Module 3: Developing Your People

- **Collaboration**
- **Enabling**
- **Empathy**
- **Rapport**

Developing Your People

Introduction: Developing Your People is all about how to establish productive collaborative relationships that enable others to succeed, by being sensitive to their level of competence and independence for essential tasks and using that empathic awareness to develop rapport. This session is an introduction to assembling and managing a team using communications and delegation techniques that improve team performance through directing, coaching, supporting and delegating behaviors. One of the keys to success is understanding the factors that motivate people and applying those factors to develop a high performing team. We also look at sound management principles that are driven by those motivating factors to establish rapport with, and commitment from your team members.

Learning Goals:
- Participants will identify factors that motivate team members
- Participants' knowledge of the 4 stages of competency will define their roles in supporting and motivating their team mentees
- Participants will demonstrate their skill level in each of the competency stage roles with feedback from peers and how those stages relate to motivation
- Participants will assess the readiness of a candidate in terms of their competency level
- Participants will create an operational readiness plan for delegating a specific lab task to a specific candidate using their evaluation of the candidate's competency level and learning personality style
- Participants will share the plans within their small groups and use the group feedback to adapt their plans

Developing Your People is all about how to manage your team. You have to manage "up" to your supervisors and others, and you have to manage "down" to the people on your team. In all cases, building rapport with your teams is critical in order to make certain you always have a pulse on the projects you are expected to deliver.
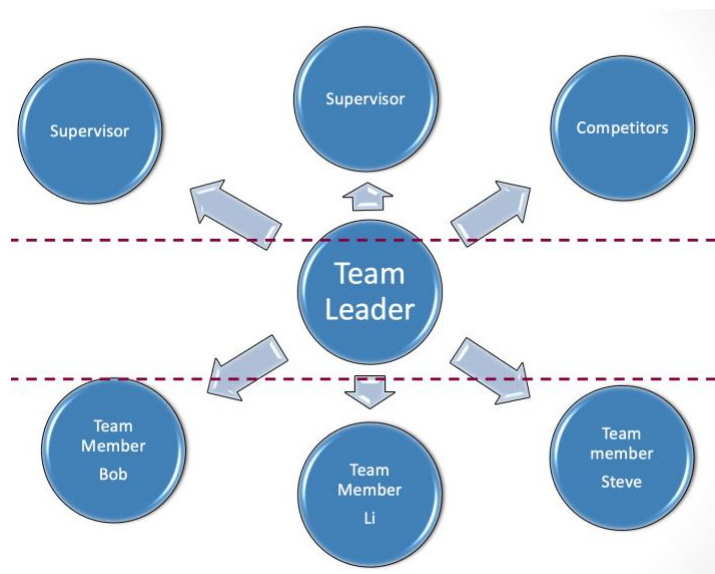
What motivates people to high levels of performance?

Part of developing people is motivating them to work hard and be committed to the project. There are three factors that influence motivation: Mastery, Autonomy, and Sense of Purpose. Watch this Daniel Pink Video which examines factors that impact motivation.

Daniel Pink Video
www.youtube.com/watch?v=u6XAPnuFjJc

Motivating Factors	Examples	Comments
Mastery		
Autonomy		
Purpose		

How do I learn a task?

In your role as a team leader or team member, there will be times when you have the requirement to train another individual in certain tasks that you are currently performing (enabling) and need to DELEGATE to that team member. An important key to Delegation is that *ability, responsibility* and *authority* are transferred to the other person. Letting go completely is true delegation. In order to train others, you have to be able to empathize with their situation.

Plot your personal self-confidence level as you learned a new task from no knowledge to mastery:
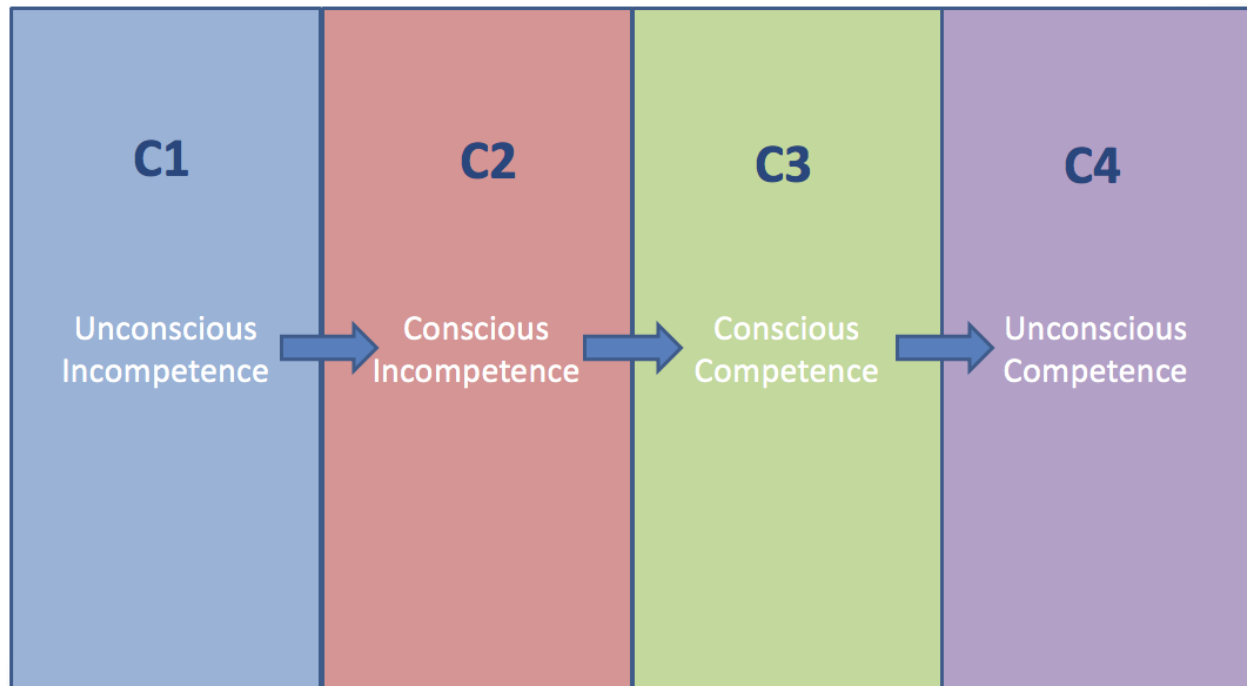

Learning New Tasks- Mentoring and Delegation

In many companies, employees are expected to take on direct reports (become a "boss") by their second year of employment. One of the skills that hiring managers look for in new hires is effectiveness in mentoring direct reports, enabling them, and ultimately delegating responsibility.
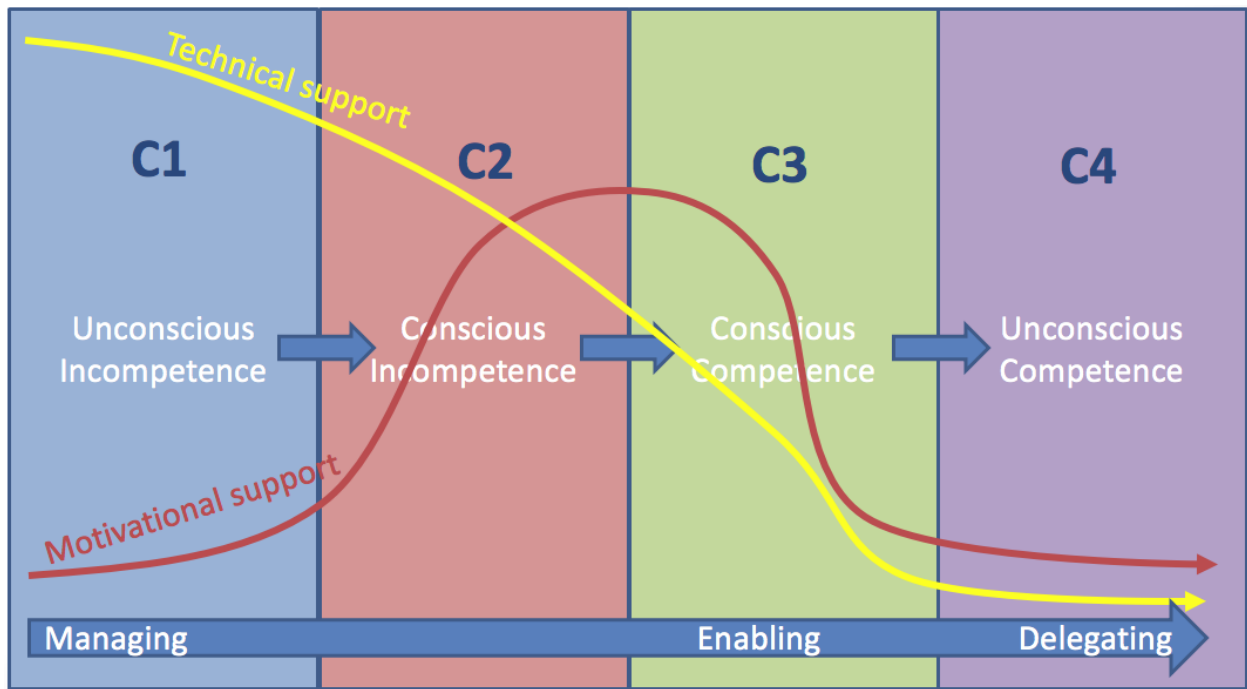
In this section we will examine four stages that trainees typically go through as they learn new tasks. These stages were originally developed and proposed at Gordon Training International by its employee Noel Burchin in the 1970s. Our focus will be understanding each of these phases, and the kinds of technical and motivational support that the mentor should consider providing. In addition, we will examine how to utilize *style flexibility* in determining the most appropriate and effective approach in shepherding the mentee through those four phases of competency.

Four Stages of Competency

When learning a new task, there are four phases of competency that the mentee typically go through:

C1	C2	C3	C4
Unconscious Incompetence	Conscious Incompetence	Conscious Competence	Unconscious Competence

1. **C1: Unconscious Incompetence:** In this stage, you "don't know what you don't know". Enthusiasm for, and confidence in learning is generally high, because there is no appreciation for how easy or difficult learning the task will be. Focus is typically on what mastery will bring once competence is achieved, rather than any insecurity on whether mastery can be achieved.

2. **C2: Conscious Incompetence:** This is the phase where the mentee discovers how complex mastering the task may be. Think about learning to ride a bicycle. Before attempting the new task, thoughts are with the freedom being able to ride independently will bring ("unconscious incompetence"). After the first attempts that result in skinned knees and scraped arms, security plummets, requring special attention by the mentor. The mentee is now acutely aware of his/her *conscious incompetence.*

3. **C3: Conscious Competence:** In this phase, the mentee becomes more proficient, and confidence rises, but not yet to the extent that they can, or wish to perform the task independently without support nearby.

4. **C4: Unconscious Competence:** The mentee is fully capable of performing the task, and does not require oversight by the mentor.

C1 C2 C3 C4

Technical support

Unconscious Incompetence → Conscious Incompetence → Conscious Competence → Unconscious Competence

Motivational support

Managing   Enabling   Delegating

Phases of Learning and the Impact of Motivation

	C1 Unconscious Incompetence	C2 Conscious Incompetence	C3 Conscious Competence	C4 Unconscious Competence
Technical Ability	low	medium	high	expert
Technical Support	high	medium	low	none
Confidence	variable	variable	variable	variable
Motivational Support	variable	variable	variable	variable
Mastery	low	medium	high	expert
Autonomy	low	low	medium	high
Purpose	variable	variable	increasing	increasing

Individual Activity: Name a task for each development stage you are currently experiencing

C1	
C2	
C3	
C4	

Q: Are the levels of support you are receiving appropriate for your developmental level?

Putting it All Together

- o Determine the level of competence of the trainee ("C1, C2, C3, C4")
- o Based on "C" level, determine kind of leadership support
- o Consider the trainee's style preferences (style flexibility)
- o Develop targeted approach to provide the needed support
- o Consider how your leadership will promote your trainee's autonomy, mastery and sense of purpose resulting in a motivated team member.

People and Task Worksheet

Trainee Behaviors	Extraversion & Introversion	Sensing & Intuition	Thinking & Feeling	Learning & Doing
Task: Washing Glassware **Name: Bill Jones** **Profile:** Reserved and quiet, Bill seems focused on details and process, and also expresses desire to fit in and help the team. He requested any available reading material.				
C1	I: read procedure first.	S: List out detailed steps and demonstrate.	F: Check their progress daily to reinforce positives.	P: Set deadline for complete delegation.
Task: Developing Research Project **Name: Jan Evans** **Profile:** Quiet and thoughtful, John gets animated when discussion focuses on the potential implications of the project to the field. His review of the proposed project is logical, and detailed. He has a track record of meeting all his deadlines.				
C4	I: give JE articles to read ahead of time and then ask leading questions to spur conversation	N: During conversation about project, focus on concept and goals rather than specific objectives and tasks	T: Discuss/agree on logical success criteria	J: Tell JE to develop action plan that you will gladly review whenever it's ready.
Task: Graduate student learning new technique **Name: Wendy Brandon** **Profile:** Wendy appears very excited to bring this new technique to her research, and to the lab. She's read every available article and technical bulletin and prepared a step-by-step guide on how to get this new technique working. In fact, in sharing her new knowledge with her lab-mates, those conversations sent her right back to reviewing even more information on the technique. She offered to teach anyone who wants to learn the new technology.				
C2	E: Ask what aspects are working for her and what parts she needs help with	S: Work with her to outline detailed steps necessary to accomplish the technique-supplies, reagents, and steps	F: Reinforce positive accomplishments. Offer to provide assistance "if you feel it would be helpful"	P: Review progress and make sure training focus stays on task and doesn't expand.

Trainee:_____ **C level:** _____

Task:_____

Action Plan

Style	Action Plan
<u>Extraversion</u> <u>&</u> <u>Introversion</u>	
<u>Sensing</u> <u>&</u> <u>Intuition</u>	
<u>Thinking</u> <u>&</u> <u>Feeling</u>	
<u>Learning</u> <u>&</u> <u>Doing</u>	

Managing Your Team: Three Principles of Effective Managing

Thinking back to what motivates people, namely mastery, autonomy and a sense of purpose, there are specific processes and procedures you can implement as a manager to motivate your group and develop a high performing team. These principles are inspired by "The New One Minute Manager" written by Ken Blanchard and Spencer Johnson.

Clearly Defined Goals

Establishing a clear understanding of the agreed upon objectives, the time frame for completing those objectives, and achieving that within the budgeted resources is a key to successfully executing on a project. Encourage your team members to have the agreed-upon major goals written and visible so that they can regularly look at that document to make sure that their daily activities are directly focused on achieving those goals on time and on budget.
Motivation Focus: Purpose

Encourage and Praise Success

Often times, managers wait until the annual performance review of their team members to review how the quality of their work. Sense of purpose and mastery are two important ingredients in motivating people, so frequently looking for opportunities to praise and reward good work will build rapport, commitment and high-quality performance.
Motivation Focus: Mastery

Manage Necessary Criticisms with Empathy

Another advantage of looking for frequent opportunities to praise success is identifying failures or missteps early on when their impact might be mitigated. In handling criticism, it is important to first re-establish and review the previously agreed goals and timeframe. Once established, then confirm the misstep or mistake, and relay your concern and the impact it could have on the project. Just as with praise, your disappointment should also be given time to "sink in". This should be followed with re-affirmation of your confidence in their ability to succeed. This "sandwiching criticism" provides a mechanism to also build rapport and commitment while continually improving your team's performance. And once the criticism has been delivered and confidence in the solution conveyed, the issue is OVER. It should not be re-visited except in the context of subsequent performance reviews.
Motivation Focus: Mastery, Purpose

Developing Your People- Quick Guide

Competence Development Level Definitions

Delegation Development Level	Definition
C1 – Raw Learning	They generally lack the specific skills required for the job in hand. However, they are eager to learn and willing to take direction.
C2 – Learning & Practicing	They are still unable to take on responsibility for the task being done; however, they are willing to work at the task.
C3 – Reinforcement	They are experienced and able to do the task but lack the confidence to take on responsibility and be autonomous.
C4 – Mastery and Autonomy	They are experienced at the task, and comfortable with their own ability to do it well. They are able and willing to not only do the task, but to take responsibility for the task.

Communications Style Flexibility Fine Tunes Mentoring Approach

Style Choices	Description
Extroversion & Introversion	**E**xtroverted behavior with need for people interactions **I**ntroverted behavior with need to internally process before interacting with people
Sensing & Intuition	**S**ensing behavior with need for practical, experiential reality grounded in 5 senses i**N**tuitive behavior with patterns, concepts, theories and imagination leading the way
Thinking & Feling	**T**hinking behavior which values how people meet the needs of the organization – logic first **F**eeling behavior which values how the organization meets the needs of People - people first
Learning & Doing	**Doing** gets it DONE –case closed! **Learning** gets it UNDERSTOOD – open case

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