Bank Manager School

MANAGE OTHERS EFFECTIVELY

BY InterAction Training

Teaching Outline Prepared for :

Virginia Bankers Association

2021

About Us

VK Solutions was launched in 2010 for the original intent of assisting community banks with training and development. Our approach is to give you the tools you need in your organization to successfully lead and manage teams that in turn create extraordinary customer experiences turning customers into advocates of your business. We work alongside you to assist with organizational health and creating a culture that sets you apart as an employer of choice. We focus on investing in and developing your people portfolio which improves culture and is one of the best things you can do for your bottom line! **Vicki was recently named the new CEO of InterAction Training!**

Here are some of the programs/services we offer:

- Train the Trainer Bootcamp
- Leadership training
- Teller and front-line (Customer experience) training
- One-on-one coaching
- Sales/Business Development training
- Talent management
- Talent assessments
- Team Building
- Organizational Culture

What if I train them and they leave? What if you don't and they stay?

Want to learn about all we have to offer? Call us or visit our website!

(402) 984-9297 | www.interaction-training.com

Our Presenters

Vicki Kraai

Vicki Kraai is Owner/Founder of VK Solutions, a consulting company and recently named the new CEO of InterAction Training. Vicki's 25+ years of Community Bank experience started at the family bank in rural Nebraska, serving as a bank teller and eventually becoming CEO. Vicki's many years of banking include credit card lending experience where she was a member of the management team that launched the Cabela's credit card program. She has a passion for developing people for success in the financial services industry. Banker's value Vicki's highly engaging "been there, done that" approach to all facets of her training and speaking engagements.

Vicki shares her expertise and experience as a faculty member for State Bank Association Schools and the Graduate School of Banking in Madison, WI.

Karen Butcher

Karen Butcher is a former teacher, Mary Kay Sales Director, and trainer whose career journey led her to leave the corporate world to train and coach women and men who want to elevate their leadership skills, lead productive teams, and achieve their goals.

Karen is a Certified Bank Training Professional who earned her credential in 2016. She is a Senior Trainer with InterAction Training and travels the country facilitating bank supervisor training.

Karen also works with Leadership Kentucky as the program coordinator for BRIGHT Kentucky, a program for young professionals in the 54 counties of the Appalachian Regional Commission.

Karen's passion for people is evident and she knows what is required to become a leader who people want to follow. She believes it's time for a new leadership philosophy where leaders hold themselves and their teams accountable and let go of outdated practices.

Karen is a faith-filled woman who is courageous, resilient, and compassionate. She is driven to partner with clients who desire to elevate their skills and gain the courage to take new action.

4

Understanding Yourself & Others

Through understanding more about yourself, you gain insight into other personalities and tendencies of behavior. With increased knowledge of self and others, communication improves.

Right/Left Brain Dominance Test

Which side are you on? Circle either **"A"** or **"B"** that most accurately describes you.

1.   A. At home, my room has organized drawers and closets. I even try to organize other things around the house.

    B. At home, I like the "lived-in" look. I clean as I see a need and when I have time.

2.   A. My desk is usually clean and has everything in place.

    B. I leave my work out on my desk so I can work as I am inspired by ideas.

3.   A. I like using the "tried and true" method.

    B. I like creating new methods.

4.   A. I follow directions carefully when I build a model, make a craft, etc.

    B. I like to build a model my way, making my own creation.

5.   A. I complete one project at a time.

    B. I like to start many different projects, but do not like to finish them.

6.   When I am asked to write a report on a subject, I . . .

    A. Research information, then outline and organize my writing.

    B. Work in my own self-inspired direction.

7.   When I had to do a project in class, I . . .

    A. used my parents' ideas, a book's illustrated project or modeled another student's project who received an "A+" from my teacher.

    B. I loved the challenge, and like a "mad scientist," I produced a unique project.

8.   When I am in charge of a big job with many people working, I usually . . .

    A. organize, give everyone their responsibilities, make lists, and make sure everyone finishes their part on time.

    B. work at my own pace, let others work on the job as they want. I want to take care of needs/problems as they arise.

9.   Which of these activities would you like to do the most?

    A. planning the details for a trip/project

    B. creating an original art form

10.   I hate it when other people . . .

    A. are indecisive about what activities to do when I am with them.

    B. plan activities in step-by-step detail when I am with them.

Scoring the Right/Left Brain Dominance Test

Add the number of **"A"** responses. Write sum here: _____

Add the number of **"B"** responses. Write sum here: _____

If you have more **"A"** responses than **"B"** responses, then you are left-brained dominate.
Your dominate traits:
- ✓ Very rational
- ✓ Analyze people and situations
- ✓ Usually favor the subjects of math/science
- ✓ Are methodical
- ✓ Are a sequential thinker
- ✓ Use logical reasoning
- ✓ Like to work with things than can be seen or touched

If you have more **"B"** responses than **"A"** responses, then you are right-brained dominate.
Your dominate traits:
- ✓ Are very creative
- ✓ Are usually emotional
- ✓ Like to be different from others
- ✓ Handle situation easily
- ✓ Like to think abstractly
- ✓ Enjoy the arts (music, art, drama)
- ✓ Are a divergent thinker
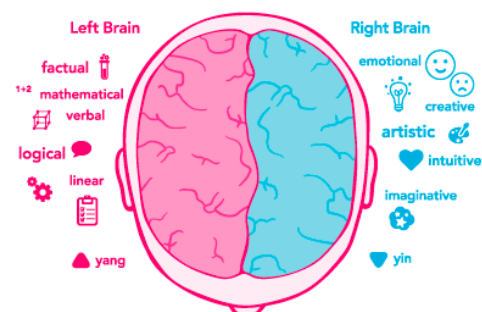
LEFT	RIGHT
Logical	Holistic
Analytical	Intuitive
Fact Based	Integrating
Quantitative	Synthesizing
Organized	Interpersonal
Sequential	Feeling Based
Planned	Kinesthetic
Detailed	Emotional

Communication Best Practices

Drive "Lefts" Crazy	Drive "Rights" Crazy
Excessive "chatter"	Too slow paced
Inefficient use of time	Overly structured, predictable
Lack of facts or data	Absence of humor and fun
Disorganization	Drowning in detail
Unpredictable	Insensitive comments
Too many ideas at once	No time for personal sharing
Not letting a person finish their thoughts	Being cut off or ignored
On and on and on and on and on . .	Lack of respect for feelings

Try this with "Lefts"	Try this with "Rights"
Be brief, clear and precise	Think big picture
Articulate ideas in a logical format	Cluster your thinking into idea chunks
Do your homework and show that you have done it	Have fun, don't be too serious
Provide documentation	Allow for spontaneous connection and brainstorming
Give examples	Establish rapport
Stay on track	Have a "people focused" attitude
Be practical	Be sure to respect feelings
Be accurate and specific	Make eye contact

Team Analysis

LEFT	RIGHT

Team Strengths:

Team Challenges:

# Excelling at Leading, Supervising & Coaching

Coaching defined:

A professional relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations, helping them to bridge the gap between where they are now and where they want to be.

How do we get others to do what we want them to do? As leaders, our job requires us to set expectations for performance; communicate those expectations and monitor and evaluate the performance. But, what then? What do we do if the performance is on target? What about if the performance is below standard?

Our job also involves our best shot at getting employees to change their behavior, or to validate the employee so they will continue their behavior.

Coaching Choices© Model
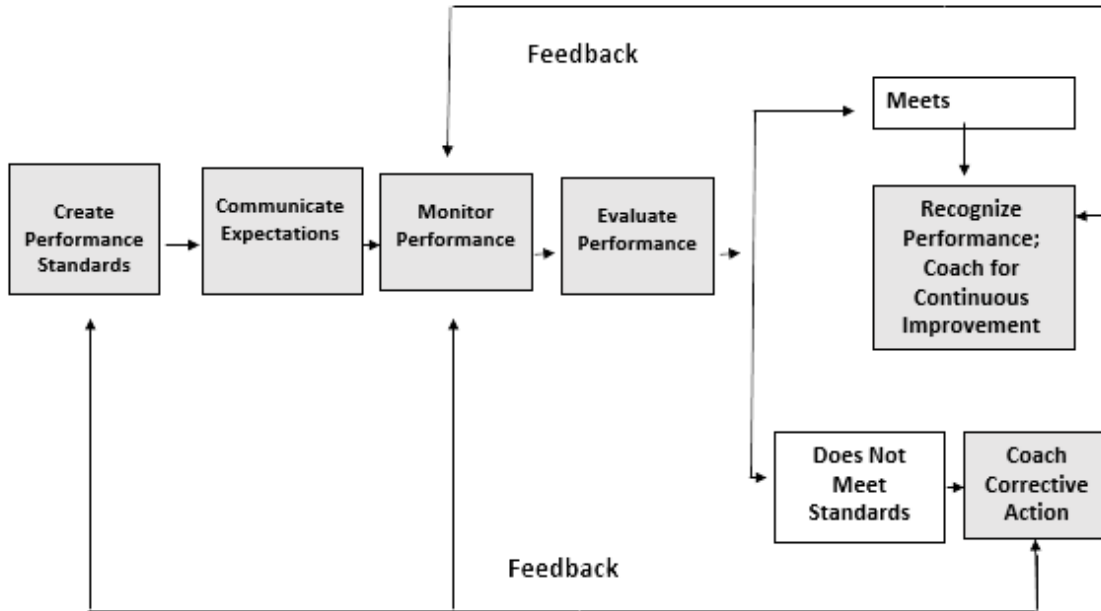
As we work the Coaching Choices© Model and continue the process of leading and assisting employees on improvement issues, we explore coaching and Choice Theory.

It is not enough to Create Performance Standards, Communicate Expectations, Monitor and Evaluate Performance without working with the employee to improve their behavior or reinforce good behavior. That's where coaching becomes a valuable skill for managers. Why invest in someone through hiring and training, just to lose them because we don't know how to help them achieve better results?
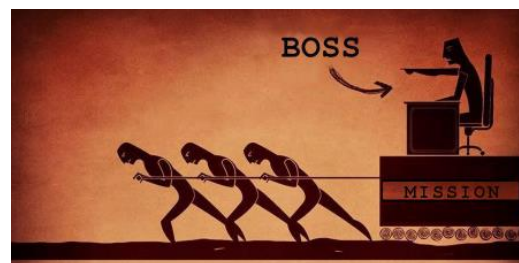
Coaching Choices© is the method.

Your role as a supervisor

It is the single most important activity we are accountable for as managers and supervisors…

_____   _____   _____

 "When you were made a leader you weren't given a crown, you were given the responsibility to bring out the best in others." - Jack Welch, Former CEO of GE

Don't put yourself on a pedestal.

You don't know everything. You do know that, don't you.

It means you listen with intent to learn rather than show what you know. We need to be coachable.

Source: Inspireyourpeople.com

Time tracking exercise:

List out the duties and responsibilities that you have in your position today….

Roles and responsibilities	% of time spent - actual	% Goal

Management Style

There are two styles of managing others that need to be explored; one works, one doesn't.

Boss Management	Lead Management
1. The boss sets the task and the standards for what the workers are to do, usually without consulting the workers. Bosses do not compromise; the worker has to adjust to the job as the boss defines it.	1. The leader engages the workers in a discussion of the quality of the work to be done and the time needed to do it so that they have a chance to add their input. The leader makes a constant effort to fit the job to the skills and the needs of the workers.
2. The boss usually tells, rather than shows, the workers how the work is to be done and rarely asks for their input as to how it might possibly be done better.	2. The leader or a worker designated by the leader shows or models the job so that the worker who is to perform the job can see exactly what the manager expects. At the same time, the workers are continually asked for their input as to what they believe may be a better way.
3. The boss, or someone the boss designates, inspects the work. Because the boss does not involve the workers in this evaluation, they tend to settle for just enough quality to get by.	3. The leader asks the workers to inspect or evaluate their own work for quality, with the understanding that the leader accepts that they know a great deal about how to produce high-quality work and will therefore listen to what they say.
4. When workers resist, the boss uses coercion (usually punishment) almost exclusively to try to make them do as they are told and, in so doing, creates a workplace in which the worker and manager are adversaries.	4. The leader is a facilitator in that he shows the workers that he has done everything possible to provide them with the best tools and workplace as well as a non-coercive, non-adversarial atmosphere in which to do the job.
5. Boss management is much more concerned with the needs of the boss than of the workers.	

Words we need to eliminate from our world as a supervisor/manager:

Eliminate	Alternative
~~Boss~~	Coach/Mentor/Team leader
~~Pedestal~~	Team player
~~Constructive Criticism~~	Constructive Feedback

Do you have any to add?

Leaders become great, not because of their power, but because of their ability to empower others.

~John Maxwell

www.gauraw.com

Leadership

Anyone who takes responsibility for finding the _____ in people and processes and has

the _____ to develop that potential. – *Brene Brown*

1 Tool: _____

Teach our team members to self-evaluate & self-correct

Inspireyourpeople.com

MODEL.
CONNECT.
INVOLVE.

THAT'S IT

LEAD [SIMPLY]

What am I modeling?

When am I connecting?

How am I involving?

Inspireyourpeople.com

How to Be No Ego:

1.

2.

3.

4.

5.

Self-Evaluation

Self-evaluation is a skill used by those who want to elevate their personal and professional skills. It takes courage and vulnerability to be honest with yourself. The results help you create a plan to close the gap between where you are now and where you want to be.

On a scale of 1-10 with 1 being low and 10 being high, rate yourself on the following.

Name	
Question	**Rating**
How successful do you want to be as a leader?	
Where do you rate yourself now?	
What do you think needs to happen for you to close the gap?	

Follow-Up Exercise

1. What do you consider to be the most important traits and behaviors of a successful supervisor who had your job?

2. What abilities, expertise, and know-how do you consider critical to someone who is responsible for managing others?

3. How do you describe the attitude required for someone who has your job? (beliefs about self, others, the company and behaviors)

4. How would you like your manager to respond when asked what it's like to work with you?

5. How would you want your direct reports to respond when asked what it's like to work for you?

6. How would you want your peers to respond when asked what it's like to work with you?

Interesting thought to ponder

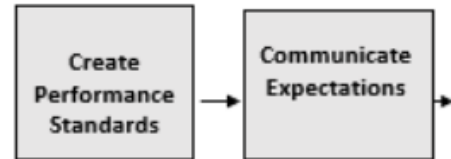*What's the value of this exercise?*

What would be the value of this exercise if you asked your direct reports to complete it?

On-Purpose Coaching

As leaders, our job requires us to set expectations for performance. What does this look like in your workplace beyond the job description?

On-boarding must-do's:

- Review the job description
- Review the performance review
- **Professional maturity expectations** *(in the toolkit!)*
- **Behavior expectations (non-negotiables on my team)**
- **What happens when they are NOT meeting PERFORMANCE and BEHAVIOR expectations**

Appearance

Perception is Key!

Appearance

- Do I look professional?
- Do I feel confident?
- Can I be trusted to take care of your money?
- What are some advantages to looking and dressing professionally for the people we serve?
- Clothing, hair, hands, nails, face, make-up, perfume…
- Too much skin, tattoos, unkept clothing…
- Behaving or acting inappropriately

Communication

Communication Skills

VERBAL AND NON-VERBAL COMMUNICATION

- Verbal communication – words are powerful – we need to train on this
- Non-verbal communication – can send an even stronger message

WORDS TO USE/ WORDS TO AVOID

Trigger Phrases
"Our policy…"
"I'm sorry, we can't"
"No, I don't know…"
"But…"
"You should have…"
"Why didn't you …"
"The only thing we can do…"
"You need to …"
"No problem"

Calming Phrases
"Here's what we can do"
"I can…"
"I can find out …"
"And …."
"I understand why you …"
"I can see why…"
"The best option would be"
"Might I suggest …"
"It would be my pleasure"

Communication Skills

Avoid	Try
Contract	Agreement/paperwork
Salesperson	Account expert
Cost	Investment
Problem	Challenge, concern, issue
Objections	Areas of concern
Cheaper	More economical
Service charge	Processing fee
Complaint	Experience
Fault	Lapse
Mistake	Oversight
Reject	Decline
Cannot	Can
Blame	Accountable

Communication Skills

Attitude

It's the difference between seeing the glass half full vs. half empty

Positive Attitude

*Life is **10%** what happens to me and **90%** how I react to it – Excerpt from Chuck Swindoll*

Careful – Your attitude is showing!

Work Habits

Good Work Habits

CONFIDENCE

Without confidence in yourself and your abilities, you will be inclined to avoid challenges and struggle with decision making.

Best practices in building confidence

1. Set personal and professional goals
2. Be a sponge – always willing to learn
3. Seek out additional responsibilities to help others
4. Take charge of a work project or volunteer
5. List – What strengths do I bring to the team?

REPUTATION

A good reputation will serve you well all through life.

Best practices in managing your reputation

- Social networking sites – build or destroy?
- Trustworthiness

Nothing can tarnish a person's reputation more than being perceived as untrustworthy or dishonest.

Social media challenge: How do you want to be perceived?

We MUST train our staff on these components!

 Professional Maturity training document
Toolbox

Behavior Expectations

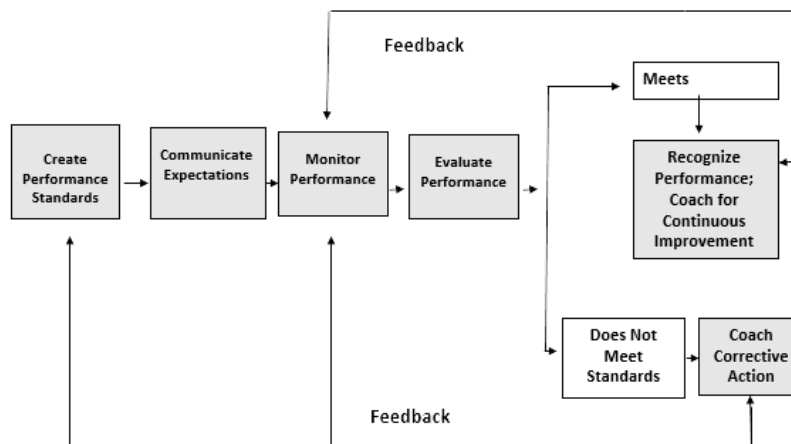What should this look like for the team you manage?
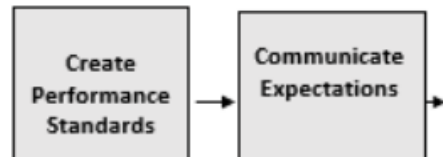
 Examples in the toolbox

On-Purpose Coaching

What happens when we monitor and evaluate, and **performance** or **behavior** expectations are not being met?

Our job involves our best shot at **getting employees to change their behavior**, or to validate the employee so they will continue their behavior/performance.

Consider this…
Whatever we allow…continues…

- Employee showing up late to work
- Employee not following the dress code
- Cell phone use in front of a customer
- Employees calling out other employees or being disrespectful

Supervisor Pledge

It is my _____ and my _____ to address _____

performance and recognize _____ or above performance.

Confident and Courageous Conversations

Process Example

Invite	Invite the employee into your office
Be	Be direct with the issue
Share	Share observations of or reports about behavior
Tell	Tell the employee what you expect
Ask	Ask questions
Agree on	Agree on the solution/plan
Follow	Follow-up

Sample dialogue

1. When you

2. I feel/think

3. What I would prefer

4. Can we agree

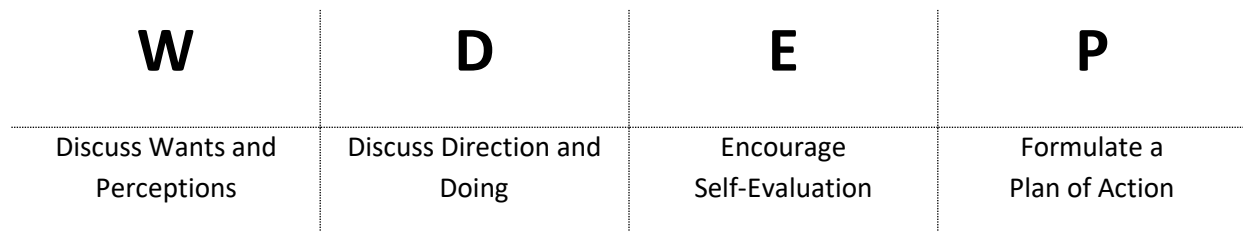| Coaching Is	Coaching Isn't

WDEP System

The W D E P system is the guide for lead managers to encourage quality performance in the workplace.

What do you **WANT**?
What are you **DOING**?
EVALUATING - Is it **HELPING** OR **HURTING**?
What is your **PLAN**?

W	**D**	**E**	**P**
Discuss Wants and Perceptions	Discuss Direction and Doing	Encourage Self-Evaluation	Formulate a Plan of Action

W – What do you **want?**

*Asking the **want** questions will help the employee and you, the coach, understand what motivates your employee. Often, employees are not sure how to respond to wanting questions, so it takes the supervisor, asking many questions to help uncover the wants.*

Here's how it might sound:

1. What kind of change do you want?
2. How do you picture things being for you?
3. What would it be like if you did have _____
4. What do you want your boss to say about you?
5. What expectations do others have of you?
6. What does your boss want from you?
7. What do you want that is different than what others want from you?
8. What would you like to talk about?
9. What would it take for you to be motivated?
10. Do you want to talk about _____ this morning or this afternoon?

D – what you are **doing?**

1. What are you doing to accomplish the goals you have set to get the things you want?

2. What are the specific, process-centered actions you are taking to get what you want?

3. If you keep on doing what you're doing now will it help get you closer to or further away from your goals?

4. What are you doing now to get what you want?

5. What have you tried that works for you?

6. What have you tried that did not work for you?

7. What action have you taken?

8. Is there a 'go-to' behavior that you depend on to get you_____?

9. Tell me what you are doing that is working?

10. Tell me what you are doing that is not working for you?

E – Evaluate what you are doing is it helping or hurting?

1. On a scale of 1 -10, how successful do you want to be in your current role?

2. Is what you're doing getting you closer to what you want or further away from it? (*twice)*

3. How is what you're doing helping you get what you want?

4. How realistic or attainable is what you want?

5. How does it help you to look at it from that point of view?

6. How committed are you to the process and to changing your life?

7. If you can't have what you want what are you willing to change?

8. Is this something that is O.K. for you?

9. What is your responsibility in this matter?

10. How do you feel when you do that?

11. Would you want others to relate to you that way?

P – what is your **plan?**

Outcome- or goal-centered plans versus Process-centered Plans

A process-centered plan focuses on the action the person can realistically accomplish apart from any ultimate result. Below are examples:

Outcome- or Goal-Centered Plans	Process-Centered Plans
To get along better with coworkers.	To compliment coworkers on things they do well. To not make fun of my coworkers.
To increase my production.	To increase my production by 5%.
To handle my anger better.	To count to 10 before saying anything when I am mad.
To improve my attendance.	To come to work every day.
To come to work on time.	To get up 15 minutes earlier on workdays.
To get healthy.	To eat balanced meals; walk 20 minutes per day.

Process-centered plans are realistic, attainable, and dependent only on the person making the plan. Outcome- or goal-centered plans are attained only as by-products of process-centered plans. Yet goals are very important. People are more likely to function in a healthful manner if they have identified their wants (goals) clearly and precisely.

As plans are made it is important to commit to the plan. This symbolizes closing the deal, signing the contract, or shaking hands on the plan.

On a scale of 1 to 5, with 1 being "not committed" and 5 being "very committed," how committed are you to this plan?

When will you do it? When will you begin?

What are the consequences if you don't do it, or if you change your mind?

Here's what WDEP may look like…

These questions can be answered with yes or no. To engage your coachees beyond yes or no, a good technique is to add openers like: "tell me your thoughts about whether what you want is realistic or attainable."

On a scale of 1-10, how successful do you want to be in this job?

Is your action helpful in getting the job done?

Is your action helpful to others?

Tell me what you are doing that is working?

What do you want your co-workers to say about you?

Would you like some help and advice regarding that?

I can understand how frustrating it can be to experience a customer yelling at you. (fact). I can see why you'd react that way. I think you will increase your chances of success if you…

How well is that working for you?

Additional Dialog Starters

When you are addressing performance or behavior issues there isn't 'one right way' to start. However, you want sure the employee knows that these meetings or discussions are a serious matter that you and the Compan important.

Here's how you might begin the conversation:

1. "The reason I've called you in today is to discuss…"

2. "In reviewing your attendance record, I notice that…"

3. "When you do_____, what I tell myself about you is_____"

4. "The standard for acceptable performance in this area is…"

5. "You are only meeting 60% of your goal in the area of…"

6. "I want to talk to you about your performance."

7. "Your behavior in not accepting (the new employee) into the work group is inappropriate and disrespectful."

8. "It has come to my attention that…"

9. "Mary informed me that you acted in an inappropriate manner when you were talking to her about your work orders."

10. "I want to discuss an important and serious matter with you."

11. "Thanks for taking the time to. . . because of your support, I was able to. . ."

12. "You did a great job on. _____I thought _____ was particularly effective because ____"

13. "I want you to come to team meetings on a regular basis. You provide valuable insights and unique idea help us continue to make progress."

14. "I understand how____ (feeling) it can be to experience ____ (fact)."

15. "I can see why you'd react that way. It can be____ (feeling) when ____ (fact) happens."

16. "From what you've said, it sounds like you're____ (feeling) about __ (fact)."

17. "What could be your next step? "

18. "How do you anticipate handling that? What ideas do you have?"

19. "I have a situation I'm facing, and I could use your help."

20. "What role would you like to play?"

21. "Who else do you think needs to be involved?"

22. "Let me tell you about an experience I had recently and what I learned from it. Maybe it can help you think about other ways to approach this project."

23. "This is what I know about the background on that decision…"

24. "From my perspective, this is important because. . ."

25. "My first reaction to your idea is that. . ."

26. "I was having trouble accepting ____, too. Eventually, it helped me to see this in a different light."

27. "I think you'll increase your chances of success if you. . ."

28. "I'm less concerned about. …My bigger concern is . . . because. . ."

29. "What kind of support would you want to achieve your goal?"

30. "Before you move forward, what can I do to remove the barriers we identified?"

31. "I appreciate that you're looking to me for ideas. Why don't we explore the options you've all thought of before I offer any suggestions?"

32. "While I appreciate your vote of confidence, I think the group would rather hear directly from you because you have the expertise they're looking for. We could talk about how you might approach them, if that would help."

33. "What difficulties, if any, do you foresee? In which cases would my involvement help the most?"

Common Coaching Challenge & Tips

Challenge	Tip
Coaching an employee or team who needs technical help when you are not the technical expert.	Admit you're not the expert. Match the employee or team with the appropriate technical resource.
Coaching someone who is not open to your feedback.	Be a good role model by seeking feedback from them. Reward or recognize the employee when they do accept feedback or when you see a positive change in behavior or attitude. Revisit role clarity. Is there confusion as to who does what? Check your assumptions on the level of coaching needed. Suggest a meeting to discuss the employee's reluctance to feedback.
Coaching employees who lack confidence in their abilities.	Acknowledge fears or reluctance and spend time discussing how to minimize their discomfort. Recognize their overall ability and past good performance in related situations and reinforce the value of their input. Be specific about role clarity—what they are accountable for and the support that you can provide. Keep the discussion future-oriented by developing action plans and tracking methods.
Coaching employees in whom you lack confidence in their abilities.	Share your specific concerns about the tasks involved, being careful to focus on the situation rather than the employee. Discuss ways to achieve success.
Coaching a team who thinks their way is best.	Ask them how they think their plan might work. Examine the pros and cons of each idea. Share your concerns about the idea, including your rationale. If possible, try to build on some component of their idea.

Challenge	Tip
Coaching an employee who uses the right approach but fails to make progress due to circumstances out of the employee's control.	Reinforce the employee for using the right approach. Discuss new ways to address the opportunity in light of changing circumstances. Discuss what was learned from the experience and how to apply it to future situations.
Coaching employees whose work sites are away from yours or whose major projects are directed by others.	Ask other leaders or team members for help in identifying coaching opportunities. Routinely check to see if there are problems or challenges that you might be able to help with.
Coaching the way you want to within the time constraints that you have.	Review priorities; delegate tasks. Plan and organize regular update meetings with those you coach. If appropriate, ask other leaders or team members to assume some of the coaching.

To guarantee failure in changing an employee's behavior:

1. Don't get the employee involved; just talk at him.

2. Don't give specific feedback; talk in generalities.

3. Concentrate on attitude, rather than behavior.

4. Assume the employee understands that a problem exists.

5. Assume the employee knows what has to be done to solve the problem.

6. Don't follow up to insure the employee has taken the agreed-upon action.

7. Don't acknowledge or praise the employee when he improves the behavior.

Quality Habits

👍 Listening

👍 Supporting

👍 Encouraging

👍 Respecting

👍 Trusting

👍 Accepting

👍 Negotiating Disagreements

Deadly Habits

👎 Argue, Attack, Accuse

👎 Boss, Blame, Belittle

👎 Criticize, Coerce, Condemn, Complain

👎 Demean, Demand

👎 Encourage Excuses

👎 Find Fault, Instill Fear

👎 Give up easily, Take for granted

👎 Hold Grudges

On-Purpose Coaching

Couaching & Courageous conversations – Wrap up

Resources/Reminders for you:

- WDEP System

- Additional Dialog Starters

- Perfect Phrases for Managers & Supervisors (Amazon.com)

- Cy Wakeman – subscribe to You Tube videos
    https://www.youtube.com/channel/UC5G_jUiSFkWlLIXBOmmTjgg

- Approach is key

- Stop TELLING and start ASKING
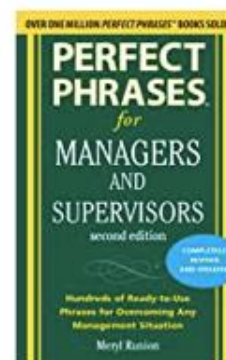
On-Purpose Coaching – One-on-one's

Do we only coach if we have a performance or behavior issue to address?

The answer is **NO!**

One-on-one's are designed for:

- ✓ Individual training/coaching

- ✓ Career path development (current job)

- ✓ Career path development (job you aspire to have)

- ✓ Serving as a mentor to your employee

- ✓ Being intentional about getting to know your employee

What Makes Your World Go Around?

Family: Children, Parents, Grands, Spouse or Significant Other

Community	Leisure Activities
Vehicle	Financial Security
Church Community	Ideal Vacation
Job/ Career	Retirement
Boss	Friends
House/Home	Coworkers
Employees	?????

What does this look like? Examples…

As your supervisor/manager…

	Keep Doing	Stop Doing	Start Doing

Toolbox document

Ideas for one-on-one session formats? Group Discussion

Equip Yourself to Build a Productive Team

Objectives

At the completion of this section, participants will be able to:

- Learn how to develop and utilize teamwork in the workplace
- Ideas to empower and motivate within the workplace
- Ideal Team Player
- Vulnerability & Trust

Teamwork in the workplace

_____**Examination**

Winning with People- John Maxwell –
The Elevator Principal – "We can lift people up or take people down"

Would others say that I lift them up or take them down?

What Kind of Person Are You? - *John Maxwell*

Add – "Enjoy"	*Subtract – "Tolerate"*
Divide – "Avoid"	*Multiply – "Value"*

What are my strengths?   What are my blind spots?

Self-Audit Tools

_____Examination

- Recognizing Differences
- Identifying Strengths
- Generational Differences
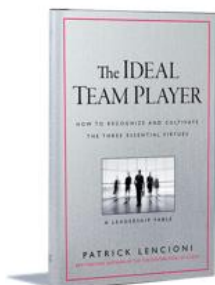- *On the bus??*   - *Off the bus??*   - *Change seats??*

Strengths Exercise

<u>Name of each person on the team</u>   <u>What strengths they bring to the team</u>

Go around the room and share by person

Ideal Team Player – Patrick Lencioni

The concept: An ideal team player embodies three virtues: humility, hunger and people smarts. The power this combination yields drastically accelerates and improves the process of building high-performing teams.

Humble

Ideal team players are humble. They lack excessive ego or concerns about status. Humble people are quick to point out the contributions of others and slow to seek attention for their own. They share credit, emphasize team over self and define success collectively rather than individually.

Hungry

Ideal team players are hungry. They are always looking for more. More things to do. More to learn. More responsibility to take on. Hungry people almost never have to be pushed by a manager to work harder because they are self-motivated and diligent. They are constantly thinking about the next step and the next opportunity.

Smart

Ideal team players are smart. They have common sense about people. Smart people tend to know what is happening in a group situation and how to deal with others in the most effective way. They have good judgment and intuition around the subtleties of group dynamics and the impact of their words and actions.

Humble, Hungry and Smart—The Three Virtues Combined

What makes humble, hungry and smart powerful and unique is not the individual attributes themselves, but rather the required combination of all three. If even one is missing in a team member, teamwork becomes significantly more difficult, and sometimes not possible.

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the table group
a patrick lencioni company

The Source for Organizational Health
www.tablegroup.com

True Humility is not thinking less of yourself: it is thinking of yourself less

- C.S. Lewis

Tablegroup.com

ORGANIZATIONAL HEALTH	
SMART	**HEALTHY**
•Marketing •Strategy •Financial •Technology	•Minimal Politics •Minimal Conflicts •Morale/Culture •Productivity •Low Turnover

Credit: The Table Group, Patrick Lencioni

Assessing how well the team performs

To determine if the team is performing well, place a check mark beside each item that describes behavior present in the company or team.

Uses	Instead of
"We" or "Our"	"I" or "Me"
Shared responsibility	Finger-pointing
What needs to be done "By us"	Blaming
Working together to solve	Who did what wrong
Together Everyone Accomplishes More	Let me do it
Metrics or indicators of success	Just letting it happen
Collective work products	Individual work products
Seeks out others as resources	Goes it alone
Sees mistakes as learning points	Mistakes are punished
Celebrates success of others	Envies other's success
Gives praise readily	Constructive criticism only
Asks for other's input first	Speaks first, then asks for input
Success is organizational	Success is individual
Looks for "win-win" solutions	In competition it's "win-lose"
Delegation of tasks and duties to others	Want it right? Do it yourself!

Vulnerability & Trust

Myth: Don't let them see you sweat!   Really???
Message: I'm not vulnerable, you shouldn't be either!

Truth: Absolutely let them see you sweat!
Message: I can trust you, you are acknowledging it is real

Can't build trust if we can't be vulnerable with our teams

A relationship without trust is like a car without gas,
you can stay in it all you want, but it won't go anywhere.

Vulnerability

The emotion that we experience during times of uncertainty, risk, and emotional exposure.

Can You...

Manage uncertainty, risk and emotional exposure?
Stay in the hard conversation?
Tell the truth?
Give feedback when it's hard?
Ask for feedback when it's hard?

80

We make a living by what we get;

we make a life by what we give.

- Winston Churchill

Ideas to Empower and Motivate Within the Workplace

What are employees telling us?

_____% of employees who quit their jobs cite a lack of appreciation as a key reason for leaving.
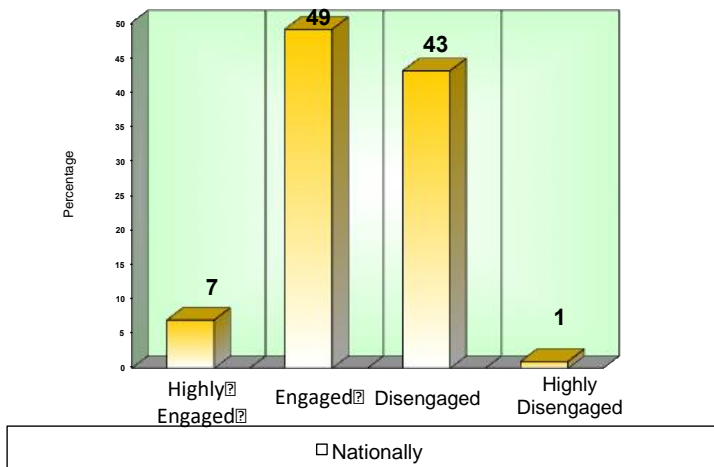

_____% of Americans report that they weren't recognized even once last year.

EMPLOYEE ENGAGEMENT

Who is responsible for it?

Me?

You?

Management?

Board?

Supervisors?

Nationally - _____ of the workforce is "Disengaged"/"Highly Disengaged"

Source: Profiles International

Employee Engagement - Defined

Satisfaction with _____

Satisfaction with _____

Engagement largely comes down to whether people have a manager who cares about them, grows them and appreciates them.

An Engaged Workforce Begins and Ends with the employee experience

---

2 Guiding Principles to Empower & Motivate within the workplace . . .

 # 1 – C_____ & # 2 - _____ in those around you.

The average American worker spends more waking hours at work than anywhere else. Do we want a culture that fuels you or sucks the life out of you?

Creating a motivating work environment – Just Ask!

What I hate about working here is that I am inundated with _____,

_____ and _____!

Thank you cards

Engagement Committee

General praise will not get the results you are looking for----

Be _____, _____ and do it _____.

Engagement/Motivation – General Differences

Traditionalists motivated by . . . Being Respected & Security . . .

- ✓ **Take time for the personal touch – handwritten note, not e-mail**
- ✓ **Let them chat and socialize between tasks**
- ✓ **Honor their hard work with plaques & other records of achievement**

Boomers motivated by . . . Being Valued & Money . . .

- ✓ **Give them public recognition**
- ✓ **Give them a chance to prove themselves and their worth**
- ✓ **Reward their work ethic and long hours**

Gen-X motivated by . . . Freedom & Removal of Rules & Time Off . . .

- ✓ **Give them lots of projects to juggle**
- ✓ **Give them constant constructive feedback**
- ✓ **Wants access to everything - NOW**

Millennials motivated by . . . Working with other bright people & time off . . .

- ✓ **Learn about their personal goals**
- ✓ **Make all opportunities truly equal**
- ✓ **Show me what my job measurements are**
- ✓ **Open avenues for education and skill-building**

Generation Z motivated by . . . Take them seriously & know they have goals . . .

- ✓ **Show them you know them**
- ✓ **Value their opinions and input**
- ✓ **Treat them like people not just kids (valued collaborators)**
- ✓ **Engage with them and let them inspire your brand**
- ✓ **Be completely transparent and authentic to earn their trust**

By 2020, Millennials will make up _____ of the workforce

Previous Generations	Millennials
Work individually	Work as a group
Managers are experts	Managers are coaches/mentors
Structure	Flexibility
Income is more important	Personal development is more important

Best Practices

Training/On-Boarding Best Practices

- ✓ On-Boarding should NOT be an after thought

- ✓ Get to Know You questionnaire

- ✓ Call before first day . . . expectations, lessen stress on Day 1

- ✓ Sample schedule

Time	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday
8:00 - 8:30	Bank Tour	8:00 - 8:30	On the job training w the CSR/Tellers	8:00 - 8:30	BVS Training Courses	8:00 - 8:30	BVS Training Courses	8:00 - 8:30	On the job training w the CSR/Tellers
8:30 - 9:00	Paperwork	8:30 - 9:00		8:30 - 9:00		8:30 - 9:00		8:30 - 9:00	
9:00 - 10:00	Handbook	9:00 - 10:00		9:00 - 10:00		9:00 - 10:00		9:00 - 10:00	
10:00 - 12:00	Job Description/Goals/ Performance Expectations/Values/ Vision/Mission/ Re-org Introduction	10:00 - 12:00	Training with Vicki (BVS, Bank Retail discussion, etc.)	10:00 - 11:00	On the job training w the CSR/Tellers	10:00 - 11:00	Leadership Team Meeting	10:00 - 11:00	BVS Training
				11:00 - 12:00		11:00 - 12:00		11:00 - 12:00	
12:00 - 1:00	Lunch	12:00 - 1:00	Lunch	12:00 - 1:00	Lunch	12:00 - 1:00	Lunch	12:00 - 1:00	Lunch
1:00 - 2:00		1:00 - 3:00	Training with Vicki, continued	1:00 - 2:00	BVS Training Courses	1:00 - 2:00	Leadership Team Meeting, continued	1:00 - 2:00	On the job training w the CSR/Tellers
2:00 - 3:00	Training Schedule			2:00 - 3:00		2:00 - 3:00		2:00 - 3:00	
3:00 - 4:00	E-mail/Calendar/ Phone System Orientation/ Voicemails/Transfers	3:00 - 4:00	On the job training w the CSR/Tellers	3:00 - 4:00	On the job training w the CSR/Tellers	3:00 - 4:00		3:00 - 4:00	
4:00 - 5:00		4:00 - 5:00		4:00 - 5:00		4:00 - 5:00		4:00 - 5:00	

- ✓ 30 or 60-day – "How did we do" – feedback interview or survey

- ✓ Have some of your newer hires help develop what the on-boarding experience should look like

- ✓ Ask yourself and your team this question:
  Training & On-board – What does it look like today? What do you want it to look like?

Performance Standards/Performance Reviews Best Practices

- ✓ Perfect Phrases for Performance Reviews

- ✓ Ask for assistance with difficult phrases

- ✓ Expectations by position AND my team non-negotiables

- ✓ Are we measuring what is relevant to the job?

- ✓ Where possible, allow the team member to do their own self-evaluation or provide their insight into their performance ahead of you completing the evaluation.

- ✓ Be very specific with examples when identifying areas of weakness or improvement suggestions

- ✓ Focus on your observations not "here is what others are telling me about you"

- ✓ Complete performance reviews on time – if not early – PERIOD! What message to do you send to your team member if you are late?

- ✓ NEVER leave "Supervisor Feedback" section blank – what message does this send?

- ✓ Be HONEST in providing feedback. Giving all 5's is easier and less confrontational…

- ✓ Being clear is KIND, being unclear is UNKIND – *Brene' Brown*

72% of employees say they thought their performance would improve if given accurate corrective feedback

74% of employees believe their performance reviews are inaccurate reflections of what they achieved at work – Harvard Business Review study

InterAction
TRAINING

THANK YOU FOR YOUR TIME & ATTENTION!

BY InterAction Training

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