i> goals and objectives on an annual basis to achieve what I aspire for in life.					
4	I think positively about setting goals and working towards achieving them.					
5	I reward myself when accomplishing significant goals.					
6	I believe that if I work hard and apply my abilities and talents, I will be successful.					
7	I am aware of my deadlines and ensure I meet or exceed them.					
8	When an unexpected situation jeopardizes me from accomplishing a goal, I consider my options and work diligently towards still achieving it.					
9	My biggest reward after completing something is the satisfaction of knowing I've done a good job.					
10	I tend to put forth my best effort so that I feel proud of my work.					
11	I set challenging goals for myself.					
12	Before I embark on a new substantial goal, I clearly understand what is involved in the process, how long it will take to accomplish, and how it aligns with what is most important to me in my life.					
ADD THE NUMBER OF "X'S" IN EACH VERTICAL COLUMN & PLACE NUMBER IN YELLOW BOX:						
	Multiply number in yellow box by number beneath it; put total in green box:	x 1	x 2	x 3	x 4	x 5
	Add the 5 numbers in the green boxes & write total score in purple box:					
TOTAL ASSESSMENT SCORE:						

Score Interpretation:

Score	Interpretation
51 - 60	You are excellent at planning, prioritizing, and getting the right things done! You make a conscious effort to stay self-motivated and focused, spending significant time and effort on setting goals and achieving them. You inspire others with your perseverance, self-discipline, and great results, with continued success anticipated in your future. Be aware that not everyone is as self-motivated as you are, and you may need to exercise patience and understanding with others.
37 - 50	You're doing fairly well with your level of self-motivation; however, it appears you could be achieving greater results. To attain more of what you desire, consciously try to increase your level of initiative when setting challenging goals by intently focusing on what you want and following a defined action plan for accomplishing it.
Up to 36	You likely allow your personal doubts and/or fears to keep you from succeeding at times. You may not believe in your own skills, abilities and talents, which may have caused a lack of self-confidence and/or self-esteem. Start by setting small goals that with hard work, you know you can attain. Once you've achieved a few successes, reward yourself and celebrate these achievements. As you begin to gradually increase your level of stretch in your goals, be sure to build a strong, positive support system around you who can help you stay focused and determined.

Tab 8 – Employee Assessment



EMPLOYEE ASSESSMENT

EMPLOYEE (HIGH CONTRIBUTOR):					
WORK DUTIES	1	2	3	4	5
Documentation					
Diagnosis and improve employee performance					
Conducting performance reviews					
Coach and provide feedback to employees					
Developing top performers					
Dealing with negative attitudes					
Managing conflict					
Holding self accountable					
Setting expectations					
Connection of role to the mission and values					

<Turn Over for Low Contributor>

Legend

- 1 = Knows about
- 2 = Knows how
- 3 = Demonstrates task
- 4 = Accomplishes daily
- 5 = Teaches others





EMPLOYEE ASSESSMENT (PAGE 2)

EMPLOYEE (LOW CONTRIBUTOR):					
WORK DUTIES	1	2	3	4	5
Documentation					
Diagnose and improve employee performance					
Conducting performance reviews					
Coach and provide feedback to employees					
Developing top performers					
Dealing with negative attitudes					
Managing conflict					
Holding self accountable					
Setting expectations					
Connection of role to the mission and values					

Legend

- 1 = Knows about
- 2 = Knows how
- 3 = Demonstrates task
- 4 = Accomplishes daily
- 5 = Teaches others



Tab 9 – Individual Development Plan



INDIVIDUAL DEVELOPMENT PLAN

Objectives: What do I need to do better?	Actions: What methods will I use?	Success Criteria: How will I measure?
Follow-Up: How did it go and how do we move forward?		



Tab 10 – Additional Resources

QUESTIONS TO ENGAGE NEW EMPLOYEES

- Why do you think we selected you as an employee?
- What do you like about the job and the organization?
- What's been going well? What are the highlights of your experiences so far? Why?
- Do you have enough, too much or too little time to do your work?
- How do you see your job relating to the organization's mission?
- What do you need to learn to improve? What can the organization do to help you become more successful in your job? (Be prepared for action.)
- Tell me what you don't understand about your job and about our organization.
- Compare the organization to what we explained it would be like.
- Which co-workers have been helpful since you arrived? (Pinpoint who can be influential in retaining new hire.)
- Whom do you talk to when you have questions about work? Do you feel comfortable asking?
- Does your supervisor clearly explain what the organization expects of you?
- Do you believe your ideas are valued? Give examples.
- How well do you get along with co-workers?
- Have you had any uncomfortable situations or conflicts with supervisors, co-workers or customers?
- Do you have any question for me or suggestions on how the job can be managed better?

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TEAM MEMBER NEEDS CHART

Name	Respect	Recognition	Belonging	Autonomy	Personal Growth	Meaning	Notes

Each person has six psychological needs as a member of a team. Put a “mark” in each box each time you feel you meet one of their needs. At the end of the week total up the “marks”. Do this over the course of a few weeks. Did your relationship with your employees improve? Is your team more productive? Did your ability to meet their psychological needs improve over time?

SILENCING COMMON GRIPES

“My supervisor doesn’t respect me.”

- Get to know employees as people.
- Treat like adults and respect their privacy.
- Recognize that employees have lives outside work and try to accommodate

“Nobody appreciates my hard work.”

- Provide regular feedback and recognition.
- Mix an equal number of thank you’s and good job with critique
- Ask employees for ideas and use them
- Acknowledge immediately when performing well – don’t wait until review

“There are different rules for different people.”

- Focus on being fair and consistent with workload and appreciation
- Be aware of legal risks when making work decisions based on race, age, gender

“My performance reviews are useless.”

- Provide continuous feedback. Nothing should be a surprise.
- Involve employees in setting goals
- Adapt a development mindset
- Don’t focus on character traits

“My boss micromanages my work.”

- Delegate when possible.
- Allow employees to have more say in how they do their work.

“We have too many meetings.”

- Institute a time limit on meetings,
- Use a meeting facilitator.

“I hate coming to work.”

- Ask employees specifically what would improve the outlook.
- Consider how you can enrich jobs to motivate.

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EIGHT WAYS TO RETAIN THE BEST

- Keep them engaged
- Give praise where praise is due,
- Be aware of employees' changing needs.
- Realize that great employees thrive under great leaders.
- Conduct regular stay interviews.
- Create an environment where people can do their best work.
- Create an environment of trust.
- Rid your pasture of weeds.

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