



Topics:

- Framework for performance counselling
- Unfazed. Performance coaching
- My way or the highway
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- What's the plan, Stan? Public speaking
- I'll ask the questions around here
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- If I could be I would be
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A framework for performance counselling

Your preparation. In preparing yourself to conduct an informal performance counselling session, document your responses to these two questions. Ask the other person to do the same.

Q. What is this person doing well?

1. _____
For example

2. _____
For example

3. _____
For example

Q. In what ways does he or she need to improve?

1. Specifically, the person will have to:

2. Specifically, the person will have to:

3. Specifically, the person will have to:



Improving individual performance - counselling

Checklist for a constructive outcome

- ❑ **Be positive** – focus on improvement, not failure.
Target the behaviour you want to discuss.
- ❑ **Be specific** – this requires observation and planning.
Give examples of what they do well and things they need to do better.
- ❑ **Ignore any comments that relate to personality characteristics.**
Describe behaviours but avoid any judgemental words.
- ❑ **Use statements about your own observations and beliefs.**
Avoid quoting others.
- ❑ **Use open questions** –who, what, where, how why and when – to get the person involved in identifying possible causes and possible solutions.
- ❑ **Use active listening skills** – paraphrase, summarise, reflect - during the discussion to ensure that both parties have the same understanding of the problem and its possible causes.
- ❑ **Be specific about what is acceptable and what is not acceptable.**
Be very clear about your expectations.
- ❑ **Look for solutions together** – where the person makes practical suggestions, try to use them.
- ❑ **Agree a time-frame for review.**
- ❑ **Agree what actions you will take to support the change** and show empathy for the person's problems and feelings.
- ❑ **Record?** Is a record required or necessary? What has to be recorded? Where is it to be recorded? Who has to sign the record? What happens now?

Manage the People Stuff



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Criticism should not be querulous and wasting, all knife and root-puller, but guiding, instructive, inspiring, a south wind, not an east wind.
Ralph Waldo Emerson, 1803 – 1882, American essayist and poet, Journals.

Enquire often, but Judge rarely, and thou wilt not often be mistaken.
William Penn, 1644 – 1718, Founder of Pennsylvania, Fruits of Solitude in Reflections and Maxims.

True words are not fine; fine word are not true.
Lao-Tzu, c.604 – c. 531 B.C., Chinese philosopher and founder of Taoism, Precepts and Sayings.



Unfazed

There are times when a manager has to put on their counsellor's hat. For most of us, counselling is an uncomfortable process. Done properly it can be a rewarding and satisfying experience. If you find yourself fazed by performance counselling, try this 4 phase process. It is a framework only. Use your awareness of your situation to guide your approach.

PHASE 1 - explain purpose and limitations

- ❑ Identify the reason for this discussion. Explain the purpose along the lines that there is an issue (describe the issue) that you would like to explore and to agree how best to resolve it.
- ❑ Set the framework for discussion.
- ❑ Explore the issue of trust for both of you. Explain how you will act to demonstrate trust in this context.
- ❑ Discuss the desire for this to be a free exchange of information and perceptions.
- ❑ Agree if any record of this meeting will be kept and who will have access to this record.

PHASE 2 - explore the problem, identify and explore the underlying causes and associated feelings

- ❑ Describe the specific nature of the problem from your perception.
- ❑ Discuss the other person's perception.
- ❑ Express your feelings about the issue.
- ❑ Ask them for their feelings about the issue.
- ❑ Explore the underlying causes of the situation from their perspective and then your perspective.
- ❑ Allow them to do most of the talking.
- ❑ Seek to agree the less than obvious things that may be happening.
- ❑ Agree the impact of this situation on all stakeholders.

PHASE 3 - identify options and constraints

- ❑ Ask what things would have to happen to resolve this issue.
- ❑ Brainstorm the options available.
- ❑ Work through each option with the other person asking them to consider the pros and cons of each option and its impact on the underlying causes.
- ❑ Agree the constraints and obstacles which may be associated with each option.
- ❑ Check out how both of you feel about the various options.



PHASE 4 - select options for action and develop action plan

- ❑ Agree the most effective option or options.
- ❑ Offer advice but let the other person select the option.
- ❑ Agree the actions required by both of you to implement this option.
- ❑ Agree a timetable for these actions.
- ❑ Agree how and when you will both meet to monitor progress.
- ❑ Be very clear about your expectations as a result of this meeting.
- ❑ Discuss your and their feelings about the process you have both just experienced.
- ❑ Indicate your willingness to support them to resolve this problem and thank them for their assistance.
- ❑ Make sure that you note the actions you have committed to assist in the resolution of this problem. It is imperative that you do what you said you will do.

Advice is like a stranger - if welcome, he stays the night; if not welcome, he returns home that day.
African proverb.

We generally need someone to show us things which should be apparent to the eyes of all.

Francisco Algorotti, 1712 – 1764, Italian writer and scientist, An Essay on Opera.

There is no wisdom like frankness.

Benjamin Disraeli, 1804 – 1881, English Prime Minister and novelist, Sybil

None is so perfect that he does not need at times the advice of others. He is an incorrigible ass who will never listen to anyone. Even the most surpassing intellect should find a place for friendly counsel.

Baltasar Gracian, 1601 – 1658, Spanish priest and popular writer, The Art of Wordly Wisdom.

I know how to listen when clever men are talking. That is the secret of what you call my influence.

Hermann Sudermann, 1857 – 1928, German playwright and novelist, The Joy of Living.



My way or the highway

You are just about at the end of your tether. You have tried every reasonable way to get this person, one of the 'difficult people' to comply with a particular practice, but to no avail.

However, you won't be beaten. You are going to give this 'dip' (difficult person) another opportunity to get with it. And you know that the best manager is one who can generate voluntary compliance.

This 5 step approach is adapted from the excellent and highly recommended book, "Verbal Judo – the gentle art of persuasion" by George J Thompson and Jerry B Jenkins (William Morrow and Company, New York). Dr George is a very interesting dude. He is a former college English literature professor, holds black belts in both judo and tae kwan do and, at age 35, became a rookie cop on the streets of Kansas. As George says, "Nowhere did I learn these principles more clearly than on the streets as a cop...".

Try this approach with 'difficult people'. Put yourself in their shoes first to see the world the way they see it. Do this to help decide your strategy using this model. As hard as it is to accept sometimes, in any given situation everybody does the best they can according to their operating beliefs at that moment. The problem being of course that some peoples' beliefs are limiting, unhelpful, under-developed, narrow, counter-productive, anti-social, etc.

You may use any or all of steps 1 to 4 depending on the situation and the responses you elicit before you move to step 5.

1. ASK (Ethical Appeal) and/or
2. SET CONTEXT (Reasonable Appeal) and/or
3. PRESENT OPTIONS (Personal Appeal) and/or
4. CONFIRM (Practical Appeal)
5. ACT (Determination of Appropriate Action)

1. ASK (Ethical Appeal)

- Speak calmly using a soft tone.
- Couch your words as a polite request.
- Describe specifically what it is that you are requesting the person to do.
- Use the word 'please'



2. SET CONTEXT

- ❑ Make use of the power of 'why'.
- ❑ Explain why you are saying what you are saying.
- ❑ Give reasons, policy and procedures for what you are requesting.
- ❑ Show the connections between your request and the impact on others.

3. PRESENT OPTIONS

- ❑ Describe specifically the options available to both of you.
- ❑ Describe specifically the consequences related to each option.
- ❑ Paint a picture of your desired outcome from their perspective – describe how he or she benefits.
- ❑ Be clear that it is their choice.
- ❑ Allow them to save face.

4. CONFIRM

- ❑ This step confirms whether or not the person will co-operate.
- ❑ Ask, "Is there anything I can say or do at this time to earn your co-operation? I'd really like to think so."

5. ACT

- ❑ Your choice of action will now be dictated by the level of co-operation.
- ❑ Be transparent with the way you arrive at decisions. Share your reasoning.



Six steps

This is a simple step-by-step process a manager can use with individuals in his or her workgroup to manage their performance.

1. Setting Directions

- ❑ Why does the job exist? What is the context for this job? How does this job contribute to the organisation's goals? Which other areas or people are affected by the performance of this job?

2. Establishing Expectations

- ❑ Explain or negotiate the job responsibilities.
- ❑ Explain or agree the priorities of these job responsibilities.
- ❑ Explain or agree the key performance indicators (observable actions or results)
- ❑ Explain or agree challenging but achievable goals for the next period – 6 to 12 months.
- ❑ Agree key actions to achieve these goals.
- ❑ Agree how performance will be monitored - what will happen as a result of this assessment (outcomes).
- ❑ Agree the nature of the space.
- ❑ Agree the boundaries.
- ❑ Agree the nature of the support the manager will provide.

3. Monitoring And Evaluating

- ❑ Throughout the review period, regular informal assessments are made of performance including self-assessment.

4. Feedback And Coaching

- ❑ Throughout the review period, regular, informal feedback is provided on good performance and those aspects to be developed or improved.
- ❑ Coaching is provided to assist in development and improvement.

5. Formal Review

- ❑ At the end of the review period – there should be no surprises.
- ❑ Review the performance of responsibilities together.
- ❑ Review the achievement of goals.
- ❑ Redefine responsibilities and future goals.
- ❑ Devise action plans to achieve new goals.
- ❑ Discuss things that happened which were unexpected.



- ❑ Discuss insights and learnings for both parties from this process.
- ❑ Agree space, boundaries and support.

6. Decisions Or Outcomes

- ❑ Initiate the previously agreed outcomes.

Everyone who does the best he can do is a hero.

Josh Billings, (Henry Wheeler Shaw), 1818 – 1885, American writer and auctioneer, Josh Billings : His Book.

Good is not good where better is expected.

Thomas Fuller, 1608 – 1661, Chaplain in extraordinary to Charles II, Gnomologia

It is much more difficult to measure non-performance than performance.

Performance stands out like a ton of diamonds. Non-performance can almost always be explained away.

Harold Geneen, CEO, IT & T, Managing (Doubleday, 1984)

Tell me, how did you love my picture?

Samuel Goldwyn, 1882 – 1974, American movie mogul, Johnson, The Great Goldwyn.

Some are born great, some achieve greatness, and some have greatness thrust upon 'em.

William Shakespeare, 1564 – 1616, English dramatist and poet, Twelfth Night.

Some men are born mediocre, some men achieve mediocrity, and some men have mediocrity thrust upon them. With Major Major it had been all three.

Joseph Heller, American Novelist, Catch 22.



What's the plan, Stan?

The only times I have come unstuck when doing a presentation are when I didn't put enough effort and thought into planning – when I thought I would wing it. It is no coincidence that the best speakers and presenters in the world are meticulous planners and put great effort into preparation and practise. Actually if you find that you are feeling unduly anxious about an upcoming presentation, chances are that you are underdone in planning, preparation and practise.

When you have established the purpose of the presentation and identified the nature of the audience, you can start to plan what you are going to say and how you are going to say it.



Planning is essential – that's non-negotiable – but it is also time-consuming and requires attention to detail that some will find tedious. View planning as time well spent – crucial to your success. It will help you feel more comfortable, overcome those anxiety attacks and make your presentation hum.

It also requires an ability to think outside your own perspectives. Not all can do this so you may have to solicit perspectives from other people.

The following guidelines cover the main factors you will need to consider:



Deciding what you are going to say:

- ❑ Write a brief statement summarising the theme of the presentation.
- ❑ List the points you intend to consider. What are the key issues contained within the theme? What are the key questions pertaining to the theme that you would like to explore?
- ❑ Think about your list and select those points you must cover and indicate their priority by underlining or highlighting. Rate the points as E Essential and D Desirable.
- ❑ Consider the points you have identified as non-essential. Remember that the fewer points you attempt to put across to your audience, the more likely they are to remember them. Review these non-essential points and select those you still feel will add value to your presentation.
- ❑ Establish how much time you have for the presentation. Allocate a time estimate to each of your main points and include time for your introduction and your close. If you find that you don't have time to cover some of the non-essential points, remove them from your presentation.
- ❑ Decide on the sequence. Always start with an introduction which conveys the importance or purpose of the presentation and outlines what you are about to say. End with a summary of the main points or recommendations. Between the introduction and the summary develop a sequence of presentation which is appropriate to the nature of the material. For example, if the material is factual and the purpose of the material is to convey information, start with the simple and work through to the more complex. If the information is sequential in nature, follow the same sequence in your presentation.
- ❑ Collect information to support the points you are including in your presentation. Refer to your time allocation and include in your oral presentation only that information you can communicate in the time available. Any important details which may confuse or overburden the audience with information should be included in supporting papers.

Remember, “Tell ‘em what you are going to tell ‘em. Tell ‘em. Tell ‘em what you told ‘em.”



I'll ask the questions around here

Many people when making a presentation to a group ask too few questions of their audience. The point of this article is simple and straightforward – ask more questions.

Three ways of asking questions

1. Overhead - Ask question. Stay silent. Let the group think about the question.
2. Direct - Nominate a person. Ask question.
3. Overhead/Direct - Ask question. Pause. Nominate.

Four types of questions

1. Open - How, what, why, explain, describe...
2. Closed - Requires only a yes or no answer.
3. Hypothetical - If you were in this situation (describe the situation) what would you do?
4. Two-sided - What are the advantages/disadvantages of this new procedure?

The purpose of questions

- ☐ To stimulate/maintain interest
- ☐ To test knowledge
- ☐ To check understanding
- ☐ To emphasise a key point
- ☐ To maintain people's attention
- ☐ To re-focus an individual whose attention has wandered
- ☐ To provide positive reinforcement of learning
- ☐ To keep people 'on-side'
- ☐ To allow involvement/participation
- ☐ To create a learning mental set
- ☐ To use as an introduction – as a lead in
- ☐ To make the learning experience a two-way process
- ☐ To get feedback from the learner
- ☐ To substantiate the level of knowledge prior to training
- ☐ To ensure that people are comprehending the message
- ☐ To break the ice
- ☐ To make sure that people are concentrating
- ☐ To identify further needs



- ❑ To clarify key points
- ❑ To reinforce the existing knowledge
- ❑ To promote thinking
- ❑ To gain attention
- ❑ To encourage participation
- ❑ To shift attention on to a new topic
- ❑ To take attention away from the presenter
- ❑ To find out what attitudes are present
- ❑ To evaluate the effectiveness of the presentation
- ❑ To fill in time (Just checking)

Now that you have found at least one reason to ask questions during your presentation, make the formulation of questions an essential part of your preparation. Effective use of questions will really help to bring your presentation alive and engage your audience.

Prepare your questions in advance and highlight them in your presentation notes. Ask great questions. Get great answers.”





Choices and Consequences

Let me remind you of Newton's Third Law of Motion again. You remember – every action has an equal and opposite reaction. This can be a useful notion to put into the minds of any recalcitrant staff you may have in your workgroup. While you are at it, you might also introduce the notion of 'choices and consequences' as they are quite closely related.

It may surprise you but many people don't appear to hold these notions at the forefront of their consciousness as they travel through their work life. Many people appear not to have made the connection between the choices they make and the consequences they experience. Their problems, their frustration, their disappointments, their anger, their unmet wants, etc. are all the fault of somebody else, not them. It seems to me that the connection between choices and consequences and the implications of Newton's law are strong beliefs of more enlightened and developed people and that they appear central to their whole being.

If you are attempting to influence the behaviour of one of your people who is disrupting others or who is constantly presenting as a problem person, it may help to have a discussion with them around the choices they are making and the consequences they are experiencing.

Here is an example of what you might say during a discussion with this person. This is only a part of the discussion. You will need to pre-empt this and follow it with other discussion. Obviously this is only presenting what you could say.

"Mark. Let me just digress for a moment because I don't think we're really getting anywhere.

Look. I don't really enjoy these discussions any more than you do. In fact, I'd rather not have to have them.

Like it or not, it goes with the territory. It's a part of what I am paid to do. If you like, it's a consequence of my choice to take on the job of a manager.

That's what I would like to talk to you about. Your choices and your consequences.

Whether you agree or disagree with me about why it's happening, one consequence we are both experiencing is the discomfort of conversations of this nature. I'm sure you've got better things to be doing than sitting here talking to me about your job performance. I know that I have. Would that be right?

I guess the situation for me is that every time you do something that is unacceptable, I'm going to choose to continue this consequence. I'm going to give you a hard time. Every time.

Manage the People Stuff



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Now I'd rather not do that. But you're part of the choice and you're part of the consequence. When you comply with the same requirements that the rest of us choose to comply with, then I'll back off and stay out of your face.

I'd like you to think about the things that have happened to you over the last 12 months. The things that pissed you off. The things that got you angry. I'd like you to think about the choices you made and the reasons you made those choices that contributed to those situations.

Day in and day out you, me, all of us, make choices about things you do and things you say. Every one of those choices produces some kind of consequence. If you don't like the consequences you are getting, change the choices you are making. You know that there is a saying – if you don't like the harvest that you are reaping then consider the seeds that you are sowing. It's all in your hands really. It's your choice

Think about this as well, Mark. Every action you take causes a reaction somewhere, sometime. If you don't like the reactions you are getting from me or others, you've got two choices. Change the reactions of the others or change your actions. Which is easiest? Which is within your control. Again, it's up to you. It's your choice."

"As long as a man stands in his own way, everything seems to be in his way."

Ralph Waldo Emerson, 1803-1882, American essayist and poet, *Journals*
(Quoting Henry David Thoreau)

"True wisdom is plenty of experience, observation and reflection. False wisdom is plenty of ignorance, arrogance and impudence."

Josh Billings, 1818-1885, American writer and auctioneer, *Josh Billings: His Book*.

"Man is not the creature of circumstances. Circumstances are the creatures of men."

Benjamin Disraeli, 1805-1881, English Prime Minister and novelist, *Vivian Grey*



IMPROVING INDIVIDUAL PERFORMANCE – SAFETY

Now listen here old chap

One of the main reasons for a manager or team leader not to speak up when unsafe acts or non-compliance occurs is not knowing how to approach the conversation.

Here is a simple framework you can apply when you observe an unsafe act or non-compliance with a safety procedure.

Attention

Get their attention safely. Wait until the moment is safe to distract them from what they are doing unless they are in immediate danger.

“Steve. Excuse me for a moment. I would just like to get your opinion on what’s happening here.”

Observation

Comment on what the person was doing safely and unsafely. “I can see that you’ve given some thought to doing this safely because you have got your boots and gloves on. That’s good. I see that you are not wearing your safety glasses. I’m concerned that you might cop an eye injury and do yourself some serious damage – maybe lose an eye.”

Explore

“You’re an experienced worker Steve. You know the drill. You must have a reason for not wearing the glasses. “What do you say?”

Agree the action

“When you are doing this particular job, what do you reckon the correct safety drill should be?” “Why do you reckon this is important?”

Ask for a commitment

“Steve. Can you give me a personal guarantee that you will always wear your safety glasses when required in future? Is that fair?”

Thank the person

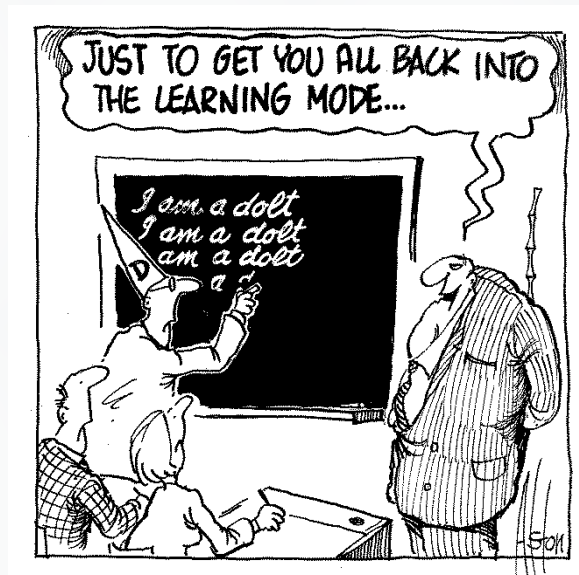
“Thanks, Steve. I appreciate it. Sometimes it bugs me that I have to wear safety gear too, but I do it because I know that it is in everybody’s best interests. We go lax on one guy then others start doing it and then one day...BANG! Someone is blinded for life.”

Diligence is a great teacher.

Arabic Proverb



If I could be I would be



"If you love yourself meanly, childishly, timidly, even so shall you love your neighbour."

MAURICE MAETERLINCK, SR., *The Poet at the Breakfast Table* (1872)

"So much is a man worth as he esteems himself."

RABELAIS, *Gargantua and Pantagruel* (1532-64)

If you are going to do anything about people with low self-esteem, it is useful to know the signs that indicate there may be a self-esteem issue with an individual.

You need to believe that 'buying in' to this issue will have a positive impact on performance. Most importantly, you must genuinely want to help the individual concerned.

It is rare that people display all of the signs mentioned next page but you may find many of them will be present. It is also handy to make a comparison with the signs displayed by people with high self-esteem.

If you are going to do something about this problem be prepared for a lengthy process. Be prepared to be patient. Be prepared for hiccoughs along the way. Above all, be prepared to see the process through to the end.



SIGNS OF POOR SELF-ESTEEM	SIGNS OF HIGH SELF ESTEEM
<ul style="list-style-type: none"> • Closed posture - 'short' neck, stooped shoulders, bowed head, reluctant eye contact, sunken chest. 	<ul style="list-style-type: none"> • Open posture - head held high, strong eye contact.
<ul style="list-style-type: none"> • Unwillingness to try new things. 	<ul style="list-style-type: none"> • Loves a challenge.
<ul style="list-style-type: none"> • Self-berating / self-critical. 	<ul style="list-style-type: none"> • Promotes self / aware of strengths.
<ul style="list-style-type: none"> • Thinks everyone dislikes them. 	<ul style="list-style-type: none"> • Thinks most people like them.
<ul style="list-style-type: none"> • Self-doubting. 	<ul style="list-style-type: none"> • Self-confident.
<ul style="list-style-type: none"> • Has few strong relationships, if any. 	<ul style="list-style-type: none"> • Has many strong relationships.
<ul style="list-style-type: none"> • Bites nails, nervous twitches, stutters. 	<ul style="list-style-type: none"> • Few 'nervous' habits.
<ul style="list-style-type: none"> • Spends a lot of time alone. 	<ul style="list-style-type: none"> • Likes company.
<ul style="list-style-type: none"> • Easily embarrassed. 	<ul style="list-style-type: none"> • Doesn't get embarrassed often.
<ul style="list-style-type: none"> • Cries easily about things affecting them. 	<ul style="list-style-type: none"> • Laughs and generally has a happy disposition.
<ul style="list-style-type: none"> • Reluctant to volunteer to do things 	<ul style="list-style-type: none"> • Joins in, takes responsibility.
<ul style="list-style-type: none"> • Worries about what people think of them. 	<ul style="list-style-type: none"> • Is confident about what others think about them.
<ul style="list-style-type: none"> • Possible eating disorders. 	<ul style="list-style-type: none"> • Have a healthy appetite.
<ul style="list-style-type: none"> • Don't look after themselves - overweight, dress poorly, dirty, body odour. 	<ul style="list-style-type: none"> • Takes care of how they look. Well groomed, clean etc.
<ul style="list-style-type: none"> • Poor self-image. 	<ul style="list-style-type: none"> • Confident about how they look and look good.
<ul style="list-style-type: none"> • Think they are 'dumb'. 	<ul style="list-style-type: none"> • Confident about their own ability to do things.
<ul style="list-style-type: none"> • Avoid taking risks. 	<ul style="list-style-type: none"> • Prepared to have a go and take risks.
<ul style="list-style-type: none"> • React adversely to feedback and criticism. 	<ul style="list-style-type: none"> • Accept and respond to feedback and criticism.
<ul style="list-style-type: none"> • Reluctant to participate in discussions. 	<ul style="list-style-type: none"> • Initiate discussions.



Every cloud has a silver lining

What part does self-esteem play in determining employee effectiveness?

One could argue that a high percentage of poor performance is directly related to how individuals feel about themselves. If they feel poorly they may perform poorly. One thing is certain – you don't find too many successful and balanced people with low self-esteem.

From a leadership perspective perhaps the most important thing we need to do is to help maintain or develop the self-esteem of those we lead. Like most things in the realms of leadership, this poses yet another challenge.

You may well ask, "Is it our responsibility to develop and shape and improve the self-esteem of our employees?" The answer is a definite "yes", if the result is better performance, higher quality and greater productivity. (Not to mention helping people with low self-esteem feel better about themselves).



Given that there is an acceptance that this **is** an important thing to do, how do we go about doing it?

Create a supportive environment.

- ❑ Provide them with the things they need to do their job.
- ❑ Look for the positive things that are happening.
- ❑ Encourage them at all times - be specific about what they do well.
- ❑ Encourage their peers to support their endeavours.
- ❑ Explain why things are being done the way they are.
- ❑ Demonstrate tolerance, patience and understanding.



Work on gaining their confidence and trust.

- ❑ Never ask them to do things that will cause them to fail without being there to catch them.
- ❑ Always do the things you said you would do.
- ❑ Respect their requests for confidentiality.
- ❑ Avoid making derogatory remarks about them to anybody.
- ❑ Speak positively about them, their colleagues and the organisation.

Provide feedback on performance.

- ❑ Acknowledge good performance when it is evident - be specific about what they do well.
- ❑ Negotiate clear and achievable goals.
- ❑ Acknowledge effort even though the goal may not yet be achieved.
- ❑ Explain what it is that they could be doing better and how it should be done.
- ❑ Avoid criticising their performance in public.
- ❑ Agree with them how they would like good performance to be acknowledged.
- ❑ Constantly reinforce positive behaviours.
- ❑ Ask them to describe the things they do that they are good at.

Provide opportunity for development and growth.

- ❑ Provide them initially with tasks they can accomplish.
- ❑ Agree the amount of support they require when undertaking new activities.
- ❑ When providing new learning for them give them tasks that build on their existing knowledge and expertise.
- ❑ Agree what areas they need to address in the form of both personal and professional development.
- ❑ Negotiate work goals that can be achieved but at the same time 'stretch' and challenge their ability.
- ❑ Show them other beliefs and other meanings about situations.

Establish effective working relationships.

- ❑ Get to know how they are feeling and then respond accordingly.
- ❑ Get to know:
 - What motivates them?
 - What their interests are?
 - What things have shaped the way they relate to people?
 - What their likes and dislikes are?
 - What things form the basis of their value system?



Learn about self-esteem.

- ❑ Identify the symptoms of low self-esteem.
- ❑ Identify the causes of low self-esteem.
- ❑ Read information related to self-esteem and workplace performance.
- ❑ Discuss with colleagues the impact low self-esteem has on workplace performance.

A man cannot be comfortable without his own approval.
Mark Twain, "What is Man?" (1906)

A man must first despise himself then others will despise him.
Mencius, Woks (4th-3rd c. B.C.), 4, tr. Charles A. Wong