DFCS Training for New County Directors

Workshop No. 3
Personnel Management
Trainer's Guide

The Mission of the Department of Human Resources: To strengthen Georgia's families by supporting their self-sufficiency and helping them protect their vulnerable children and adults by being a resource to their families, not a substitute.

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Workshop Overview

Intended Audience   This workshop is for new DFCS County Directors.

Background Information   It is expected that new County Directors come to their new position with a basic understanding of personnel management tools such as coaching, motivation, diversity, the disciplinary process, hiring, managing conflict and retention. This workshop will reinforce and build on participants' entry abilities. Participants will also learn about how current policies relate to County Directors and personnel management. Emphasis is placed on a positive approach to personnel management that focuses on building strengths and retaining staff.

Workshop Goal   By the end of this workshop, participants will achieve the following goal:

> ➤ *Given a performance management situation, identify the best action for the County Director to take to foster great performance and retention.*

Workshop Objectives   Participants must master the following objectives to achieve the course goal:

> ➤ Describe the role of the County Director in managing employee performance.
> ➤ List key principles of DFCS' vision of personnel management.
> ➤ Describe best practices for managing employee performance.
> ➤ Identify the effects of a change in County Director on staff.
> - Identify strategies for helping employees cope with change in a positive manner.
> ➤ Identify resources County Directors can consult.
> ➤ Identify best practices in hiring.
> - Given a description of a hiring situation, identify the appropriate course of action.
> - Describe strategies to use to determine whether staff is using best practices in hiring.

Workshop Objectives, *continued*

➤ List the benefits of the Performance Management Process (PMP).
➤ Describe coaching, its goal and accomplishments.
  - Explain what is required for successful coaching.
➤ Describe motivation and its goal.
  - List characteristics of motivated and de-motivated employees.
  - Describe the types of individual influences that may affect what motivates an employee.
  - List best practices for motivating employees.
➤ Describe conflict resolution strategies that build productive workplace relationships.
  - Given a description of a conflict situation, identify appropriate course of action to build productive office relationships.
  - Identify inherent sources of interpersonal conflict within the system.
➤ Discuss discipline options according to policy.
➤ List some of the "costs" of turnover.
➤ Identify best practices and strategies for improving retention.
➤ Given a description of a County Director's action in an employee performance scenario, evaluate whether it was the appropriate action to take.
➤ Given a description of employee performance, identify the appropriate action to take to promote great performance.
➤ Develop strategies to resolve specific personnel issues in your county.

Required Prerequisite Training

Personnel Management is the third in a series of four workshops that comprise the New County Director Training Curriculum. Whenever possible, participants are encouraged to complete these workshops in chronological order:

➤ Workshop 1: Leadership
➤ Workshop 2: Program Management and Workload Management
➤ Workshop 3: Personnel Management
➤ Workshop 4: Budgeting and Fiscal Management

Each workshop is a complete, stand-alone module. New County Directors may begin the series at any point.

Workshop Pre-work Requirements for Overview

This workshop has two pre-work requirements. Participants are asked to:

> ➢ Bring "one true thing" they know about managing people. This may be a quote, a lesson learned from experience or an observation.
> ➢ E-mail a list of existing personnel issues for their county to the trainer one-week prior to the workshop. These issues can be identified through observation and/or discussion with senior staff. Bring the list to class with you, too.
> **Trainer Note:** *Seeing these issues in advance of the training may help you to prepare to address them better in class.*

Module Design

This is a three-day workshop. It is a traditional instructor-led course with a significant number of individual, small group and large group activities, which support the information presented and provide participants with an opportunity to apply what they have learned.

While there is no "formal" evaluation, there are two comprehensive activities that will challenge participants to apply and exhibit what they have learned. These activities are:

> ➢ Case Study Activity
> ➢ Identifying Issues and Solutions

Trainer Roles and Responsibilities

You will be required to present information, facilitate and debrief the many activities that are interspersed throughout the workshop. Some probing questions are provided for you; however, you must be remain alert so that you can add relevant thought-provoking questions and provide insights during the debrief discussions. Your role is to serve as presenter, facilitator, expert observer and coach.

Discussion and the exchange of thoughts and ideas are an important part of the learning process and are encouraged in this workshop. If an interesting, beneficial discussion is occurring, do not cut it short it in favor of a strict timeline; however, be aware that you may need to make up time in another section of the workshop.

Workshop Preparation   Preparation is critical to a successful training session. Listed
                             below are some tips that will help you prepare for your session.

                             1. Read the Trainer's Guide thoroughly and review all materials
                                 and activity sheets contained in the Participant Guide.

                             2. Gather all materials listed in the "Module Materials" list on
                                 Page ix.

                             3. Gather information about your training site:

                                 ➢ Mailing address, contact person with phone number
                                    (Participant materials need to be shipped to a specific
                                    location and someone needs to receive the materials.)
                                 ➢ Size of room to make sure there is adequate space for
                                    number of participants to work in small groups
                                 ➢ Audio visual equipment
                                 ➢ LED projection system and laptop
                                 ➢ Two flip charts with pads and markers
                                 ➢ Table and chairs: One table for facilitator (in front),
                                    round tables for participant teams, and one for coffee
                                    and breaks
                                 ➢ Wall space for your posters and flip charts
                                 ➢ Arrange for food and drinks
                                 ➢ Coffee, juice, and rolls
                                 ➢ Lunch
                                 ➢ Breaks (soda, cookies)

Training Setup   1. Review the graphic of the ideal site setup on the following
                                 page. Try to arrange the room so that you have no more
                                 than four to five participants per table. Fifteen participants is
                                 the recommended maximum total number.

                             2. Set up your training room the night before the training. If
                                 you have never seen the room, this is especially important.

                             3. Test all equipment and make sure you have all of your
                                 materials organized for efficient distribution.

Recommended Training Setup Graphic
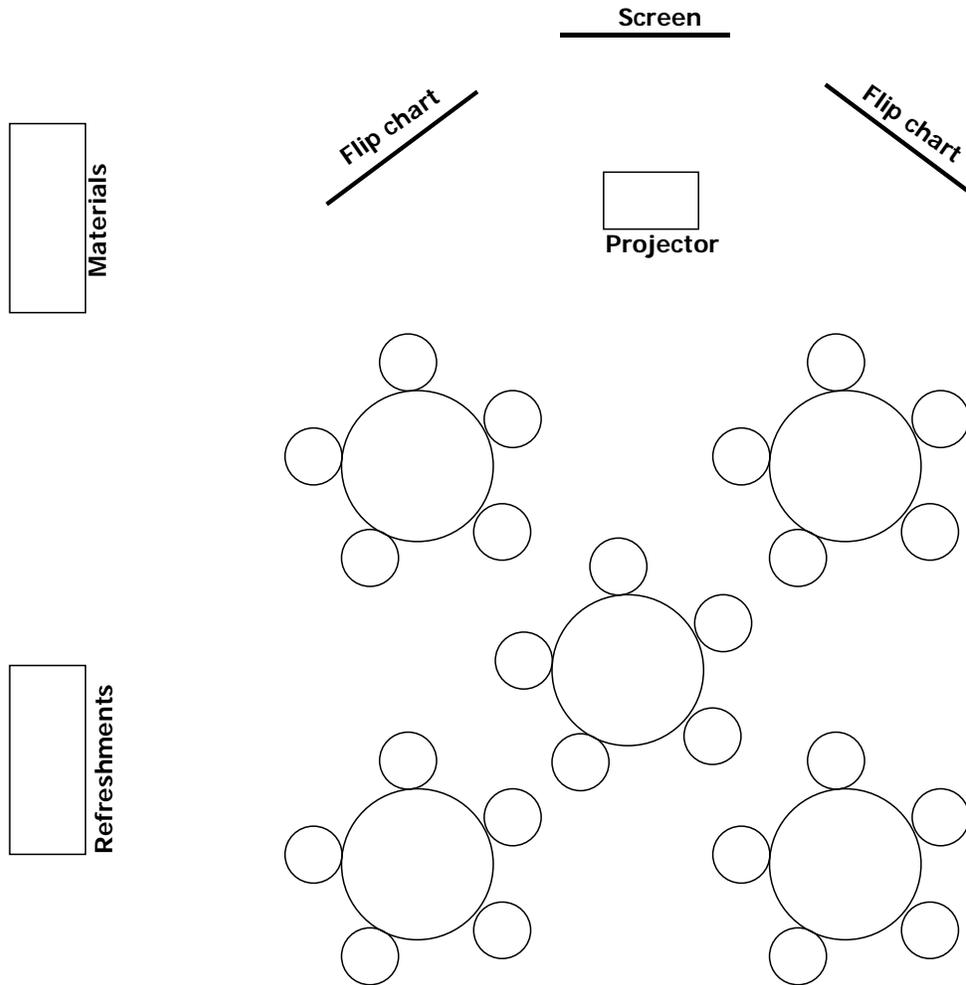
Module Materials   **Provided by Education & Research (E&R):**

> ➢ Trainer's Guide (one for each trainer)
> ➢ Complete set of overhead transparencies or PP slide show
> ➢ Participant's Guide (one per participant)
> ➢ Pre-work for Workshop 4
> ➢ OHRMD Web Page
> ➢ Cover page and Table of Contents for "Steps to Effective Employee Selection" (one per participant)
> ➢ Personnel Manual Sections: 701, 702, 1601, 1602 (one per participant)

Trainer: Please bring copies of the following for each participant:

> ➢ OHRMD Hard Card Resources
> ➢ Reference Sheet: Management Tools / Methods
> ➢ Workshop Evaluation

Other materials and equipment needed:

> ➢ Overhead projector *(if using transparencies)*
> ➢ Screen, laptop and LCD projector
> ➢ Flip chart paper and stand
> ➢ Markers
> ➢ Tape
> ➢ Sign-in sheet
> ➢ Name tents (one per participant)
> ➢ Post-It Notes

Record Keeping   The Education and Research Section will maintain a record of each person's participation in this training. Certificates will be provided to staff that successfully complete training.

Agenda and Delivery Time Estimates for Workshop No. 3

This is a three-day course with approximately 18.5 hours of instructional time. This provides for approximately six hours of instruction per day. The times below are *estimated* instructional time for each section, and they do not include breaks or lunches. Generally, for each training day, two fifteen minute breaks should be given (one in the morning, one in the afternoon) plus a 60-minute lunch break.

Sharing (trainer and participant experiences) is important and valuable to the learning process. Please try to balance the amount of sharing with the need to proceed with content and activities. If you go over in one section, you will need to make adjustments in sections that follow.

Day One	Section & Total Time	Topic / Activity Estimates
	The County Director's Role as Personnel Manager (1 hour)	• Welcome and Introductions (0:50) - Trainer Introduction(s) - Icebreaker Activity - Activity: Identify Key Issues - Goals and Expectations - Agenda - Housekeeping • What is DFCS Vision of Personnel Management for County Directors? (0:10)
	Where Do I Begin? (1 hour)	• The Common Challenge of Change (0:50) - Activity: Reactions to Change - Activity: Strategies for Coping With Change • Everyday Resources for Managing Employee Performance (0:10)
	Hiring the Right Person for the Job (1 hour, 45 minutes)	• Personnel—The Key Component in Personnel Management (1:30) - Activity: Did You Know? - Activity: Quick Quiz - Activity: Learning from Experience - Activity: Determine the Best Course of Action • How Does the County Director Know if Best Practices are being Followed? (0:15) - Activity: Brainstorming Indicators and Responses

Agenda and Delivery Time Estimates, *continued*

Day One	Section & Total Time	Topic / Activity Estimates

	Developing Employees (2 hours, 40 minutes)	• The Performance Management Process (0:10)
		• Pillars of Performance Management (0:30)
		  - Activity: What's Your Style?
		  - Activity: How Do Others See You?
		• Coaching (1:00)
		  - Activity: Thumbs Up or Thumbs Down?
		  - Activity: Coaching Styles Scenario
		  - Activity: Back on the Job: Push or Pull?
		  - Activity: Evaluate Your Coaching Skills
		• Motivation (1:00)
		  - Activity: How Do You Demonstrate Commitment?
		  - Activity: Assessing Individuals and Recognizing Needs

Day Two	Section & Total Time	Topic Estimates

	Developing Employees, *continued* (2 hours, 40 minutes)	• Welcome Back (0:10)
		• Conflict Resolution (0:50)
		  - Activity: Achieving a Win-Win Outcome
		• Discipline (0:50)
		  - Quick Quiz Activity
		• Summary (0:50)
		  - Activity: Analyze This!

	Retaining Employees (2 hours)	• Employee Retention
		  - Supporting Information (0:25)
		  - Activity: Factors That Make People Stay on the Job (0:15)
		  - Activity: 50 Ways to Keep Your Employees (0:30)
		  - Activity: Retaining Gwen (0:30)
		  - Activity: Retention Action Plan (0:20)

Agenda and Delivery Time Estimates, *continued*

Day Two	Section & Total Time	Topic Estimates
	Case Study Exercise + Review and Preview of Day Three (1 hour, 30 minutes)	• Part 1 of Case Study Exercise - Preparation (1:15) • Summary: "Hit List" (0:15)
Day Three	**Section & Total Time**	**Topic / Activity Estimates**
	Case Study Presentations (2 hours)	• Part 2 of Case Study Exercise - Brief preparation and presentations (1:45) • 10 Tried and True Rules to Live By (0:15)
	Making It Personal (2 hours)	• Activity: Develop Strategies to Address Your County's Issues (0:45) • Review / Discuss Participants' Issues and Strategies (1:15)
	What's On Your Mind? (1 hour)	• Current events, what's new, Q&A
	Your Personal Development Plan (0:15)	• Finalize Your Personal Development Plan (0:15)
	Wrap Up / Conclusion (0:30)	• "Light Bulb" Moments (0:15) • Course Evaluations (0:15)

Icons Used in this Trainer's Guide
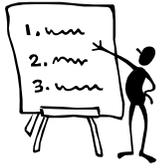
Create / show flip chart

Distribute / handout

Small group activity

Individual activity

Large group activity / discussion

Refer participants to Participant Guide

Ask these questions

IMPORTANT Trainer Information: Making Training Active

Dear Trainer:

The workshop you are about to present is the result of an identified need for a New County Director curriculum and many hours of collaborative effort. The content is relevant and solid, and every effort has been made to convey it in an interesting manner. Care has been taken to include activities and events throughout that will contribute to participants' learning and retention.

That being said, however, it is important to realize that <u>you</u>, the trainer, are an integral, critical factor in the success of this curriculum. Your enthusiasm and effort to involve participants in the learning event are what makes the difference between an average course and an outstanding one that will impact and improve performance and results.

If training is not your "everyday" job, please review and remember these important points / suggestions and try to incorporate them throughout your delivery.

➢ There is more to training than *telling*. People don't automatically learn by pouring out everything you know at them. The learner needs to become mentally and physically involved in the learning event.

➢ Learning activities are *important!* Please avoid skipping the activities provided in the materials in favor of further lecture. The activities are designed to reinforce key points and / or to produce specific learning results.

➢ People learning by *doing.* This includes discussing, figuring out, rehearsing, answering questions, thinking aloud and coming up with examples.

➢ Involve participants by *asking open-ended questions* and encouraging participants to *share* their thoughts and ideas.

➢ Keep training *lively.* Get people (including yourself!) up and moving around on a regular basis. Don't be afraid to throw in a silly activity from time to time, such as: "Everyone stand up. Now line up by height (shortest to tallest). OK, turn to the person next to you and tell him / her the best advice you ever got about how to succeed in your job." Even short bursts of activity can keep participants more engaged and receptive to all of the new information you are sending their way.

➢ Relax and *have fun*. Training does not have to be serious 100% of the time in order to get results. In fact, a little well-placed levity can promote a positive training atmosphere and a sense of teamwork that can help you get through "dryer" or more challenging content.

The County Director's Role as Personnel Manager

Total Time   1 hour

Overview   In this section, participants learn DFCS "vision" of personnel management, which provides a picture of the attitudes and behaviors new County Directors need to model. They also get an overview of the course objectives, training agenda, housekeeping issues, etc.

Objectives   ➢ Describe the role of the County Director in managing employee performance.
                              ➢ List key principles of DFCS vision of personnel management.
                              ➢ Describe best practices for managing employee performance (this objective is applicable from this point through the conclusion of the workshop).

Activities   ➢ Welcome & Introductions (0:50)
                              - Trainer Introduction(s)
                              - Participant Introductions/Icebreaker Activity: "One True Thing"
                              - Pair Activity: Identify the Key Issues in Scenarios
                              - Workshop Goal & Expectations
                              - Workshop Agenda
                              - Housekeeping
                              ➢ What is the Vision of Personnel Management for County Directors? (0:10)

Materials   ➢ Participant Guides (one per participant)
                              ➢ Flip chart paper, markers and tape

Introduction

Personnel Management

New DFCS County Director Curriculum
Workshop No. 3
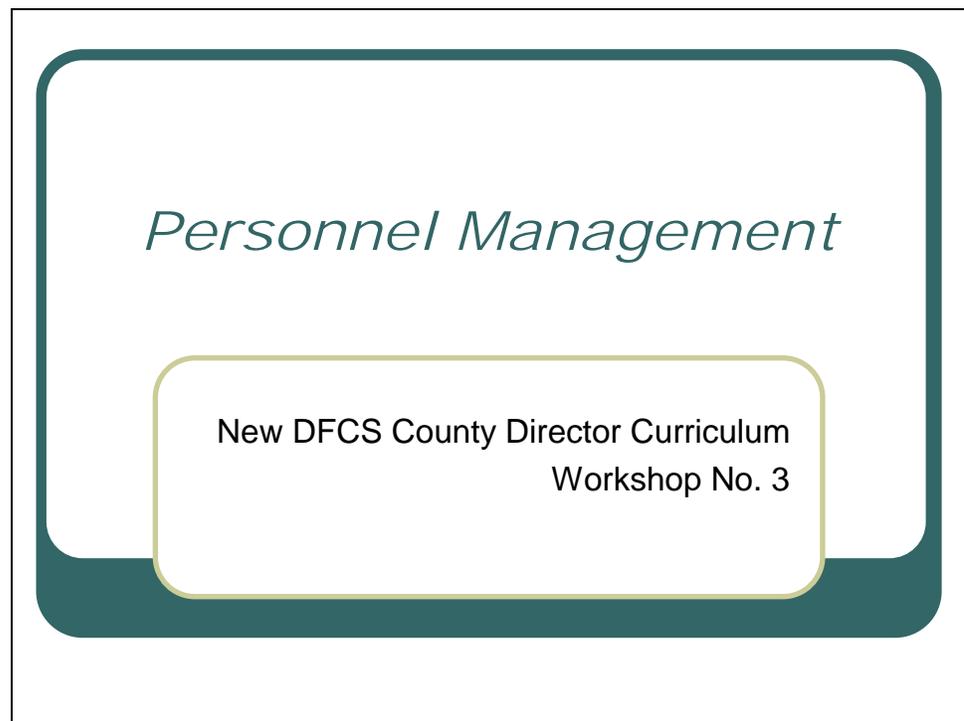
Show OH 1 (Workshop title slide) as participants enter the training room.

Introduce yourself and briefly describe your background.

Welcome

Welcome

✓	**Leadership**
✓	**Program and Workload Management**
✓	**Personnel Management**
	Budgeting and Fiscal Management

2

Show OH 2 (Welcome).

Provide some welcoming comments and state that this is the third in a series of four workshops that comprise the DFCS New County Director Training Curriculum.

Icebreaker Activity: "One True Thing" I Know About Personnel Management
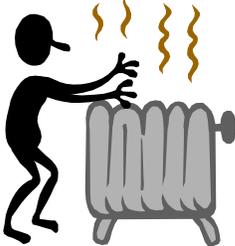
Show OH 3 (Icebreaker Activity: "One True Thing"...).

Distribute flip chart paper and marker to each participant.

Facilitate activity according to instructions on the slide.

Debrief:

- Go around the room, asking each participant to introduce him / herself and present "One True Thing," then tape it to the classroom wall.
- Ask participants to comment on something posted by another participant that caught their attention.

Transition: There are many aspects to personnel management, many skill and knowledge requirements that we will be learning or reinforcing over the next two days. Let's begin with an activity that will identify some of them.

Activity: Identifying Personnel Management Skills and Knowledge

> ## Activity: Identifying Personnel Management Skills and Knowledge
>
> - Form small groups.
> - Ask participants to read the scenarios and quickly identify the types of skills and knowledge that would be required to address and resolve the situations (e.g., coaching, motivation, conflict resolution, policy knowledge, etc.).
> - Be prepared to share your responses.
>
> 4

Show OH 4 (Activity: Identifying Personnel Management Skills and Knowledge).

Refer participants to the activity worksheet entitled "Identifying Personnel Management Skills and Knowledge" on Page 7 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Debrief:

- Ask participants to share their responses while you create a flip chart list.

"Personnel Management Skills & Knowledge"

Workshop Goal & Expectations

Workshop Goal
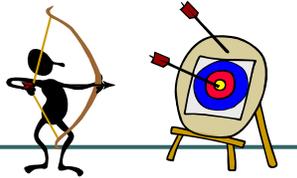
Given a performance management situation, identify the best action for the County Director to take to foster great performance and to promote retention.

5

Show OH 5 (Workshop Goal).

Return to the flip chart list created in the previous activity and **point out** how these skills and knowledge support accomplishment of the workshop goal.

Ask participants what they expect to learn from this workshop, and clarify what will and will not be covered.

The

Workshop Agenda

Agenda

Day One	• Your Role as Personnel Manager • Where Do I Begin? • Hiring the Right Person for the Right Job • Developing Employees
Day Two	• Developing Employees, *contd.* • Retaining Employees • Case Study Exercise - Preparations
Day Three	• Case Study Exercise - Presentations • Making it Personal—Strategies for Your County's Personnel Issues

6

Show OH 6 (Workshop Agenda).

Describe the type of content that is in each major section.

Explain that they will progress from analyzing and critiquing the actions of fictional County Directors to developing their own strategies by the end of the workshop.

Point out that they will receive feedback from a panel of experienced County Directors during the "Making it Personal" strategies section at the conclusion of the course.

Ground Rules/Housekeeping

Prepared "Ground Rules" flip chart

Refer participants to the prepared "Ground Rules" flip chart.

Present ground rules / housekeeping items, such as:

> ➢ Class start and end times
> ➢ Breaks, meals
> ➢ Policies (smoking, cell phone and pagers to silent or vibrate)
> ➢ Contact phone numbers for participants during training
> ➢ Evacuation procedures, location of restrooms, etc.

Ask participants to suggest additional "ground rules" for the training (e.g., maintain confidentiality, provide constructive feedback, etc.) and add their responses to the flip chart. Post it prominently.

Prepared "Parking Lot" flip chart

Refer to the prepared "parking lot" flip chart (title only at this point). Invite participants to note any relevant concerns during class that are outside the scope of the training on Post It Notes and put them in the parking lot. We'll discuss them at the end of the course.

Personal Development Plan

Remind / inform participants that they will have an opportunity to create a "Personal Development Plan," a tool to take out of the workshop on which they can identify future areas of work / focus. The development of a plan is an activity that runs throughout all four of the workshops in this curriculum. The Personal Development Plan form for Personnel Management can be found on Pages 52-54 of the Participant Guide.

Transition: County Directors are responsible for implementing the "vision" of the organization. In order for you to be successful in the role, you must know what the key principles that comprise DFCS vision of personnel management. Let's look at those now.

What is the "Vision" of Personnel Management for County Directors?

DFCS "Vision" of Personnel Management

- Begin with positive assumptions about people, behaviors and motives.
- Build strengths and increase productivity.
  - Encourage continuous improvement.
- Practice early intervention in performance and disciplinary issues ("nip it in the bud").
- Set expectations high.
- Focus on the ultimate goal/mission.
- Follow policies and procedures.
  - Manage your county like a business.
- Retain staff.

7

Show OH 7 (DFCS "Vision" of Personnel Management).

Ask for questions/comments.

Transition: Although there will be differences in personnel challenges from county to county, there *will* be some similarities, too. This workshop is evidence that your counties are facing the common challenge of a change in the County Director position. Next, let's take a look at where you begin and how you respond to your staff's reaction to *you*.

Where Do I Begin?

Total Time   1 hour

Overview   In this section, participants discuss potential stresses on staff resulting from the change in the County Director's position. Participants will formulate strategies to help employees cope with change and foster a culture of creativity, flexibility, cooperation and trust. They will also learn everyday resources for managing employee performance.

Objectives
- ➢ Identify the effects of a change in County Director on staff.
  - Identify strategies for helping employees cope with change in a positive manner.
- ➢ Identify resources for managing employee performance.

Activities
- ➢ The Common Challenge of Change (0:50)
  - Large Group Activity: Brainstorming Reactions to and Impact of Change
  - Small Group Activity: Strategies to Help Employees Cope With Change
- ➢ Everyday Resources for Managing Employee Performance (0:10)
  - Presentation and Individual Activity: Who are Your Helping Hands?

Materials
- ➢ Flip chart paper and markers

The Common Challenge of Change

Reactions to Change

- Change produces stress
- Reactions vary
  - May be both physical and emotional
- Based on:
  - Perception of the change
  - Resources available:
    - Coping skills
    - Problem solving abilities
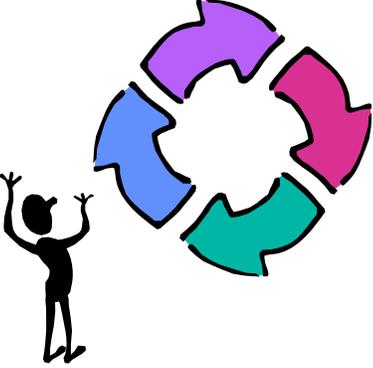
8

Show OH 8 (Reactions to Change).

Facilitate large group discussion:

"Change"

➢ State that our reaction to change is based on several things, including perception of the change (positive or negative) and resources available to us, such as coping skills, problem solving abilities, etc. We need to understand how people react to change in order to put processes in place to help the organization transition successfully.
➢ Write the word "change" on the flip chart.
➢ Ask participants to brainstorm words they associate with the word "change," and create a list on the flip chart. Possible responses are listed on the next page and may be used to prompt participants, if necessary.
  - If responses are predominantly negative, ask them for some positive responses.

Anger	Grief	Resentment
Aggression	Happiness	Resistance
Anticipation	Hope	Sadness
Apprehension	Hostility	Skepticism
Confident	Insecurity	Thrilled
Critical	Jealousy	Trepidation
Distrust	Loss	Uncertain
Evasive	Negative	Uneasy
Excited	Nervous	Unsure
Fear	Opportunity	Unhappy
Frustration	Physically ill	Worried

➢ Ask: Which of these reactions have you experienced in your county?
➢ Now ask participants how these reactions, which can be both emotional and even physical, may impact work performance and productivity.
  - Write these responses on the next page of the flip chart.

"How Reactions Affect Work"

Transition: It is very important to acknowledge employee reactions and to avoid letting them "get stuck" in negativity or concern over what having a new County Director may mean.

Where Are We Going?

Present OH 9 (Where are we going? How do we get there?).

High-Level Strategies to Promote Productivity

High-Level Strategies to Promote Productivity

- Acknowledge change
- Communicate
- Emphasize a team approach
- Recognition and praise
- Move forward

10

Present OH 10 (High-Level Strategies to Promote Productivity).

Activity: Strategies for Coping with Change

Activity: Strategies for Coping With Change

- This is a small group activity.
- Each group will develop specific strategies to help employees cope with change and foster a culture of creativity, flexibility, cooperation and trust.
- Expand on the high-level strategies we just discussed. For example: How will they acknowledge change? What communication techniques will they use?
- Record your responses on the flip chart paper provided. *(You can also copy your list in the space provided in your Participant Guide for future reference.)*
- You will have about 10 minutes for this portion of the activity.
- Groups will share their strategies with the large group and post their lists on the classroom wall.

11

Show OH 11 (Activity: Strategies for Coping With Change).

Refer participants to the worksheet for this activity on Page 9 of the Participant Guide.
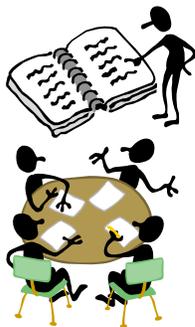
Distribute flip chart paper and markers to each group.

Facilitate activity according to instructions on the slide.

Trainer Note: You may want to re-show OH 10 (High-Level Strategies

Debrief:

- Ask each group to present the list of strategies they developed and tape the list to the classroom wall.
- Wrap up by summarizing what the groups presented.

Everyday Resources for Managing Employee Performance

Everyday Resources for Managing Employee Performance

- Mentor
- Regional Director
- Peer County Directors
- Office of Human Resource Management & Development (OHRMD)
  - Employment Practices Department
- Personnel Representative at Your Regional Accounting Office
- Personnel Policy Manual on the DHR Human Resources Website

12

Show OH 12 (Everyday Resources for Managing Employee Performance).

Refer participants to their copy of this information on Page 10 in the Participant Guide.

Ask participants to fill in specific names and contact numbers on this page.

➢ This would be a good time to exchange contact numbers with classmates.

Transition: In this section, we discussed how to interact with existing employees as we assume the role of their County Director. Next, we'll shift gears to talk about another important responsibility—hiring the right people for the right job.

Hiring the Right Person for the Right Job

Total Time   1 hour, 45 minutes

Overview   New County Directors should already have some background in the area of effective employee selection. This module reinforces and builds on that knowledge. Because hiring the right person for the right job is a critical element of personnel management, this subject warrants emphasis and further development. It is also imperative that new County Directors understand their responsibility to develop this skill in employees who have hiring responsibilities.

Objectives   ➢ Identify best practices in hiring.
➢ Given a description of a hiring situation, identify the appropriate course of action.
➢ Describe strategies to use to determine whether staff is using best practices in hiring.

Activities   ➢ Personnel—The Key Component in Personnel Management (1:30)
- Individual Activity: Did You Know? Interesting Facts About Hiring
- Individual Activity: Quick Quiz to Check Your Policy Preparedness
- Individual Exercise: Learning From Experience
- Small Group Activity: Determine the Best Course of Action
➢ How Does the County Director Know if Best Hiring Practices are Being Followed? (0:15)
- Large Group Activity: Brainstorming Indicators and Responses

Materials   ➢ Flip chart paper and markers

Building on Your Hiring Skills

Show OH 13 ("Select in haste . . . repent in leisure.").

Acknowledge that participants already possess some background and experience in the area of effective employee selection.

State that this module will reinforce and build on that knowledge.

Point out that, unfortunately, there are still managers who view the activities involved with the hiring process as a distraction in their busy days—something to be checked off their "to do lists" in order to get back to "real" work.

Hiring the Best People

Hiring...

...the best people and getting them to stay is arguably one of the most important things you do.
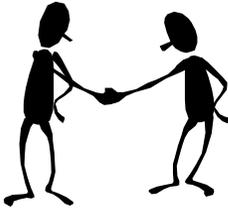
14

Show OH 14 (Hiring).

➢ Because hiring the right person for the right job is a critical element of personnel management, this subject warrants emphasis and further development.

➢ It is also imperative that new County Directors understand their responsibility to develop this skill in employees who have hiring responsibilities.

Activity: Did You Know? Interesting Facts About Hiring

Did You Know?
Interesting Facts About Hiring

1) __% of resumes and job applications are falsified in some way.

2) Poor selection is very costly. Experts estimate that a bad hire costs __ to __ times a person's annual salary.

3) Some companies report that personnel who are involved in _____ contribute to a cooperative workplace environment.

4) Experts found that the #1 predictor of long-term job success is _____.

15

Show OH 15 (Did You Know? Interesting Facts About Hiring).

Refer participants to the activity entitled "Did You Know? Interesting Facts About Hiring" on Page 11 in the Participant Guide.

Ask them to take a moment to read each statement and fill in the blank.

Debrief the activity with the large group. Correct responses:

➢ **54%** of resumes and job applications are falsified in some way.
➢ Experts estimate that a bad hire costs **3** to **6** times a person's annual salary.
➢ Some companies report that personnel who are involved in **regular sports activities** contribute to a cooperative workplace environment.
➢ Experts found that the #1 predictor of long-term job success is the applicant's **desire for this particular job** (also known as "self-selection").

Transition: Following DFCS policy is one of the principles of DFCS vision of personnel management, and it is also a key ingredient in the recipe for hiring success.

Policy: The Key Component in Personnel Management

Recipe for Hiring Success

Follow the "Steps to Effective Employee Selection," located   in Recruitment and Selection, Section 400, of the DHR Human Resource/ Personnel Policy Manual.
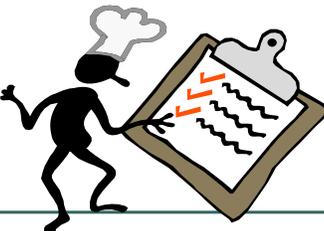
16

Show OH 16 (Recipe for Hiring Success).

Transition to activity: The activity we are about to do will check your policy preparedness.

Activity: Quick Quiz—Check Your Policy Preparedness

Show OH 17 (Activity: Quick Quiz).

Refer participants to the activity on Pages 12-13 of the Participant Guide.

Facilitate activity according to instructions on the slide.

1) False. "Make your choice promptly" is incorrect. It should be "Be able to defend your decision."
2) True
3) False. No, based on competencies needed to perform at the time of selection.
4) False
5) True
6) False. No, devote approximately the same amount of time to each applicant.
7) False. Questions asked of the applicant should be vital to making an informed decision.
8) False. The local organization has the discretion to determine what the reference check practice will be prior to beginning the selection process, but must implement whatever they decide uniformly.
9) True

10) False. It may be asked as long as it is asked of all applicants.
11) False. No, you must remind the reference that you are seeking only job-related responses to your specific questions.
12) True
13) False. No, a non-numerical scale is recommended and outlined in policy: Excellent, satisfactory and not acceptable.
14) True
15) True

Learning from Experience: Hiring Best Practices

Show OH 18 (Best Practices – Hiring).

State that hiring is a skill that is honed through education, experience and, sometimes, as a result of mistakes we make ourselves or hear about from others.

Best Practices – Hiring, *contd.*

Show OH 19 (Best Practices – Hiring, *continued*).

> ➢ The list contains good "rules of thumb" as well as advice from experienced County Directors.

Transition: Now that we've talked about best practices contributed by others, let's do an activity to learn from the experience in this room and add to the list.

Activity: What Experience Tells Us

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Activity: What Experience Tells Us

- This is an individual activity.
- Write down the best and worst hires you ever made (three of each, first names only).
- Identify what the good hiring decisions have in common and what the poor hiring decisions have in common.
- Formulate at least three best practices for hiring based on your conclusions in the previous step and record them in your Participant Guide.
- You will have about 15 minutes to formulate your responses and strategies.

20

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Show OH 20 (Activity: What Experience Tells Us).

Refer participants to the worksheet for this activity on Page 15 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Debrief:

➢ Ask participants to share their responses with the class.
➢ Record responses on a flip chart.

Transition: OK, now let's apply what we've learned and discussed to a real-life example of a new County Director's personnel management challenge.

"Best Practices: Hiring"

Activity: Consider and Critique

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Activity: Consider and Critique

- This is a small group activity.
- Review the activity scenario, critique the new County Director's handling of the issue and prepare to report their findings.
- You will have about 15 minutes to formulate your responses.
- Be prepared to share your reactions to the scenario and suggestions for handling this personnel challenge.

21

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Show OH 21 (Activity: Consider and Critique).

Refer participants to this activity on Page 16 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Debrief by asking each group to report their reactions and suggestions.

Say: Before we move on, take a moment to review the "Words from the Wise" on Page 17 in your Participant Guide. These quotes provide inspiration, direction *and* reassurance.

Transition: You put a lot of work into hiring the right people. Once you've brought them on board, what can you do to start them off right? Here are a few tips that will promote retention of your excellent new hire choices.

Strategies to Start New Employees Off Right
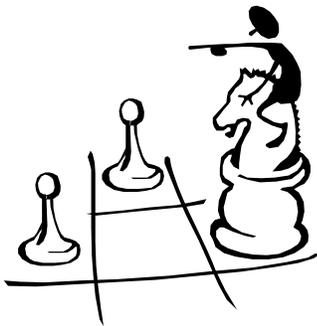
Show OH 22 (Strategies to Start New Employees Off Right).

Transition: We said earlier that it is important for new County Directors to understand their responsibility to develop best practice hiring skills in employees who have hiring responsibilities. But how do you know if they are following them? Let's brainstorm possible indicators.

Activity: How Do You Know if Best Hiring Practices Are Being Followed?

Facilitate large group brainstorm activity.

Ask participants to brainstorm methods / indicators to determine whether staff is using best practices in hiring.

Record their responses on the flip chart. Possible / goal responses include:

➢ County Director reviews interview questions the supervisor compiles prior to applicant interviews.
➢ County Director thoroughly reviews the rationale for the supervisor's recommendation of a candidate.
➢ Review employee retention rate figures and trends.
➢ Information gleaned from exit interviews.

"How to Determine if Best Hiring Practices are Being Followed"

Ask: What steps would you take if you see indications that appropriate hiring techniques are not being used?

Transition: Next, let's turn our attention to creating a Personal Development Plan to strengthen our skill and knowledge in all of the topics we discuss during this workshop.

Personal Development Plan

Refer participants to the on Page 52 of their Participant Guides and **remind** them that we will be creating their Personal Development Plans throughout this workshop.

Ask participants to take a few moments to reflect on the information we have covered so far and make any notations they would like to on their Personal Development Plan forms.

Explain that, although we will have a few moments designated to the Personal Development Plan throughout the workshop, participants are free to make notations on this form at any time they like throughout the workshop if they need to jot something down before they forget it.

Transition: Our next topic will be developing employees.

Developing Employees

Total Time   2 hours, 40 minutes

Overview   In this topic, New County Directors will explore some of the key skills required to successfully develop employees. These skills include coaching, motivation, conflict resolution and discipline (referred to in this training as the "four pillars of performance").

"Developing Employees" begins in the afternoon of Day One and concludes on the morning of Day Two.

Objectives
- List the benefits of the Performance Management Process (PMP).
- Describe coaching, its goal and accomplishments.
  - Explain what is required for successful coaching.
- Describe motivation and its goal.
  - List characteristics of motivated and de-motivated employees.
  - Describe the types of individual influences that may affect what motivates an employee.
  - List best practices for motivating employees.

Activities
- The Performance Management Process (:10)
- Pillars of Performance Management (0:30)
  - Individual Activity: What's Your Style
  - Individual Activity: How Do Others See You?
- Coaching (1:00)
  - Large Group Activity: Thumbs Up or Thumbs Down?
  - Small Group Activity: Coaching Styles Scenario
  - Individual Activity: Back on the Job: Push or Pull?
  - Individual Activity: Evaluate Your Coaching Skills
- Motivation (1:00)
  - Individual Activity: How Do You Demonstrate Your Commitment?
  - Small Group Activity: Assessing Individuals and Recognizing Needs

Materials
- Flip chart paper and markers

The Performance Management Process

Developing Employees

- The Performance Management Process (PMP)
- DHR Human Resources/Personnel Policy Manual, Section 701, Performance Management

23

Show OH 23 (Developing Employees).

State that the topic of employee development must begin with the Performance Management Process (PMP), our primary development tool. The PMP is supported by policy, Section 701, which you are encouraged to consult to ensure compliance at all times.

Acknowledge participants' experience with the PMP and ask them to recall the principles behind (benefits of) the PMP.

Create a flip chart list of participants' responses. Goal responses include:

"Benefits of the PMP"

- ➢ Promotes clear communication between employee and manager
- ➢ Shows respect and an attitude of fair treatment toward employees
- ➢ Provides recognition of strengths and accomplishments
- ➢ Offers an opportunity for coaching and motivating employees
- ➢ Provides a forum to discuss areas that may need improvement
- ➢ Compliments and supports DFCS vision of personnel management

Transition: In addition to the PMP, you need several skill sets to accomplish effective employee development. These skill sets include what we are going to call the four "pillars of performance." Let's look at them now.

Pillars of Performance Management
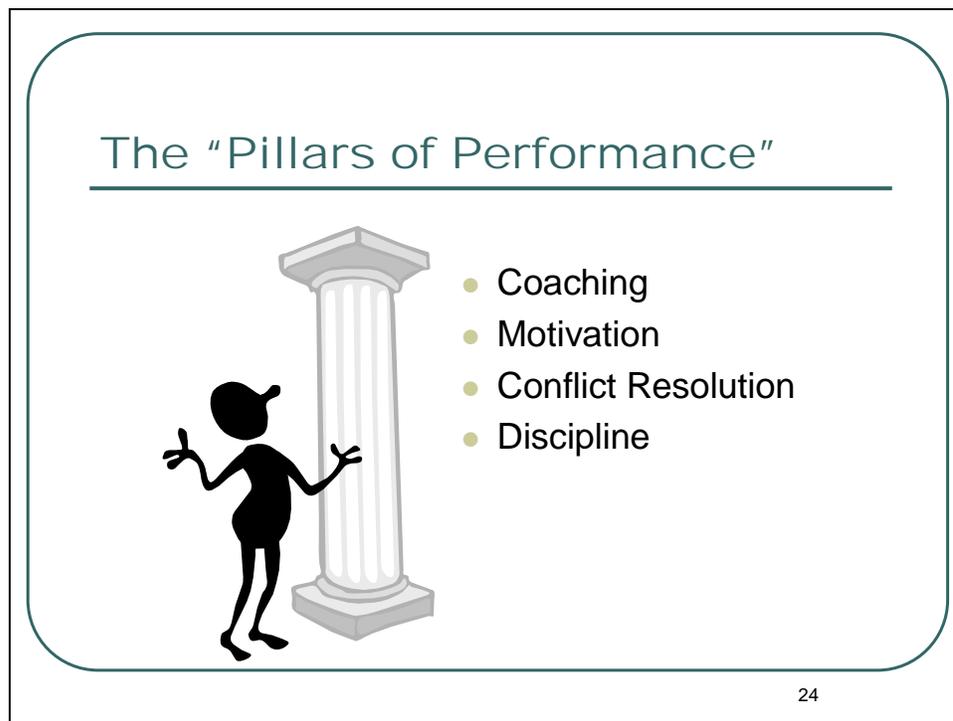
Show OH 24 (Pillars of Performance).

State that these four managerial skills (coaching, motivation, conflict resolution and discipline), along with the PMP, are powerful employee development tools to help you accomplish DFCS vision of personnel management.

> ➢ We said that it was important to practice early intervention in performance and disciplinary issues and to "nip it in the bud."
> ➢ In addition to responding swiftly to employee issues, it is important to seek out and address the *source* of the issues. "Stop the mop" is an expression that may help you remember this important point. Some of you may remember the source of the expression. It is from *The Sorcerer's Apprentice.*

Stop the Mop

Show OH 25 (Stop the Mop).

Relay story from *The Sorcerer's Apprentice."* An apprentice uses a spell to make a mop clean up water that is coming into his shop. The mop works fine for a while, but it does not stop the water from pouring in. Now the apprentice has a serious problem (a flooded workshop), because he did not address the source of the problem in the first place. He only responded to the symptoms.

Transition: You can use the four "pillars" we are about to discuss in the order or combination that you think is most appropriate to address the issue(s) at hand.

> ➢ There is no "decision tree" to consult that will tell you exactly how to respond to the numerous personnel issues you will encounter. Except in specific situations detailed in policy, your good judgment will guide your actions.
> ➢ What you decide and how you respond may also be impacted by your personal management style. Understanding yourself—your personality, assumptions, priorities and tendencies—can go a long way toward developing an effective, successful management style.
> ➢ Let's do an exercise to determine what your style is.

Self-Assessment Activity: What's Your Management Style?

**Self-Assessment Activity:
What's Your Style?**

- Complete the self-assessment in your Participant Guide.
- Remember that self-assessment requires absolute honesty in order to be effective and to allow you to make the distinction between who you are now and who you want to be.
- You will have about 5 minutes to complete the self-assessment.

26

Show OH 26 (Activity: What's Your Management Style?").

Refer participants to the activity called "What's Your Management Style" on Pages 19-20 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Debrief activity:

> ➢ Explain that A = Authoritative Style and C = Collaborative Style.
> ➢ Most people are not entirely authoritative or collaborative, but are somewhere in between.
> ➢ Ask: Are you surprised by your results? Why?

Transition: Introspection and self-assessment are key development tools. They provide a baseline for you to measure development against. Another key development tool is consideration of how *others* see you. Consideration of how your employees see you "completes the circle" and ensures that you do not have a fantasy image of yourself.

Self-Assessment Activity: How Do Others See You?

Show OH 27 (Activity: How Do Others See You?).

Refer participants to the worksheet for this activity on Pages 21-22 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Transition: Before we take a look at each "pillar" individually, let's return our attention to the Personal Development Plan you began earlier.

Refer participants to the Personal Development Plan on Page 52 of their Participant Guides.

Personal Development Plan

Ask participants to take a few moments to reflect on the information we have covered so far and make any notations they would like to on their Personal Development Plan forms.

Transition: OK, we're ready to look at each "pillar" individually. We'll start with coaching.

What is Coaching?

What is Coaching?

The art of improving the performance of others.
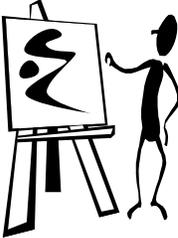
28

Show OH 28 (What is Coaching?).

> Coaching is referred to as an "art," because it relies more on interpersonal influence than formal authority to accomplish performance improvement.

Coaching Closes Gaps
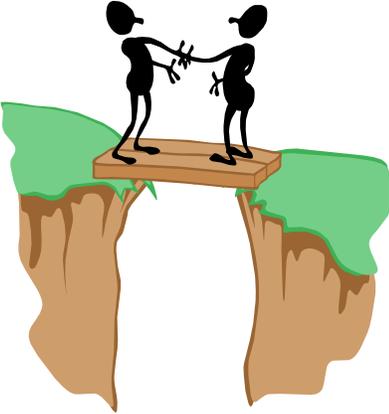
Show OH 29 (Coaching Closes Gaps).

Point out that the traditional view of coaching is that it is used to address performance *problems*, such as tardiness, low productivity or absenteeism. The current, broader view is that coaching also helps satisfactory employees attain new levels of achievement.

Coaching Accomplishments

Coaching Accomplishments

- Coaching enables:
  - Employees to define and achieve goals
  - Employees to grow within their jobs
  - Employees to identify issues/behaviors that may be blocking their progress
  - Employees to realize their potential
  - Substandard performers to meet standards
  - Average and above-average employees to enhance their performance

30

Show OH 30 (Coaching Accomplishments).

What is Required for Successful Coaching?

What is Required for Successful Coaching?

- Good "chemistry" between coach and coachee
- The employee must *trust* the coach and see him/her as a good role model
- Agreement to need for improvement
- Reasonable/attainable goals
- Active listening by both parties
- Coach's willingness to remove barriers to improvement for the employee
- Non-inflammatory/non-accusatory statements

31

Show OH 31 (What is Required for Successful Coaching?).

Tie Bullet #2 ("the employee must trust you and see you as a good role model") to participants' results in the "How Do Others See You?" activity.

Expand on Bullet #6: Barriers

> ➤ Ask: What kinds of barriers (factors beyond the employee's control) may exist that the coach can help remove?
> ➤ Create a flip chart of responses.
> ➤ Possible responses include: Insufficient support staff to manage workload, insufficient or outdated equipment, hostile or uncooperative coworkers, lack of cooperation from other departments, unwieldy processes, excessive documentation requirements, lack of funds.

"Barriers to Improvement"

Point out that accusatory or inflammatory statements (Bullet #7) may cause the employee to become defensive and, perhaps, retaliatory.

Transition to large group activity: Let's see how good you are at recognizing coaching statements that could be construed as inflammatory, accusatory or ineffective.

Large Group Activity: Thumbs Up or Thumbs Down?

Show OH 32 (Activity: Thumbs Up or Thumbs Down?).

Facilitate large group activity:

➢ State that you are going to read a few statements out loud. AT the conclusion of each statement, ask participants to indicate whether they think it was an appropriate statement with a "thumbs up," or an inappropriate (inflammatory/accusatory/ineffective) statement with a "thumbs down."

➢ Read each statement below, pausing at the conclusion of each to determine participants' response.

- I notice what appears to be a pattern of behavior that is causing problems for me. The last few times you agreed to provide me with additional information or assistance, you have not followed through. I count on you to do what you say. What is happening? *(Thumbs up. Tactful, but direct and unambiguous.)*

- Your poor work attitude is infecting the rest of the office, and I am very worried about it. What is going on with you lately? *(Thumbs down. Accusatory/inflammatory.)*

- I consider you to be one of my best employees. Your reports are among the most thorough and complete I've ever seen. Lately, however, you have been missing a lot of work. Can we discuss this? *(Thumbs down. Beginning with a compliment is not recommended. The employee may use the compliment to minimize the importance of the issue you are trying to bring to his/her attention.)*

    Trainer's Note: *The statement above is here to present and teach a new point. What at first sounds like a positive statement (non-accusatory, non-inflammatory) is still not an effective way to coach.*

- I am concerned about the number of days you have been tardy within the last month. Tardiness causes a workload and a morale problem for the rest of the staff. Let's discuss this problem to see how it can be resolved. *(Thumbs up. Use of a concrete example of the consequences of the employee's behavior is a good supporting strategy.)*

Transition: While avoiding accusatory or inflammatory statements is a good "rule of thumb" for *all* coaching situations, it is important to remember that you need to personalize your coaching style to fit the employee and the specific objective. There is a wide range of coaching styles, from "push" to "pull."

Push vs. Pull, Focus on Push

Push vs. Pull

- **Push:**
  - Similar to instruction—provides clear answers
  - Coach demonstrates how to do something
    - Must ensure that the employee can replicate the skill or procedure demonstrated
  - Coach does most of the talking
  - Appropriate/useful in early development when employee lacks confidence and competence
    - Move toward "pull" as self-reliance grows
  - Benefits: Relatively fast
  - Disadvantage: Promotes dependence on the coach

33

Present OH 33 (Push vs. Pull, Focus on Push).

Push vs. Pull, Focus on Pull

Push vs. Pull

- **Pull:**
  - Draws out the employee's existing strengths
  - Coach does most of the listening
    - Coach asks more questions than he/she answers
  - Benefit:
    - Employees who develop their own solutions feel more committed to reaching their goals
    - Employees feel more accountable for results
  - Challenges:
    - May irritate those who like to be led
    - Requires more time and skill on the part of the coach

34

Present OH 34 (Push vs. Pull, Focus on Pull).

Point out that you may have to switch between push and pull during the same coaching session.

➢ You need to consider the employee's level of will and skill.

Activity: Coaching Styles Scenario

> ### Activity: Coaching Styles Scenario
>
> - This is a small group activity.
> - Read each scenario in the Participant Guide and determine your response.
> - You will have about 5 minutes to complete your work.
> - Be prepared to share your responses with the large group.
>
> 35

Show OH 35 (Activity: Coaching Styles Scenario).

Refer participants to the activity entitled "Coaching Styles Scenario" on Page 27 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Debrief:

> ➢ Ask participants:
> - What is the employee's level of will and skill?
> - What coaching style(s) would you use in this case?
> - Why?

Trainer's Note: *The first goal response is low will/high skill. One possible approach would be pull/pull. First, pull to determine the employee's reasons. Second, pull to determine the employee's needs: Is he being stretched? Are there barriers that need to be removed, etc.? Consider all responses and allow participants to explain their rationale. The goal is to get participants thinking about the specifics of each employee challenge and consider the best possible approach for that case.*

Activity: Back on the Job—Push or Pull?

Activity: Back on the Job—Push or Pull?

- This is an individual activity.
- Complete the worksheet in the Participant Guide.
  - List two employees (first names only) who are in need of coaching.
  - Next, thinking about each employee's will and skills, determine whether your coaching style should be "push," "pull" or a combination of the two. Why?
- You will have about 5 minutes to complete your work.
- When you have completed your work, we'll share some of the responses.

36

Show OH 36 (Activity: Back on the Job: Push or Pull?).

Refer participants to the activity entitled "Back on the Job—Push or Pull?" on Page 28 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Allow five minutes for participants to complete the assignment.

Debrief:

➢ Ask for a few volunteers to share a little bit about the issue(s) involved and their plan of action with the employees.

Self-Assessment Activity: Evaluate Your Coaching Effectiveness

Activity: Evaluate Your Coaching Effectiveness

- Complete the self-assessment in the Participant Guide.
- You will have about 5 minutes to complete your work.
- When you have completed your work, we'll share some of the responses.

37

Show OH 37 (Self-Assessment).

Refer participants to the activity entitled "Evaluate Your Coaching 'Effectiveness" on Pages 29-30 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Debrief:

- ➢ Ask: How did you do on this assessment?
- ➢ Were you surprised by the outcome?
- ➢ Why?

Transition: OK, we've examined the first pillar of performance. It's time to move on to the next one—motivation.

What is Motivation?
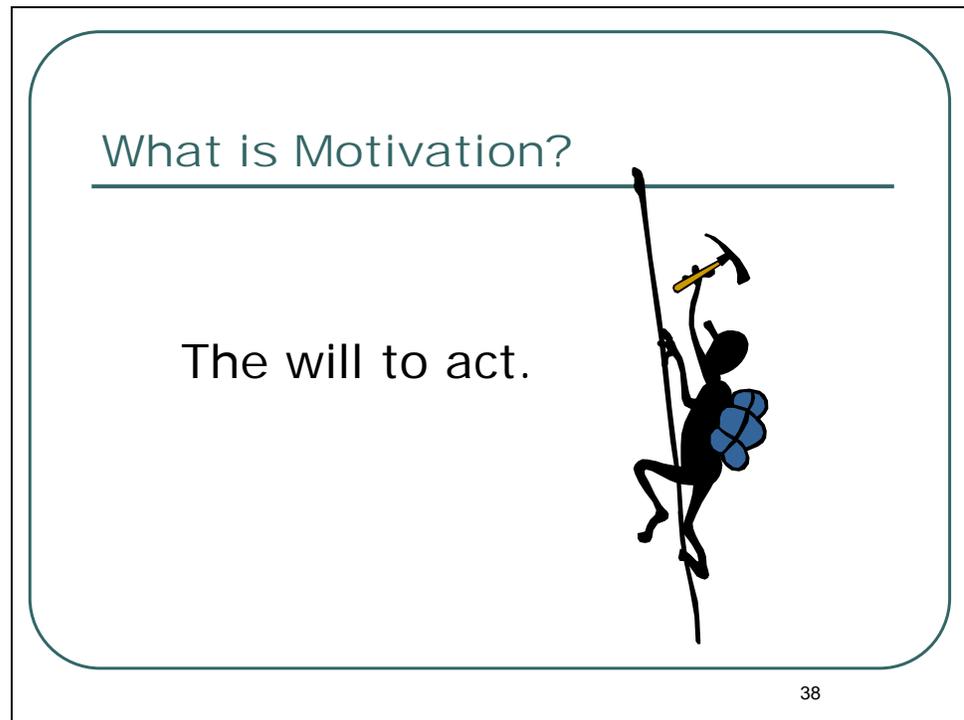
Present OH 38 (What is Motivation?).

State that the old school of thought was that motivation had to be produced by external pressure.

> ➤ Now we know that different things, both internal and external, motivate people.

The Goal of Motivation

Show OH 39 (The Goal of Motivation).

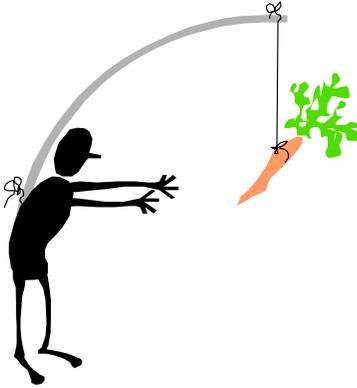**State** that it is common for employees to perform well below their potential levels. This can be good news if you look at it from the perspective of the vast untapped potential in your workforce.

Out With the Old, In With the New

Present OH 40 (Out With the Old, In With the New).

Motivation Begins with <u>You</u> - Best Practices

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Motivation Begins With <u>You</u>

- Do you follow these **best practices**?
  - Regularly reinforce the organization's plans and goals.
    - Explain <u>why</u> they are important.
  - Give employees responsibility, and tell them what your part of the bargain is.
  - Provide accurate and timely feedback.
  - Deliver frequent compliments for good work and high performance.
  - Make assignments based on capability, regardless of age or years of service.
  - Recognize the average worker for above-average work (recognize improvement).
  - Demonstrate your commitment to the organization and to ensuring your staff's success.

41

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Present OH 41 (Motivation Begins with <u>You</u>, Best Practices).

Transition from last bullet point to individual activity: Staff will not commit to an uncommitted manager—a sure motivation buster. How do you demonstrate your commitment?

Activity: How Do You Demonstrate Your Commitment?

> ### Activity: How Do You Demonstrate Your Commitment?
>
> - This is an individual activity.
> - List the outward indicators of your commitment to the organization and to your staff's development and success in the space provided in the Participant Guide.
> - You will have about 10 minutes to complete your list.
> - When you have finished, we'll discuss them with the large group.
>
> 42

Show OH 42 (Activity: How Do You Demonstrate Your Commitment).

Refer participants to the activity entitled "How Do You Demonstrate Your Commitment" on Page 32 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Debrief:

> - Ask volunteers to share some of their responses.
> - Point out that, when fostering the career development of your employees, it sometimes means letting good people move on.
> - Ask the large group: Are you satisfied with the lists you created? Do you think there is room for improvement? Has anyone mentioned a demonstration of commitment that you think you should adopt?

Transition: We know the importance of demonstrating our commitment in order for our employees to be motivated. But how do we know when there is a motivation problem? What does it "look like?"

What Does Motivation "Look Like?"
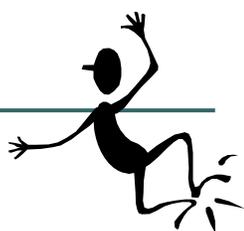
Present OH 43 (What Does Motivation "Look Like?").

What Does De-Motivation "Look Like?"

Present OH 44 (What Does De-Motivation "Look Like?").

How to Get the Best from People

How to Get the Best from People

- Provide clear objectives and realistic goals, individually (PMP) and organizationally.
- Enrich jobs:
  - Develop skills
  - Provide variety
  - Ask for suggestions
- Consider each individual's position, personality, motives and needs.
  - May be impacted by age, gender, position on the career ladder, etc.
- Recognize differences and tailor your actions.

45

Present OH 45 (How to Get the Best From People).

Consider These Influences

Consider These Influences:

"Veteran" Employees	Baby Boomers
Value discipline, hard work, conservation of money and resources. Appreciate a hand-written note, certificates and plaques.	Team players, driven to prove their worth at work. Desire treatment as equals, public recognition and inclusion in plans and decisions.
Generation "X"	Generation Next
Independent, computer savvy, fast-paced, "work to live" mentality. Hate "old boy" politics. Desire responsibility and control over their work.	Favor the "employees as customers" approach. Need clear, complete orientation. Strongly desire continuing education and development.

46

Show OH 46 (Consider These Influences).

Explain that this overhead will give participants a "snapshot" of some of the types of influences that are present in every office. In addition to age and generation, there are many more to consider, such as: ethnicity, gender, physical abilities, race, education and religion.

- ➤ This illustrates why a "cookie cutter" approach to motivation will not be successful.
- ➤ Motivating individuals is very challenging because of individual variations and they way they interact with your own personality.
- ➤ Different employees many want or need their managers to fulfill different roles. Some may be looking for a parental figure, while others want to prove themselves and still others simply seek your reassurance.
  - Do what makes sense for the situation. Tailor your actions to the individual.
- ➤ As you consider various methods and approaches, always remember to keep your eye on the ultimate goal: to achieve the desired outcome for the employee and the organization.

Transition: Let's do an activity to practice assessing individual needs.

Activity: Assessing Individuals and Recognizing Needs

Activity: Assessing Individuals and Recognizing Needs

- This is a small group activity.
- Read the scenario and list the types of needs you think may be driving each employee.
- On the worksheet on the next page of the Participant Guide, list how you can tailor your actions to respond to and motivate these different types of individuals.
- You will have 15 minutes to develop your responses.
- A reporter from each group will present the group's responses to the large group.

47

Show OH 47 (Activity: Assessing Individuals and Recognizing Needs).

Refer participants to the activity entitled "Assessing Individuals and Recognizing Needs" on Pages 36-37 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Ask each group to report their findings.

Transition: This concludes our topics for Day One of the workshop. Let's review what we've covered and find out what we'll be covering tomorrow.

"Hit List" - Day One (1 to 4)

Hit List – Day One

1) Promote DFCS "vision" of Personnel Management.
2) Consult your resources as often as necessary—they are your "helping hands."
3) Acknowledge and respond to the impact and influence of change on you and your employees.
4) Hiring the best people and getting them to stay is one of the most important things you do.

48

Show OH 48 ("Hit List" - Day One (1-4)).

Trainer Note: *There are ten items in total (this slide + the next). These items will fly in from the bottom, one at a time, on your mouse click. Make this an interactive review by stopping after each one to ask participants to provide one additional piece of information about each one. If you like (and time permits), you might want to make this a game where you keep score, and the person who gets the most correct responses below gets a "valuable prize."*

- ➢ *For No. 1, **ask:** Describe one aspect of DFCS "vision" of Personnel Management.*
- ➢ *For No. 2, **ask:** Name one resource County Directors can consult.*
- ➢ *For No. 3, **ask:** Name one way in which change impacts employees.*
- ➢ *For No. 4, **ask:** Name a best practice in hiring.*

"Hit List" - Day One (5 to 10)

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Hit List – Day One, contd.

5) Consult and follow policy.
6) "Nip it in the bud" and "stop the mop."
7) Cultivate trust between you and your employees.
8) Demonstrate commitment to the organization and to your staff.
9) Compliment good work and recognize improved performance.
10) Tailor your actions to the individual.

49

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Show OH 49 (Hit List - Day One (5-10)).

Continue interactive review:

> ➢ *For No. 5,* **ask:** *Why is this important?*
> ➢ *For No. 6,* **ask:** *What are we talking about here? What do we want to "nip in the bud?"*
> ➢ *For No. 7,* **ask:** *What is one way to cultivate trust between you and your employees?*
> ➢ *For No. 8,* **ask:** *Name a best practice in hiring.*
> ➢ *For No. 9,* **ask:** *What does this type of action promote?*
> ➢ *For No. 10,* **ask:** *Give an example of tailoring your actions to the individual.*

Preview – Day Two

Preview – Day Two

- Complete "Developing Employees"
  - Two "Pillars of Performance" Remain
    - Conflict Resolution
    - Discipline
- Employee Retention
- Begin Small Group Case Study Activity

50

Present OH 50 (Preview – Day Two).

Ask: What questions or comments do you have regarding what has been covered so far?

Transition: Before we stop for the day, let's return our attention to the Personal Development Plan you began earlier.

Personal Development Plan

Refer participants to the Personal Development Plan on Page 52 of their Participant Guides.

Ask participants to take a few moments to reflect on the information we have covered so far and make any notations they would like to on their Personal Development Plan forms.

Wish everyone a good evening!

Developing Employees, *continued from Day 1*

Total Time   2 hours, 40 minutes

Overview   This section continues the topic of developing employees, which started in Day One. Participants have already learned about the first two "pillars of performance," coaching and motivation. In this section, they will learn about conflict resolution and discipline.

Objectives
- ➤ Describe conflict resolution strategies that build productive workplace relationships.
  - Given a description of a conflict situation, identify appropriate course of action to build productive office relationships.
  - Identify inherent sources of interpersonal conflict within the system.
- ➤ Discuss discipline options according to policy.

Activities
- ➤ Welcome Back (0:10)
- ➤ Conflict Resolution (0:50)
  - Small Group Activity: Achieving a Win-Win Outcome
- ➤ Discipline (0:50)
  - Individual Activity: Quick Quiz to Check Your Policy Preparedness
- ➤ Small Group Activity: Analyze This! (0:50)

Materials
- ➤ Flip chart paper and markers

Welcome Back – Day Two

Show OH 51 (Welcome Back – Day Two).

Remind participants of the agenda for Day Two:

➤ First we'll address the remaining two "pillars of performance," conflict resolution and discipline.
➤ Next, we'll take a long hard look at the very important subject of employee retention.
➤ Finally, we'll begin a small group case study activity, which will give you the opportunity to apply the principles, concepts and policies that we've been discussing. The case study activity will conclude tomorrow morning with presentations by each group.

Facilitate a quick icebreaker activity to introduce this morning's first topic:

➤ Ask participants to turn to each other and complete the following sentence: "I was so angry that _____." Say the first thing that comes to your mind.
➤ Allow a few moments for the exchange to occur, then transition.

Transition: It probably wasn't hard to fill in the blank, was it? Conflict and anger are, unfortunately, an everyday part of life. Let's take a closer look.

Conflict Resolution
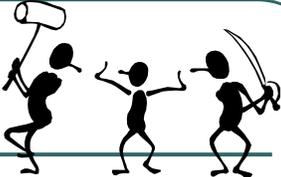
Present OH 52 (What is Conflict?).

Point out that conflict is inherent in what we do. We deal with conflict every day, in our casework and in the office.

Conflict is Inevitable
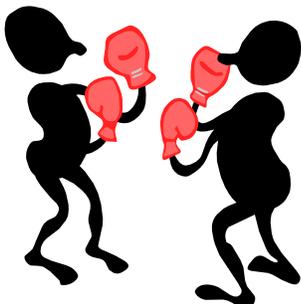
Present OH 53 (Conflict is Inevitable).

Transition: Let's look at some common conflict creators.

Common Conflict Creators

Common Conflict Creators

- Miscommunication
- Misunderstanding
- Poor choice of words
- Unclear roles and responsibilities
- False expectations
- Perception of favoritism
- Perception of uneven workload:
  - "We get more/harder cases than they do."
- Competition for resources

54

Present OH 54 (Common Conflict Creators).

Refer participants to additional "Behaviors That Lead to Miscommunication and Conflict" on Page 38 of the Participant Guide.

Ask: What other sources of conflict have you encountered?

Create a list of responses on a flip chart.

Transition: Let's look at what the outward signs of conflict are.

"Sources of Conflict"

Indicators of Conflict

Present OH 55 (Indicators of Conflict).

Transition: There are many "costs" of conflict, and most do not include money. Let's take a look.

The Costs of Conflict

Present OH 56 (The Cost of Conflict).

Say: Your goal should be to resolve conflicts, not simply "settle" them. Let's look at the difference.

Settling vs. Resolving Conflicts

Settling vs. Resolving Conflicts

SETTLE:
- Superficial
- Driven by discomfort and avoidance
- Occurrence of conflict viewed as stressful, uncontrollable, frightening
- Afraid to hurt feelings
- Often leads to anger or sullen acceptance
- Lost opportunity for resolution/growth
- Peace at all costs

RESOLVE
- Deep communication
- Conflicts viewed as essential to change, growth and effectiveness
- Results in strengthened, more productive relationships
- Lasting change and improvement

57

Present OH 57 (Settling vs. Resolving Conflicts)*.*

Transition: So, we know what conflict is, what types of things cause it, the toll it can take on the organization and why we should resolve rather than settle conflicts. But *how*?

Steps to Conflict Resolution

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Steps to Conflict Resolution

1) Start with a positive assumption about intentions and actions.
2) Determine the root cause.
   - Conduct discussions privately.
   - Listen respectfully.
3) Develop an approach to resolving the conflict collaboratively.
   - Try to find options for mutual gain.
   - "Win win" solutions meet needs on both sides.
4) Monitor and follow up.
5) Document the event.

58

</div>

Present OH 58 (Steps to Conflict Resolution).

Tie Bullet #1 (start with a positive assumption) to DFCS vision of personnel management.

Point out that finding the "win-win" maintains the foundation for good long-term relationships.

➢ When you determine that an employee is at fault in some way, discuss, define and agree upon specifically how his/her performance needs to change.
➢ Make sure that your monitoring and follow-up includes constructive feedback and support.
➢ Documenting conflict situations accurately is a safeguard for *you* in the event that there are further conflicts down the road. Note any discussions, when and why they occurred and the solution that was agreed upon.

The "Law of the Situation"

Present OH 59 (The "Law of the Situation").

Say: The steps we just reviewed provide a good general guideline; but, just as we've said about coaching and motivation, you must consider the individual(s) involved in each conflict you encounter. The "law of the situation" points out that different situations call for creative, personalized approaches.

Before we move on to an activity, there is one more important note about conflict resolution.

A Final Note on Conflict

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A Final Note on Conflict

- Avoid the role of C.E.P.S. (Chief Executive Problem Solver).
- Discriminate between conflicts that require your intervention and conflicts employees can/should resolve themselves.
- Your intervention is required when the answer to any of the following is "yes."
  - Is the organization in trouble?
  - Are employees unable to determine a good solution to the problem?
  - Are your expertise, understanding or contacts required to resolve the conflict?

60
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Present OH 60 (A Final Note on Conflict).

Emphasize that it is important not to rob employees of the satisfaction that comes from solving problems/conflicts themselves.

➢ The sense of achievement they gain builds self-esteem and enables them to do better in future situations.

Activity: Achieving a Win-Win Outcome

Activity: Achieving a Win-Win Outcome

- This is a small group activity.
- Read and discuss the scenario in the Participant Guide.
- Determine strategies to achieve a "win-win" outcome.
- One reporter from each group will present findings to the large group.

61

Show OH 61 (Activity: Achieving a Win-Win Outcome).

Refer participants to the activity entitled "Achieving a Win-Win Outcome" in on Page 41 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Ask one representative of each group to present findings.

Transition: We're ready to complete the fourth pillar of performance—discipline.

Discipline

Discipline

Remember to:

- Let the reaction fit the infraction.
- Follow "Disciplinary Actions and Separations" policy, located in Section 1600 of the DHR Human Resource/ Personnel Policy Manual.

62

Present OH 62 (Discipline).

Say: We have policy to guide us on the subject of discipline; however, policy also provides for a certain degree of latitude and discretion. This means that in all but the most serious, specified situations, your judgment will play a big role.

Transition to activity: This quick quiz will check your policy preparedness in the area of discipline.

Activity: Quick Quiz—Check Your Policy Preparedness

Show OH 63 (Quick Quiz—Check Your Policy Preparedness).

Refer participants to the activity entitled "Achieving a Win-Win Outcome" on Page 41 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Debrief: Ask participants for their responses to each question. Reinforce correct responses and clarify incorrect responses *(see correct below)*.

1) True
2) False. This factor may be considered, among others, when determining appropriate disciplinary actions.
3) False. The purpose is to correct the inappropriate behavior or performance deficiency.
4) True
5) True
6) False. The words "written reprimand" are not required for the document to be considered as such.
7) True
8) False
9) False. It cannot exceed 30 days.

10) False. It may be permanent, indefinite or for a specified time conditional upon the employee's achievements or behaviors.
11) True
12) False. Circumstances surrounding the dismissal should be reviewed to determine whether this is appropriate or not.
13) False
14) True
15) True
16) True
17) False
18) False

Transition: We know that adhering to policy, when it addresses specific situations, is a must. We also know, however, that sometimes we are faced with difficult, real-life situations involving discipline that may fall into "gray" areas in which we must exercise our own discretion and judgment.

Facilitate a large group discussion:

Ask:

- ➢ What challenging discipline situations have you experienced and / or witnessed in your tenure with DFCS?
- ➢ What can you share with the group about how the situations were resolved (whether this example is something to emulate or avoid).
- ➢ What situations are you are dealing with right now regarding discipline that you would like to share?

Transition: OK, we've looked at all four pillars of performance: coaching, motivation, conflict management and discipline. Next, we'll apply what we've learned in a small group activity.

Activity: Analyze This!

Activity: Analyze This!

- Divide participants into four teams.
- Ask participants to read the scenario and determine what the County Director did well/poorly.
- We'll discuss findings together as a large group.

64

Show OH 64 (Summary Activity: Analyze This!).

Refer participants to the activity entitled "Analyze This!" on Page 45 in the Participant Guide.

Allow 15 minutes for groups to complete their findings.

Debrief activity by facilitating a large group discussion of participants' findings. **Ask:**

   ➢ What skill(s) does this require on the part of the County Director (motivation, conflict resolution, discipline, coaching)?
   ➢ What are your recommendations for how to handle this situation?

Transition: Now that you have hired the best people and continued to develop them into more productive, valuable employees, how do you ensure that they stay? We'll address this critical component of DFCS vision of personnel management in our next topic, employee retention.

Retaining Employees

Total Time   2 hours

Overview   This topic focuses exclusively on one of the most critical principles of DFCS "vision" of personnel management: employee retention. Participants will learn the many costs of turnover, the reasons people stay and best practices to promote retention in their counties. An emphasis is placed on recognizing the many retention factors that are within the influence of the County Director and the County Director's responsibility for creating an atmosphere in which employees want to stay.

Objectives
- List some of the "costs" of turnover.
- Describe best practices and strategies for improving retention.

Activities
- Large group activity: Factors That Make People Stay on the Job (0:15)
- Small group activity: Fifty Ways to Keep Your Employees (:30)
- Small group activity: Retaining Gwen (:30)
- Individual Activity: Retention Action Plan (:20)

Materials
- Flip chart paper and markers

Employee Retention

The Many Costs of Turnover

- Selection process costs:
  - Time
  - Money
- Formal and informal training:
  - Time
  - Money
- Lost productivity
- Low morale (team overload)
- *Increased risk to families*

65

Present OH 65 (The Many Costs of Turnover).

Say: Given the many costs of turnover, the human and financial toll, it simply makes good sense to focus on retention.

Think About It

Present OH 66 (Think About It).

The Myth of Money
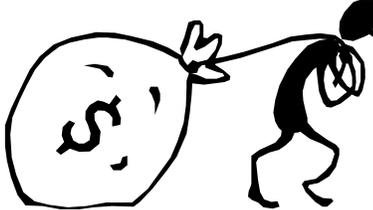
Present OH 67 (The Myth of Money)

State that money, the frequently cited and suspected reason for leaving is *not* the culprit you may think it is.

Point out that the entire state is governed by the same pay guidelines, but turnover is not the same in every county.

> ➢ There are many important retention factors, and many of them *are* within your control.

Factors that Make People Stay on the Job

Facilitate large group discussion:

"What Makes People Want to Stay?"

- ➢ Ask participants to brainstorm the factors that make employees want to <u>stay</u> in a job.
- ➢ Create a list of their responses on the flip chart. Possible responses are listed below and may be used to prompt participants, if necessary.
- ➢ When the list is complete, ask participants to indicate which factors are within the County Director's control. *Place a check mark next to these items on the flip chart.*
- ➢ Reinforce the key point that many factors *are* within their influence. Creating an environment in which employees want to stay is one of their most critical responsibilities

Career growth	Personal growth	Challenging work
Meaningful work	Being part of a team	Family friendly
Organization's vision	Sense of control	Good co-workers
Fair boss	Recognition	Good environment
Fair pay/benefits	Inspiring leadership	Location
Development	Job security	Flexibility (hours/dress)

Point out that the reasons people stay differ for different employees as different points in their lives and careers.

- ➢ If you aren't sure in your County, ask your long-term employees. They'll be glad to share with you.

Transition: So how do you go about creating an atmosphere in which people will thrive and stay? Let's look at some good advice.

Remember This: "Employees are Volunteers…"
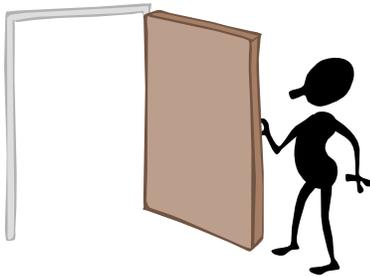
Show OH 68 (Remember This: "Employees are Volunteers…").

➢ How people are treated is KEY. Staff will not remain in an atmosphere that feels uncomfortable or hostile.

Best Practices - Retention

Best Practices - Retention

- Treat staff like the adults they are.
  - Little things mean a lot.
- Set clear expectations, then let them do their jobs.
- There is already enough policy. Don't add more layers of rules.
- Stay aware. Monitor *outcomes.*
- Model and require respect among employees.

69

Present OH 69 (Best Practices – Retention).

Elaborate on the sub-bullet, "Little things mean a lot."

➢ One County Director tells the story of an office where employees were not permitted to have a new pen without turning in an empty pen to clerical support! The office supply cabinet was locked. This "rule" was put in effect by the clerical employee, but who was really responsible for allowing this to occur?

Best Practices - Retention, *continued*

Best Practices – Retention, *continued*

- Never tolerate rudeness or mistreatment of others (internal or external).
  - Respond to this behavior as quickly as you would to a case error.
- Ensure that respect for cultural diversity and fairness to all employees is modeled and expected from all employees at all levels.
- Help employees learn from their mistakes.
  - Honest mistakes are a learning experience, not an excuse to fire.
  - If you keep firing people for making honest mistakes, you will replace them with others who will, sooner or later, make a mistake.

70

Present OH 70 (Best Practices – Retention, *continued).*

Think Out of the Box

Think "Out of the Box"

- County Directors are encouraged to think "out of the box" when formulating retention strategies.
- Create "win win" situations for the employee and for DFCS.
- Think about how you want things to be, then research to see how/if it can be accomplished.
- Consult with OHRMD. Don't just assume the answer is "no."

71

Present OH 71 (Think Out of the Box).

Transition: Now it's your turn to formulate retention strategies.

Activity: 50 Ways to Keep Your Employees

Activity: 50 Ways to Keep Your Employees

- This is a small group activity.
- Develop as many retention strategies as you can, using the checked items on the flip chart list developed during the earlier brainstorm activity as a guide.
  - The checked items are those that you indicated County Directors have influence over.
- What, *specifically*, can be done to influence these factors in a positive manner? Answers such as "communicate respectfully with all employees" are not specific enough. What exactly does communicating respectfully look like?
- You will have about 15 minutes to develop your strategies.
- A reporter from each group will share the top ten strategies the group developed.

72

Show OH 72 (Activity: 50 Ways to Keep Your Employees).

Refer participants to the activity entitled "50 Ways to Keep Your Employees" on Page 47 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Allow fifteen minutes for groups to brainstorm their strategies.

Ask a reporter from each group to share their top ten strategies.

Develop a list of strategies on the flip chart.

"Retention Strategies"

Transition: We have come up with general retention strategies. Next, we'll do an activity that asks you to determine the most appropriate retention strategies for an individual employee.

Activity: Retaining Gwen

Activity: Retaining Gwen

- This is a small group activity.
- Read the scenario and create a retention strategy for this fictitious employee, "Gwen."
- What does Gwen want?
- What specific steps will you take to try to retain the employee?
- You will have about 15 minutes to develop your strategies.
- A reporter from each group will share their strategies with the large group.

73

Show OH 73 (Activity: Retaining Gwen).

Refer participants to the activity entitled "Retaining Gwen" on Page 48 of the Participant Guide.

Facilitate activity according to instructions on the slide.

Allow 15 minutes for groups to formulate their strategies.

Ask a reporter from each group to describe their findings.

Transition: Hopefully, our discussions and activities have gotten you thinking about how to improve retention in your counties. Let's return to your Personal Development Plans now to record any thoughts you need to capture about what you will do.

Refer participants to their Personal Development Plans on Page 52 of the Participant Guide.

Allow a few minutes for participants to record their thoughts.

Personal Development Plan

Transition: We have discussed a lot of strategies in the last two days, and we have analyzed and critiqued fictitious County Directors in various scenarios. Now it's your turn to determine what *you* would do with some real life personnel management challenges.

Case Study Exercise

Total Time   1 hour, 30 minutes

Overview   The case study exercise offers participants an opportunity to apply what they have learned in this workshop. Small groups will review a case study in which there are many different personnel and performance issues, drawn from real life. They will sort out the issues, brainstorm strategies to address them and put together a presentation about their findings and recommendations. The presentations provide the chance for participants to learn from each other and to receive feedback from their peers.

Objectives
- Given a description of employee performance, identify the appropriate action to take to foster great performance and retention.

Activities
- Case Study Review and Preparation (1:15)
- Summary: "Hit List" (0:15)

Materials
- Flip chart and markers

Activity: Case Study Exercise, Part 1

Activity: Case Study Exercise, Part 1

- This is a small group activity.
- Each group will read the scenarios, which contain many different personnel and performance issues drawn from real life.
- Sort out the issues involved in the scenarios.
- Brainstorm strategies to address the issues for each employee.
- Identify specific steps to implement your strategies.
- Put together a presentation for the large group tomorrow morning.
- You will have about an hour today for review of the scenario and preparation of your presentation.
- Flip charts may be used if you like.
- You will have a little time in the morning to regroup and put the finishing touches on your plans prior to presenting.
- Presentations should not exceed 15 minutes.

74

Show OH 74 (Activity: Case Study Exercise, Part 1).

Refer participants to this activity on Page 49 of the Participant Guide.

Say: This case study exercise will be done in small groups. It will begin today and conclude tomorrow morning with presentations by each group.

Present instructions as indicated on the slide.

Ask: What questions do you have regarding this exercise?

Trainer's Note: *Allow participants an hour or so to begin work on the activity. When time is up, transition to the Review and Preview section and wrap up Day Two.*

Day Two Key Points – 1 to 4

Hit List – Day Two

1) Conflict is an inevitable, normal, natural part of the workplace.
2) Always strive to resolve, not settle, conflicts ("stop the mop").
3) Discriminate between conflicts that require your intervention and conflicts employees can/should resolve themselves.
4) When discipline is necessary, let the reaction fit the infraction.

75

Show OH 75 ("Hit List" - Day Two (1-4)).

Trainer Note: *There are seven items in total (this slide + the next). These items will fly in from the bottom, one at a time, on your mouse click. <u>Make this an interactive review</u> by stopping after each one to ask participants to provide one additional piece of information about each one. If you like (and time permits), you might want to make this a game where you keep score, and the person who gets the most correct responses gets a "valuable prize."*

- *For No. 1, **ask:** Name a common cause of conflict.*
- *For No. 2, **ask:** Provide one difference between settling and resolving conflicts.*
- *For No. 3, **ask:** Name one factor that would cause it to be appropriate for you to intervene in a conflict.*
- *For No. 4, **ask:** Name one type of disciplinary action according to policy.*

Day Two Key Points – 5 to 7

> ### Hit List – Day Two
>
> 5) Employee turnover has many "costs," both human and financial.
>
> 6) Many of the reasons employees stay or leave are within the influence of the County Director.
>
> 7) You are encouraged to think "out of the box" when formulating retention strategies.
>
> 76

Show OH 76 ("Hit List" - Day Two (5-7)).

Continue interactive review:

> ➢ *For No. 5,* **ask:** *Name a "cost" of conflict.*
> ➢ *For No. 6,* **ask:** *Name a reason that employees stay in a job.*
> ➢ *For No. 7,* **ask:** *Name one retention strategy.*

Day Three Preview

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Preview – Day Three

- Finalize Preparations for Case Study Presentations
- Case Study Presentations
- Activity: Create Strategies for Resolving *your* County's Issues
    - Receive feedback from peers and a panel of experienced County Directors
- What's On Your Mind? (current events, Q&A)
- Finalize Your Personal Development Plans

77

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Show OH 77 (Day Three Preview).

Point out that tomorrow's activities will take approximately a half-day.

Ask: What questions or comments do you have regarding what has been covered so far?

Wish everyone a good evening!

Case Study Presentations

Total Time   1 hour, 30 minutes

Overview   Participants present their case study findings and recommendations. The presentations provide the chance for participants to learn from each other and to receive feedback from their peers. Presentations are "wrapped up" with the presentation of "10 Tried and True Rules to Live By" from experienced County Directors.

Objective
- ➢ Given a description of employee performance, identify the appropriate action to take to foster great performance and retention.
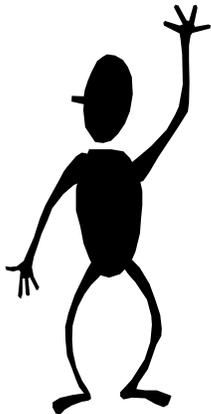
Activities
- ➢ Case Study Presentations (1:15)
- ➢ 10 Tried and True Rules to Live By (0:15)

Materials
- ➢ Flip chart paper and markers

Welcome Back – Day Three

Show OH 78 (Welcome Back – Day Three).

Remind participants of the agenda for Day Three.

Transition: Take 10 minutes to get ready to make your presentations, and then we'll begin.

Activity: Case Study Exercise, Part 2—Presentations

Facilitate small group presentations to the large group:

- ➢ Ask each group to present their findings and recommendations regarding the issues in the scenario.
- ➢ Allow up to 15 minutes for groups to make their presentations.
- ➢ At the completion of each presentation, encourage applause.
- ➢ Ask the large group for questions or comments concerning each presentation.
- ➢ Thank everyone for the good work and effort.

Transition: Our next activity involves the pre-work assignment you had prior to this workshop: to identify and bring with you a list of your county's current personnel challenges. With all the knowledge you've gained over the last few days, you must have some great ideas for how to address these issues now!

Before we begin, though, let's **take a look** at some "Ten Tried and True Rules to Live By for New County Directors." These words of wisdom were provided by existing County Directors. Think about them as you create your strategies.

Ten Tried and True Rules to Live By (1 to 5)

**Ten Tried & True Rules to Live By
for New County Directors**

1) Never delegate in-house quality control.
2) What you don't know *can* get you in trouble.
3) When in doubt, seek consultation with the Manager of Field Operations.
4) Don't let yourself get too involved in employees' personal issues. Remember, you are their Director, not their best friend.
5) Always assume people want to do a good job and approach every situation from this perspective.

79

Show OH 79 (Ten Tried and True Rules to Live By (1-5)).

Rules to Live By (6 to 10)

Rules to Live By, *continued*

6) Use OHRMD, they are your friends! Don't do anything personnel-wise without talking to them.

7) Don't get caught up in power and position.

8) Avoid office politics.

9) Don't screen your calls. Too many filters cause the director to be ignorant of details that can come back and bite you.

10) Don't isolate yourself, or you will hear bad news when the public does—in the newspaper.

80

Show OH 80 (Rules to Live By (6-10)).

Making It Personal – Strategies for Your County's Issues

Total Time   3 hours, 45 minutes

Overview   This section "wraps up" the Personnel Management Workshop. In it, participants will develop strategies to resolve the specific personnel issues they identified as pre-work for this workshop. There will be an opportunity for them to present their ideas and to receive input and feedback from their peers and experienced County Directions. "What's On Your Mind?" is an hour-long time devoted to current issues and events and a Q&A session. At the conclusion of the workshop, participants will finalize their Personal Development Plans.

Objective   ➢ Develop strategies to resolve specific personnel issues in your county.

Activities   ➢ Activity: Making It Personal (Identifying Issues and Solutions) (:45)
                ➢ Feedback from Experienced County Directors (1:15)
                ➢ What's On Your Mind? (1:00)
                ➢ Finalize Your Personal Development Plan (0:15)
                ➢ Wrap Up / Conclusion (0:30)

Materials   ➢ Flip chart paper and markers
               ➢ Pre-work for Workshop 4 (one per participant)

Activity: Making It Personal

Activity: Making It Personal

- This is an individual activity.
- Create strategies to address the personnel issues in your county, which you identified in your pre-work for this workshop.
- You will share selected issues and strategies with the large group and with a panel of 3 to four experienced County Directors, who will assemble for the debrief.

81

Show OH 81 (Activity: Making it Personal).

Refer participants to the activity worksheet for this activity on Page 51 in the Participant Guide.

Facilitate activity according to instructions on the slide.

Allow 30-45 minutes for participants to create their strategies.

Debrief: Participants select their most important issues and share them, along with their proposed strategies, with the large group and the panel of experienced County Directors for feedback, advice and support.

> ➢ Allow 1 hour and 15 minutes for debrief and questions and answers of the experienced County Directors.

What's On Your Mind?

What's On Your Mind?

- Current events
- What's new?
  - Changes in policies, procedures, comings and goings
- Q & A

82

Show OH 82 (What's On Your Mind?).

Facilitate a large group discussion of any current issues surrounding personnel management that you would like to cover here (e.g., career banding, FLSA, etc.).

Conduct a question and answer session to allow participants the opportunity to address and resolve any open issues or concerns.

Transition: You've learned a lot about Personnel Management over the past few days. Let's return now to your Personal Development Plans and put the finishing touches on them.

Activity: Finalize Your Personal Development Plan

Show OH 83 (Activity: Personal Development Plan).

Personal Development Plan

Ask participants to **refer** to the Personnel Management Personal Development Plan (PG, Pg. 52) they have been working on throughout this workshop.

Ask participants to finalize the plan in their Participant Guides to help improve their knowledge and performance as a Personnel Manager.

Facilitate activity according to slide instructions.

**Allow** 5 minutes to complete the activity.

Ask a few volunteers to share their plans with the class, time permitting.

Instruct participants to review and discuss their Personal Development Plans with their Mentor and Manager of Field Operations. They can help them modify and enhance their plan and locate resources to help them complete specific actions on the plan.

Transition: Next, we wrap up Workshop 3.

Wrap Up / Conclusion
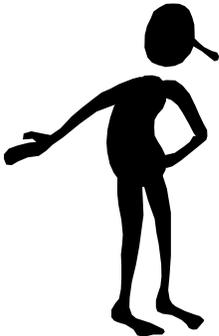
Show OH 84 (Wrap Up / Conclusion).

Facilitate wrap up according to slide instructions.

Remind participants of the upcoming Workshop #4: Leadership for New County Directors.

Course Evaluation & Pre-work for Workshop 4

Trainer's Note: Provide date and location, if possible.

Hand out the course evaluation.

> ➢ Stress the importance of participant feedback in our efforts to improve this workshop for future participants.

Collect evaluations.

Distribute pre-work for Workshop 4.

Conclude workshop.