S D C

Tracks 2 & 3

MODULE V

Employee Development: Principles and Processes

EMPLOYEE DEVELOPMENT:
Principles & Processes

"No one can change us unless we want to.

No one can teach us unless we desire to learn.

No one can grow for us. To grow is a Personal Decision".

Employee   Development

- is   an important step in empowering your people.

- It is helping employees to make the most of their potentials by giving them opportunities to improve their performance, not just from time to time, but all the time.

You cannot develop another person – that is something they must do for themselves. But you can assist persons in their efforts to develop themselves.

Developing people has to be done deliberately; it is too important to be left to chance.

Employee Development is a continuing process, consisting of five stages.
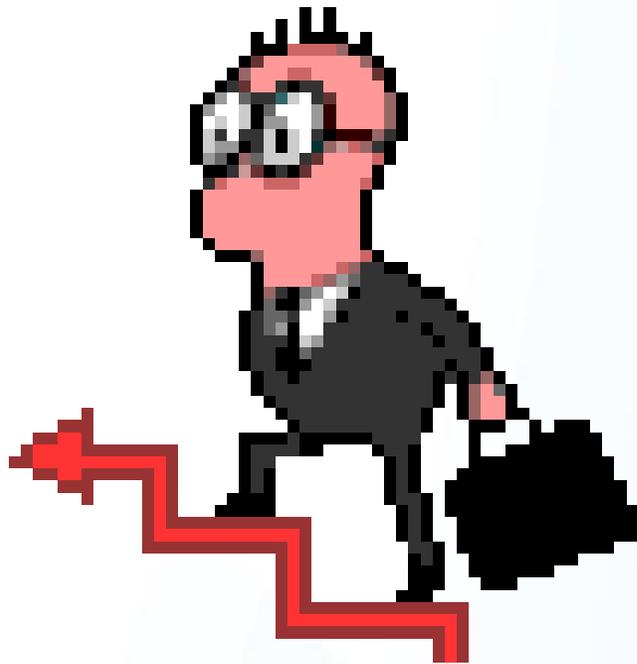
1) Identifying Development Needs

Identifying development needs has little to do with playing the amateur psychologist. It is about performance, not just personality. It is about spotting opportunities to improve performance.

Development needs can be identified through:

- **strategic & operational plans**

- **appraisal system**

- **training needs analysis**

- **work reviews**

- **client feedback**

- **review of competence frameworks**

A competency framework is a list of all the competencies required for effective performance in a particular job. They are usually derived from a detailed job analysis.

Supervisors can effectively identify development needs of their work teams by:

- **knowing the job and what it takes**

- **knowing their people**

- **thinking about them, one by one**

2) Setting Development Goals

After identifying the development needs of your people you must transform these into goals which are **S-M-A-R-T-E-R.**

S - pecific

M - easurable

A - ttainable

R - elevant

T - ime-bounded

E - xciting

R - ewarding

Specific

A goal should state exactly what the person is responsible for.

Measurable

A goal should also state how performance is going to be measured and what a good job looks like.

Attainable

A goal is reasonable. Whether or not a goal is reasonable depends on what's happened in the past.

Relevant

**A goal is relevant if it addresses an activity that makes a difference in overall performance.**

Time-bounded

A goal must have time limits to provide useful checkpoints for follow-through and evaluation.

Exciting

&

Rewarding

3) Determining Appropriate Development Activities

For you to effectively do this, you need a broad frame of reference to help you manage the performance and development of your employees.

This frame of reference is called **Adaptive Managing.**

Adaptive Managing is a matrix built around four performance levels and the appropriate strategies for each level.

ADAPTIVE MANAGING

COUNSELING	COACHING	DEVELOPING	REINFORCEMENT
			Very Satisfactory/ Outstanding
		Satisfactory	
	Somewhat satisfactory		

PERFORMANCE

Unsatisfactory

TIME
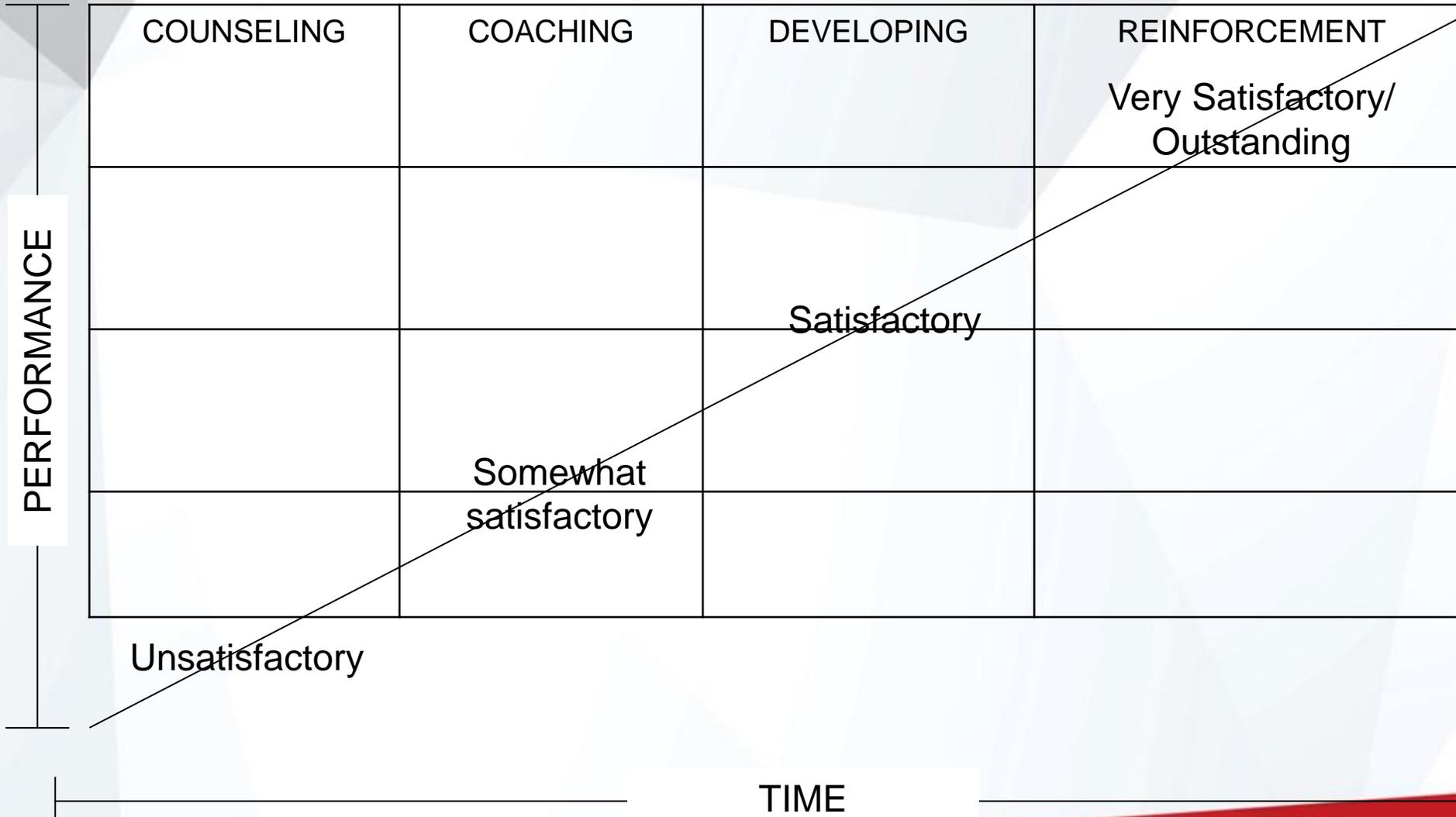
Below Expectation Level or Somewhat meets Standard Expectation Level

When an employee has a performance problem, a supervisor must first find out if the employee knows what is expected of him or if there is a common understanding of standards that have been set.

Within Standards Level

When the employee's performance is acceptable, supervisors should **coach the employee.**
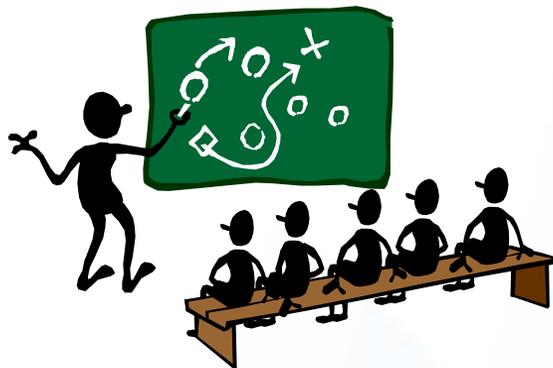
Exceeds Standards Level

When the employees' performance exceeds expectations, the supervisor must devise strategy to incorporate into the employees' position **increased challenges.**

Outstanding Level

When the employees' performance consistently exceeds expectations, the supervisor must devise strategy to incorporate into the employees' position **increased challenges** or to **prepare the employee for a new position involving greater responsibility.**

4.) Encourage competence with confidence and commitment.

Remember: On the job application alone does little good. Coaching, feedback and positive reinforcement are essential to encouraging competence with renewed confidence and commitment.

5.) Create Positive Developmental Environment

The work environment can enhance or hinder employee development efforts.

Creating a positive developmental environment involves providing employees with the essential resources and support systems that is necessary to ensure their success.

As supervisors, you must review and realign your priorities, such that you give more of your time for employee developmental activities, rather than just paperwork or purely administrative functions.

Supervisory Development Course

ORIENTATION: Facilitating Joining Up

ORIENTATION is the process of helping new employees settle into a new job.

Through orientation, we familiarize employees with:

• essential information about the organization – its functions and role in national development;

• the job and its surroundings;

• the people the new employee will work with.

ORIENTATION is . . .

►a planned welcome to the organization, usually shared by the Personnel/Human Resource Department and the new supervisor.

► makes new employees feel that he/she is an important part of the organization.

Effective orientation must have a variety of activities that **inform**, **inspire**, **encourage** and **motivate employees.**

It focuses on the most relevant and immediate information the employee needs.

It must be informal, personalized, painless

During Orientation, you must:

- Use person's first name;

  - Find common area for small talk;

    - Organize time to give full and undivided attention;

      - Allocate 30 minutes of interaction;

During orientation, you must:

- Create rapport;

- Introduce new employees to co-staffers/ workmates;

- Point out work area;

- Explain duties, performance standards, working hours, probation period, etc.;

During orientation, you must:

- Discuss certain rules/procedures;

  - Explain how to make official request, use of office equipments, get endorsement/ approvals, etc.
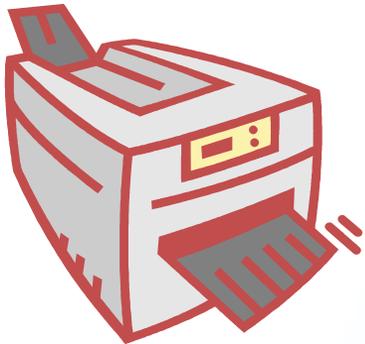
- Orientation is a continuing process, not just an event.

- Orientation is a time for mutual sharing and clarification.

- Good practice is to match a new employee with another employee (Buddy system)

BENEFITS OF ORIENTATION

W - illingness to commit

E - agerness and enthusiasm to work

L - oyalty to the organization

C - reates a positive mindset

O - neness and openness with supervisor and team
members

M - istakes are reduced

E - xpectations are clarified

S - atisfaction and pride in one's job and work unit

"You never get a second chance to make a first impression – when it comes to orientation, make sure you do it once and you do it right."

SDC

Tracks 2 & 3

Statement No. 1

Coaching allows supervisors to dictate what the employee needs to improve on their performance

❖ *To coach is to facilitate, which literally means "to make easy."*

Statement No. 2

- **Only supervisors can act as a coach to their employee**

❖ *Coaching is an ongoing partnership between an employee and his/her supervisor or between two employees.*

Statement No. 3

Coaching is synonymous to training

- ❖ *Coaching is different from training*
- ❖ *Coaching is more intensive and personalized than training*
- ❖ *Coaching focuses on improving job performance and uses the work itself as well as the problems related to such work to improve job skills.*

Statement No. 4

Coaching releases and develops the skills that people have which training alone cannot.

❖ *Coaching comes after training. It releases & develops the skills that people have, that training alone cannot.*

❖ *Coaching helps people to enter the untapped zone of their potentials*

❖ *Training teaches people to reach a standard performance, Coaching enables people to exceed the standard.*

Statement No. 5

- Coaching is needed when an employee is facing a personal problem.

❖ *Coaching is different from counseling*

Statement No. 6

- Coaching is purely task oriented and requires little or no self-awareness

❖ *Coaching requires self-awareness*

Statement No. 7

- Coaching builds your reputation as people developer.
  - ❖ *Coaching helps the ordinary employee become the exceptional employee, and the exceptional employee become extra-ordinary*
  - ❖ *Coaching helps people to become achievers - "Nobody is so good that they can't get better."*

Statement No. 8

Coaching makes your job easier

- ❖ *Coaching isn't an addition to a supervisor's job; it's an integral part of it.*

- ❖ *A supervisor who coaches effectively achieves better delegation, improved team and individual output, better communications, more responsible involvement, increased innovation, higher motivation and better operational systems*

Statement No. 9

- Coaching requires a shift in mind-set.

❖ *Successful coaching can only occur when the mind-set shifts from "controlling" to "empowerment."*

Traditional Management Role

MANAGER → Current Performance → Desired Performance

FOCUS
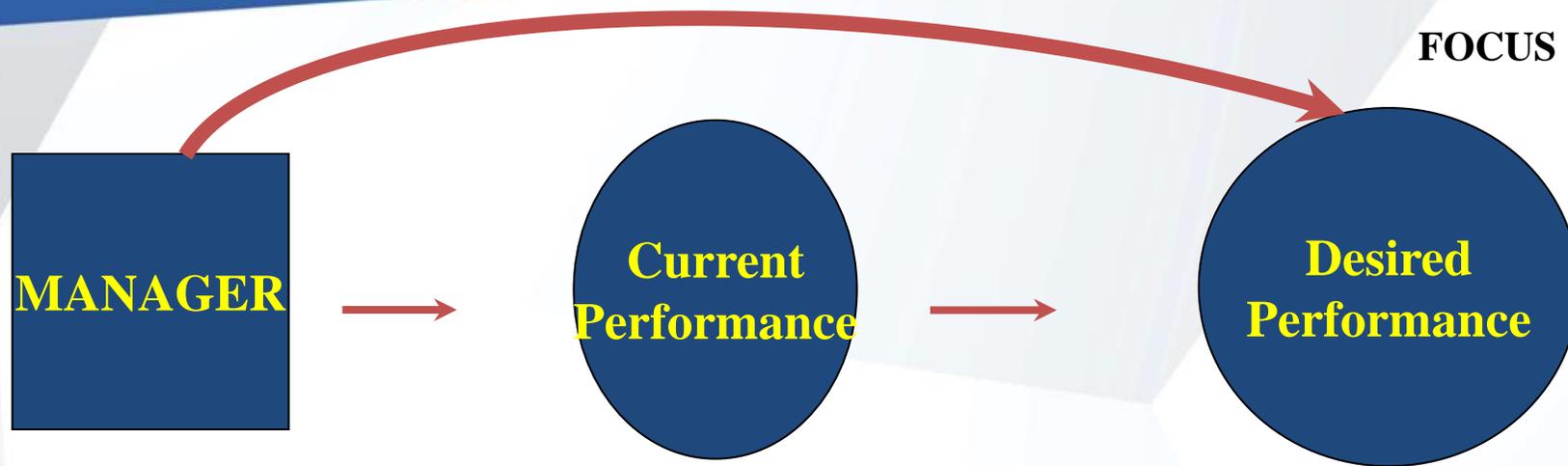
New Model of the Manager as Coach

FOCUS

Current Performance → Desired Performance → COACH

Coaching….

Method of individually helping employees to improve job competence or performance to achieve their full potential, both as persons and as professional.

# Coaching is…

✓ **Helping coachees achieve their goals.**

✓ **Helping them find their own solutions.**

✓ **Helping them understand what is holding them back.**

Directive vs. Non-Directive

P U S H
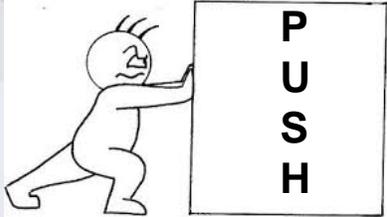
(Solving someone's problem for them)

NON-DIRECTIVE

Listening to Understand

Reflective

Summarizing

Paraphrasing

Asking questions that Raise Awareness

Making Suggestions

Giving Feedback

Offering Guidance

Giving Advice

Instructing

Telling

DIRECTIVE

Coaching is 100% driven by the coachee.

P U L L
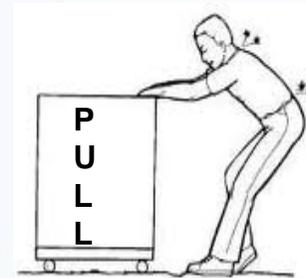
(Helping someone solve his/her own problems)

Knowing what is going on around you.

Obligation to perform.

Who can you coach?
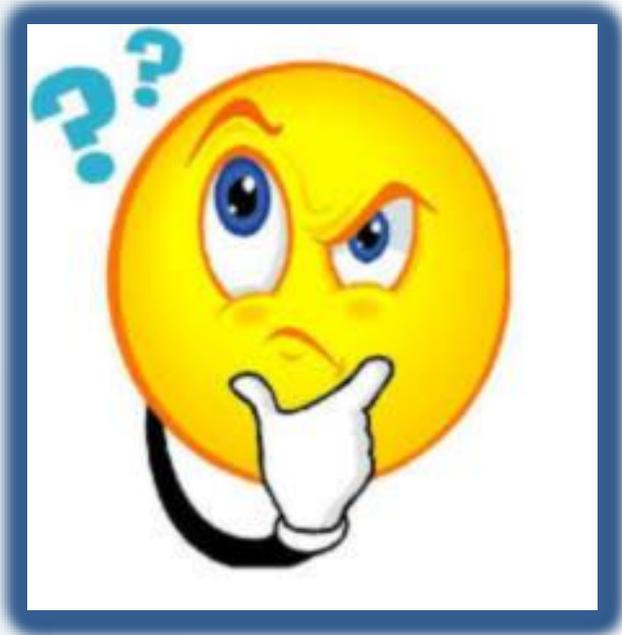
Subordinates?

Peers?

Superiors?

External Stakeholders?

ANYONE!!

The best coaching happens when the coach truly believes that the expert is the coachee.

Defining Coachable Moments

Identifying Coachability

When a person is ready for coaching

- **Coaches know that the coachee's own solutions will always be better than their advice or suggestions.**

5 Characteristics of coachability

1. Committed to Change

- **People who don't think they are perfect, want to improve, exhibit responsibility for their lives.**
- **Willing to step outside of their comfort zones.**

2. Open to information about themselves.

- **People who are willing and able to explore their own behaviors and to learn more about themselves.**

5 CHARACTERISTICS OF COACHABILITY

3. Open about themselves.

4. Appreciate New Perspectives.

5. Awareness about one's self and others.

- People who are willing to engage in topics that may be uncomfortable, but are getting in the way of their professional development.

- People who get excited about finding new ways of looking at a situation and figuring how to learn from it can benefit from coaching.

- Coachable people use it to reflect their behavior and how it impacts other people in the range of situations that come their way.

When Not to Coach

Identifying non-coachable moments

- **Coaching is not the answer to every person or situation.**

- **If time is predominant criterion in a situation (e.g., in an immediate crises) doing the job yourself or telling someone exactly how to do it will be the fastest way.**

- **If the quality of the result matters most, coaching for high awareness and responsibility is likely to deliver the most.**

- **If maximizing the learning is predominant (e.g., a child doing homework) coaching will optimize learning and its retention.**

Core Skills for Successful Coaching

1. ATTENTION!

- Listening with palpable respect and without interruption.

2. EQUALITY

- Treating each other as thinking peers. In coaching, the coachee is the expert, not the coach.

3. EASE

- Offering freedom from internal rush or urgency.

Core Skills for Successful Coaching

4.

- Offering genuine acknowledgement of a person's qualities an practicing a 5:1 ratio of appreciation to criticism.

5.

- Giving courage to go to the cutting edge of ideas by moving beyond internal competition.

6.

- Allowing sufficient emotional release to restore thinking.

Core Skills for Successful Coaching

7.

   • Supplying the facts. Information is also about honesty and reality.

8.

   • Welcoming divergent thinking. Valuing new and different thinking helps individual to think more creatively.

9.

   • Removing assumptions that limit our ability to think for ourselves clearly and creatively.

10.

    • Creating a physical environment that says back to people, "You matter."

Qualities of a Good Coach

An Effective COACH

- Is honest, genuine and authentic
- Has a positive view of human nature
- Wants others to succeed
- Can create a thinking environment
- Enjoys seeing others develop
- Enjoys learning
- Wants others to be independent
- Is generous with appreciation
- Values the opinions and initiative of others.
- Has an open mind and is tolerant of diverse views.
- Motivates others by setting a good example.

THE GROW MODEL

- Help the coachee decide which option, or options to adopt and the actions they will take

- Agree what coachee wants to achive

- Help coachee to generate ideas for how they can move forward

- Invite analysis of what is the current reality

What will you do?

Goal

Options

Reality

EMPLOYEE COUNSELING

COUNSELING is…

Problem-solving technique to help people manage their own problems using their own resources.

COUNSELING is...

One-on-one relationship between a troubled employee and a supervisor who provides help to various types of difficulties (i.e. personal, work, career or performance related).

Supervisor's role in Counseling

- A facilitating one. s/he does not direct or control the session; the employee does.
- Aim is to act as a "sounding board" to help release pressures adversely affecting employee's performance.
- Restricted to providing "emotional first aid".

Signs of a Troubled Employee:

• Sudden change of behavior

•Preoccupation

•Irritability

•Increased accidents

•More absences

•Increased fatigue

•Too much drinking

Core Principles of COUNSELING:

- Confidentiality

- Controlled Emotional Involvement

- Acceptance and Non-Judgment

- Purposeful Expression of Feelings

- Individualization

- Self-Determination

When COUNSELING, it is important to take note of the following:

CONFIDENTIALITY

CONTROLLED EMOTIONAL INVOLVEMENT

ACCEPTANCE AND NON-JUDGMENT

PURPOSEFUL EXPRESSION OF FEELINGS

INDIVIDUALIZATION

SELF-DETERMINATION

1. Confidentiality

- **Ensure a private setting**

- **Keep voices low**

- **Give assurances that everything you will discuss will be kept between the two of you**

2. Controlled Emotional Involvement

- **Be sufficiently involved to make full use of your emotional experience and sufficiently detached to differentiate your own emotions.**

- **Emphasize but maintain objective perspective**

- **Identify and resolve your own needs and feelings so they do not get in the way.**

2. Controlled Emotional Involvement

- Let the counselee realize that you are able to see things through his/her eyes.

- Verbalize your understanding of counselee's experiences.

- Use emotions in a disciplined way to understand the feelings expressed.

3. Acceptance and Non-Judgment

- **Practicing non-evaluative listening**

- **Do not allow biases and prejudices to color/ influence the counseling relationship.**

- **Do not moralize, preach, impose own values.**

- **Accept traits/ habits, etc. no matter how undesirable they may be; without condoning.**

4. Purposeful Expression of Feelings

- **Neither discourage or condemn expression of feelings**

- **Provide reassurance to relieve feelings of anxiety or guilt over verbalize negative feelings**

- **Provide support and signals of encouragement**

5. Individualization

- **Recognize/ respect unique characteristics, needs and peculiar circumstances/conditions**

- **Treat each employee as unique, requiring different interactive styles. Do not compare with other cares**

6. Self- Determination

- **All individuals have the inner resource to help themselves**

- **Make counselee on active partner throughout the process**

- **Don't give advice. Do not decide for counselee**

- **Show confidence. Reinforce counselee's self-confidence and faith in one's self and in one's ability to decide for himself/herself.**

- **If counselee is suicidal/ bound to harm one's self, out of control, be a first-aid prior to referral.**

Essential Skills in Effective Counseling:

EMPATHY

- Ability to understand accurately what someone is really saying and feedbacking it to them to their satisfaction.

Essential Skills in Effective Counseling:

ACTIVE LISTENING

- Listen to what is being said and not said
- Not uncomfortable by silence

Essential Skills in Effective Counseling:

ASKING QUESTIONS

- Ask open-ended questions
- Ask questions that elicit feelings rather than mere information

Essential Skills in Effective Counseling:

RELATING

- Establish positive relationship with counselee
- Show warmth, friendliness, sincerity, approachability, sensitivity, tact, concern for others.

Essential Skills in Effective Counseling:

OBSERVING

- Be perceptive
- Be observant of behavior, gestures, facial expressions, change in voice, etc.

FOCUS

- Give undivided attention to counselee in the course of counseling interaction

The PILOT Method

P - inpoint the particular problem

I - nvestigation (dig deeper)

L - ong-range implications (think of the long range picture before implementing the solution)

O - bjectivity/fairness/impartiality

T - reatment (with dignity and grace as you would afford yourself)
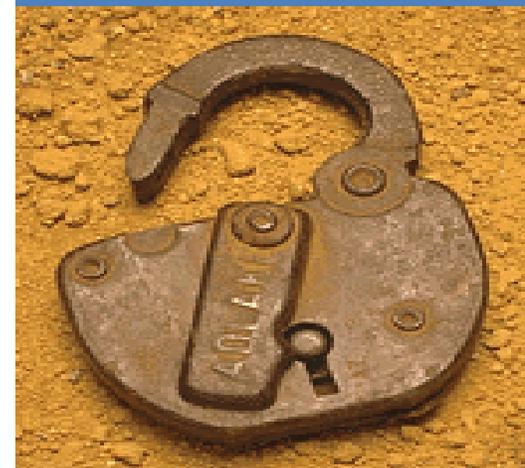
Mentoring

- A structured learning relationship where more experienced individuals share their professional knowledge & skills with other individuals to enhance the latter's capabilities and potentials to achieve organizational objectives.

MENTORING

- A developmental, caring, sharing and helping relationship where one person makes an effort to enhance another person for greater productivity or achievement in the future which goes beyond duty or obligation.

- A mentor is an experienced and trusted adviser, a career guide and executive nurturer.
- A mentor is usually a senior management who takes a younger employee under his wing.

- Mentoring is one of the five forms of one-on-one learning relationships.

Five forms:

1. Teaching
2. Tutoring
3. Coaching
4. Counselling
5. Mentoring

A **teacher** passes on knowledge, while coach works on performance of the individual, shaping various behaviors and actins into a more productive whole.

A **tutor** provides special and often intense help as a teacher of the standard curriculum.

A **counsellor** advises and assists in the personal decision-making process. The counsellor focuses on helping the individual become successful and productive in the workplace.

A **mentor** provides a caring, sharing and helping relationship. He devotes him – or - herself to this unselfish effort. The distinctive aspect of mentoring is that it focuses entirely on meeting the needs of the mentee.

MENTOR

- Someone who voluntarily makes an investment in another that goes beyond his/her duties and obligations

Qualities of a Mentor

➢ Broad knowledge of the organization and its culture

➢ High level of technical, professional or managerial expertise

➢ Been a mentor once or reputed to be a people developer

➢ Real interest in people

Qualities of a Mentor

➢ Actual or potential skills as a coach

➢ Willingness to share knowledge

➢ Ability to search for learning situations

➢ Ability to empathize

➢ Ability to give feedback

➢ A good sense of humor

TYPES OF MENTORS

1. Listener
2. Taskmaster
3. Encourager
4. Technical or professional people

TYPE OF MENTORING

SITUATIONAL

- short
- spontaneous
- seemingly random
- often casual
- creative & innovative
- "one time" events
- unclear as to results at time of incident

INFORMAL

- voluntary
- very personal
- very responsive to mentee needs
- loosely structured
- flexible
- mentor having more than one-role relation-ship with mentee – i.e as a supervisor, parent or friend

FORMAL

- productive & long term
- systematic & structured
- institutionalized and ongoing
- traditional

Situational mentoring:

– Some of the most powerful mentoring experiences occur in short bursts, when an individual provides the right information or ideas at the right moment in another person's life.

Informal mentoring -

– Informal mentoring is probably the most common type and may last from a few weeks to a lifetime. Such informal mentoring may lead to friendships that include occasional mentoring experiences as well.

– Flexible, loosely structured, informal relationships are usually mentored initiated or driven, in that the mentor voluntarily shares whatever expertise or special insights he or she possesses when another person appears to have a need for such help.

Formal mentoring Programs--

– The process of mentoring can be formalized in an organization. This is done by appointing and training mentors who can provide advice to specified individuals and whose mentoring activities are coordinated by someone with authority in the organization.

ADVANTAGES OF MENTORING

A Mentor can:

❑ Clarify expectations of the Organizations

❑ Furnish objective assessment of strengths and weaknesses

❑ Build confidence

ADVANTAGES OF MENTORING

❑ Be a sounding board in the process of self discovery

❑ Provide venue for discussion of perceptions and insights

DISADVANTAGES OF MENTORING

Having a Mentor can:

- ❑ Cause jealousy and resentment

- ❑ Create tensions with spouses (if between opposite sexes)

- ❑ Diminish self-esteem and confidence (if mentor is hypercritical)

Benefits to the Mentor

➢ Satisfaction from contributing to the mentee's development

➢ Opportunities to reflect upon & articulate their role

➢ Improved ability to share experience & knowledge

➢ Opportunities to test new ideas

➢ Enhanced knowledge of other areas of the agency

➢ Renewed enthusiasm for their role as an experienced employee

➢ Challenging discussion with people who have fresh perspectives and who are not already part of organizational thinking

Benefits to the Mentee

❖ A smoother transition through management levels

❖ A powerful learning tool to acquire competencies and professional experience

❖ Potential for increased visibility

❖ Networking opportunities

❖ Development of professional and self-confidence

❖ Recognition and satisfaction

Benefits to the Mentee

❖ Increased skills and knowledge

❖ Increased potential for career mobility & promotion

❖ Improved understanding of their roles in the organization

❖ Insights into the culture and unwritten rules of the organization

❖ A supportive environment in which successes & failures can be evaluated

Benefits to the Agency

❖ Improved communication between separate areas of the agency

❖ Support networks for employees in times of organizational change

❖ Managers with enhanced people management skills

❖ Successful mentees often become mentors and better people managers

Benefits to the Agency

❖ Improved delivery of services through more informed and skilled staff

❖ Application of knowledge gained from mentoring

❖ Reduced recruitment and selection costs as a result of higher employee retention

❖ Progress towards diversity and equal opportunity in the workplace

Core Principles in Mentoring

Interpersonal Connection

Nurturing Feedback

Sense of Belonging

Positive Future

Individual Differences

Recognizing Competencies

Emotional Expression

- "To groom future leaders successfully, the mentor makes sure he passes on both his gift for strategy and his flair for building a strong corporate culture".

  -C. R. Hickman and M.A. Silva