**ENGAGE 2.0 Team Member Training Transcript**

**[Slide titles are listed in brackets. Use these to follow along with the video]**

**[AGENDA]**

Welcome to the ENGAGE 2.0 Team Member training!

Supervisors and Team members alike are receiving coaching training as part of the Engage 2.0 roll out.

This supports the state’s goal of creating more of a coaching culture, and I hope that it underscores for you the fact that anyone can be a coach – not just supervisors.

As a team member without direct reports you can still provide helpful coaching to your peers, new team members, and even to your supervisors.

Here is an overview of our agenda. There are three main topics we are discussing.

An Introduction to ENGAGE 2.0 and the case for coaching, several coaching scenarios you may experience as a team member, and a summary of important things to remember when providing coaching to others.

**[Overview of ENGAGE 2.0]**

Before we jump into the Case for Coaching – let’s briefly discuss some of the changes you can expect to see as part of ENGAGE 2.0.

**[The Purpose of ENGAGE 2.0 at the state if Missouri is]**

When we started talking with leaders, frontline supervisors, and team members almost a year ago about how to improve ENGAGE 1.0, we heard that people wanted:

To maintain the focus on performance and development that ENGAGE 1.0 began.

To keep any updates simple, so the focus remained on people and not on the process or tools.

To be better recognized and rewarded for performing above and beyond expectations.

And, to be able to make those reward, recognition, and other talent decisions based on data.

With those goals in mind, we began to work across departments to design the tools we are going to discuss today-but we still weren’t done.

**[Who helped us create ENGAGE 2.0?]**

Next, we wanted to make sure these tools made sense across state roles, so we spent the month of October 2019 testing them with nearly 1300 team members and supervisors across the Departments of Agriculture and Mental Health.

Seeking feedback on the tools from direct care staff, inspectors who spend most of their day on the road, office staff, and more.

Based on their feedback, we refined the tools – and I’ll talk a little about how those changes can be seen as we move through this section.

**[Explanation of ENGAGE 2.0 Components]**

ENGAGE and REFLECT conversations, the first component we’re going to discuss, are back by popular demand; team members and supervisors alike appreciate the focus these conversations place on individual growth and development.

The next component is the Growth Model; created by a Leadership Academy Capstone Team, the Growth Model adds structure to ENGAGE conversations by giving team members and supervisors a shared language for discussing development goals.

The third component is a very brief performance evaluation completed quarterly by a team member’s day-to-day supervisor as well as any Supervisor they may work with on a special project over the course of the year. On average this forms takes 4-5 minutes to complete.

The final component is a brief upward feedback form that allows team member’s to provide anonymous feedback to their day-to-day supervisor, this feedback is for the supervisor’s growth and development only, and is shared only with that supervisor.

**[Purpose and Benefits of the Growth Model]**

The Growth Model is made up of four core capabilities areas, all of which were vetted across departments to ensure their effectiveness regardless of your role.

The core capabilities are: ‘Know Your Role’, ‘Learn and Grow’, ‘Commit to the Team’, and ‘Live the Mission’ – and you can see examples of each capability to the right, but simply put:

‘Know Your Role’ is about how well you understand your role, how it supports the bigger picture and what ‘great’ truly looks like in the role.

‘Learn and Grow’ focuses on how well you know your strengths and development areas, how you build on your strengths and improve in your development area, and how you can help others to improve or recognize their own unique strengths.

‘Commit to the Team’ is about how well you collaborate with others, and influence others to get the right things done.

And ‘Live the Mission’ focuses on how you role model the values of the state, and the environment you create for your teammates and the citizens of the state.

Now, don’t think about the Growth Model as anything you need to fill out or as something you are evaluated against – instead, think of it as a way to more effectively discuss you unique development goals with your supervisor.

It’s also important to understand that while you might discuss all four capabilities the first time you and your supervisor meet to discuss the model, in the follow on meetings you will likely focus on the 1 or 2 capabilities that support your individual development goals.

For example, if you’re interested in gaining experience in project management you might focus your Growth Model conversations on the ‘Learn and Grow’ core competency – discussing how you can gain project management experience through a mix of formal education or a certification program, as well as through on-the-job exposure.

Another example is retirement – if your goal is to successfully retire in 2 years you might focus your Growth Model conversation on the ‘Learn and Grow’ and ‘Commit to the Team’ core capabilities – discussing the things you need to learn about the State’s retirement process, as well as how you will share your knowledge and experiences with your teammates prior to your retirement.

**[Purpose and Benefits of the Evaluation Tool]**

Now, let’s take a look at the evaluation form, which is completed quarterly by the people closet to your performance, and is made up of 6 questions:

Questions 1-3 ask how effective a team member is at achieving the results expected in their role, how often the team member exceeds their normal job responsibilities, and the effort the team member puts into their own growth and development.

Question 4 helps supervisors identify team members that may be trending toward low performance – the goal is to identify people who may need additional support before they are performing below expectations.

When a supervisor identifies someone trending toward low performance by selecting ‘yes’ here, it triggers HR to reach out to that supervisor to make sure they discussed the issue with the team member, and to understand what (if any) assistance the supervisor may need.

Question 5 & 6 are for development purposes only – meaning things written there won’t impact eligibility for rewards, but will be discussed during ENGAGE meetings. These fields are meant to help supervisors communicate a team member’s unique strengths, and where the team member could improve.

A couple of questions we typically get about this form are:

“Why did you use the word ‘always’ in questions 1-3? Won’t it be difficult for someone to get a ‘Strongly Agree’ if the bar is ‘always’ delivering excellent results?” And the answer is yes – it is difficult to get a strongly agree and that’s part of the reason we use language like ‘always’ or ‘consistently’.

We fund that when we don’t use that extreme language it’s much easier for a supervisor to inflate their ratings, lumping an entire team under the ‘Strongly Agree’ label when that may not be completely accurate.

The other question we hear is “What’s with the ‘Neutral’ label?”, people won’t like being told they are ‘Neutral’.” We completely agree, but it’s important to understand that when evaluation results are shared with Team Members at mid-year and year-end, they aren’t going to see how they were scored on each answer –

Instead, the conversation will focus on how they have grown in their role, the unique strengths they bring to the team, and any areas where they could continue to grow and develop.

“Why aren’t we sharing our exact answers with team members?” Great question – when we researched sharing exact responses given on evaluations, we found that supervisors who thought their exact responses would be shared with team members inflated their ratings – again lumping a majority of their team under the ‘Strongly Agree’ label.

When those supervisors knew only aggregated results would be shared with team members, however, they were much more honest in their assessments and used the fullest breadth of the scale to evaluate team member performance.

**[Purpose and Benefits of the Upward Feedback Form]**

Now let’s look at the final component of ENGAGE 2.0, the Upward Feedback form:

The upward feedback form is a short, 8 question tool that allows team members to provide anonymous feedback to their supervisors around coaching behaviors such as:

Connectedness, expectation setting, feedback, recognition, growth opportunities, and support.

As well as the areas where team members feel the supervisor does a great job, and where they could improve.

Because this form is for development only, responses are collected, averaged together, and shared only with the supervisor the feedback pertains to.

Completion of the form is optional, but encouraged.

To maintain the anonymity of team members providing feedback, supervisors will only see the number of people who provided upward feedback – but not their names.

If you are one of only 2 Team Members working for a Supervisor, we understand how easy it would be to figure out who provided what feedback – even without names;

For this reason, the upward feedback form includes a waiver notifying members of small teams that their anonymity cannot be guaranteed, but that they will still have the ability to provide upward feedback if they choose to.

**[Where can I learn More?]**

We hope this has been helpful introduction to ENGAGE 2.0 and the tools that will support it, but we understand you may have other questions, so we encourage you to check out the ENGAGE 2.0 website at engage2.mo.gov where you can find a lot of resources, including:

ENGAGE 2.0 overview videos, ENGAGE conversation placemats for supervisors and team members, growth model videos and reference guides, upward feedback videos and reference guides, evaluation videos and reference guides.

Detailed ENGAGE 2.0 FAQs, and a directory of change champions by department; these change champions are another great source of information regarding ENGAGE 2.0.

**[The Case for Coaching]**

Now, let’s jump into a discussion about why coaching matters.

**[Why is coaching important?]**

As the State continues to improve its approach to team member growth and development, there is a greater emphasis on coaching, and not just supervising.

This is partly because effective coaching is something we can all do – not just supervisors.

But it’s also because coaching is a powerful way to support another person’s growth and development, whether that person reports to you, is your peer, is a new member of your team, or is your supervisor.

Regardless of who that person is, we know that effective coaching can: Help increase motivation and engagement, help you grow professionally and develop the skills and knowledge needed to perform at the next level,

And finally, effective coaching can drive better outcomes for the agency as people become more effective and engaged in their roles.

**[The Case for Coaching: Developing People]**

For a long time, we heard that the number 1 reason people left a job was because of their boss – but the latest research indicates that the main reason people leave their job is because they don’t feel like they are learning and growing.

But when you invest time and energy in coaching the people around you to learn and grow, it can have some amazing outcomes – including:

Improving their performance by as much as 27%, improving their intent to stay with the organization and commitment to the organization by as much as 25%, and by increasing their effort on the job by 18% or more.

**[CARING Relationships are Build on Trust]**

The other thing research tells us about coaching is that the most successful coaching relationships are built on trust; and these trusting relationships, built over time, help coaches and team members understand each other on a deeper level.

It also helps the coach adjust their coaching styles as they begin to understand each person’s unique needs.

Research has shown that the following actions are core to successful coaching relationships.

First, start by building rapport: Relationships are built on interactions over time through ongoing dialogue; think of it like making deposits at the bank, then withdrawing money for an unexpected expense.

If you’ve demonstrated over time that you support someone’s growth, when you have to give them constructive feedback they’re much more likely to understand that it’s coming from a good place.

Next, uncover common ground: Through ongoing dialogue, look for shared experiences and common interests – even if you find that you don’t have much in common, understanding more about that person may give you better insight into their goals, interests, working styles, and more.

Be authentic; tear down your façade: As a coach and as a team member, be genuine, authentic, and build trust in the relationship, for example, be honest about skills or areas you are still working on improving. When people know they are not the only one who’s received difficult feedback rapport is built.

Don’t be afraid to be vulnerable: Be open to sharing your challenges and mistakes and how you have learned from them. Your supervisors and team members will likely view you as more “real” when they see that you’ve made, and learned from mistakes just like they have.

Be honest-even when it hurts: A true coach-and friend-knows when to be honest with someone, even if the message hurts, even the toughest message can be well-received if given in a way that shows you care.

**[Scenarios]**

For the next section, I am going to ask that you step into a number of “scenarios” that you may have already experienced or will experience in the future.

As you listen to these scenarios, reflect on how you would handle them.

**[Scenario 1: The New Team Member]**

Our first scenario is about coaching a new team member through a challenging situation; here are the details:

You are an analyst who has been at the state for almost a year. You are proud of the work your team does, and enjoy working with your Supervisor and the other members of the team, who are all very supportive of one another.

Several weeks ago a new analyst joined the team, and while you don’t work with them on a daily basis you’ve heard good thing from your Supervisor. Earlier this week, however, you ran into them in the otherwise empty breakroom and it was obvious they were upset. After asking the new Team Member if everything is OK, they explain that they realized they made an error on a report the agency’s director would be presenting this afternoon, and they are too scared to tell their Supervisor for fear of being fired.

**[Scenario 1: Discussion]**

What coaching might you offer to this new Team Member?

How might you reduce their fear of being fired, while still encouraging them to speak up while there’s still time to notify the director and correct the report?

Use this as an opportunity to be vulnerable by sharing a time when you or another team member made a big mistake that you recovered from. Share how you recovered from it – your own lesson might serve as a helpful tactic for this new team member.

Help them understand that while avoiding the mistake may seem like the best choice in the short term, being honest about the mistake then helping solve it is going to help them demonstrate their commitment to the team and build trust with their leaders.

What are some things you could say to help this new Team Member prepare for their conversation with their Supervisor?

If they know how to correct the error, you might suggest that this be part of their conversation – not only that they’ve identified a mistake in the report and how, but how they propose to correct it and get it back to the Director as soon as possible.

You might also share any lessons you’ve learned during your time with the team about how to avoid overlooking that same mistake in the future.

We all fail from time to time – but failure can be turned to our advantage when we learn something from it, and use those learnings to improve in the future.

**[Scenario 2: The Unappreciated Team Member]**

Our next scenario is about providing upward feedback to a supervisor, here are the details:

You have been with the State for a couple of years now – you joined because you were excited about the opportunity to make a difference while experiencing professional development. You’ve enjoyed getting to know your co-workers, but you’re still experiencing some difficulty building a positive relationship with your Supervisor.

While you have your ENGAGE conversations frequently, they usually focus on the daily tasks you are working on. You rarely discuss larger personal development and career opportunities, which has left you feeling “stuck” in your career.

You’ve also noticed that your Supervisor does not always do a great job of recognizing your efforts and hard work. When he does provide feedback, if it often critical/constructive, but he never takes time to recognize the strengths or skills that you do have. He rarely says thank you or shows appreciation. You don’t want to leave your job, but you’re really not sure how much more of this you can take.

You don’t want to seem overly sensitive, but you know that recognition and coaching from your Supervisor would help you feel engage and valued at the agency. How do you approach this conversation?

**[Scenario 2: Discussion]**

How do you effectively communicate to your supervisor that their behavior is negatively affect your performance?

Having difficult conversations can be challenging – especially with a supervisor; sometimes we let our emotions take the wheel, other times we soften the message so much it’s no longer clear what we are trying to get across.

Prepare for delivering clear feedback in advance by organizing your thoughts using a tool like the STAR method; let me give you an example of how the STAR method might be used in this situation:

The S-T in STAR stands for SITUATION OR TASK: State specifically the situation at hand

“ENGAGE conversations should be an opportunity to discuss my performance as well as my long-term development goals.”

The A in STAR stands for ACTION: What was the action or inaction that you observed from your supervisor?

“While we are consistently meeting for ENGAGE conversations, they focus a lot on things I could be doing better, but less on my unique strengths and professional development goals.”

The R in STAR stands for RESULT: The results or consequences of their behavior or lack of behavior

“You have helped me identify a few areas where I can improve my skills – specifically X, Y, and Z – but when I’m not also recognized for the effort I put into improving those areas I feel really discouraged, as if the effort I put into improving isn’t seen.”

“When we meet for our ENGAGE conversations but don’t talk about my professional development goals, I sometimes feel like I don’t have much of a future here.”

And then Next Steps, Which is an addition to the standard STAR method; this is all about agreeing on expectations and the right path forward.

“When we meet for our next ENGAGE conversation, would you mind sharing a couple of the things you see me doing well in my role? I still want your perspective on where I need to improve, but also knowing where you see me doing well will help me lean into my areas of strength.”

“In our next ENGAGE conversation, could we set aside 10 minutes for me to share a few of my professional development goals and then discuss what I could do in my current role to work toward them?”

How can you and your Supervisor arrive at a mutual understanding about the need for more structure ENGAGE conversations and better recognition in the workplace?

Share how being recognized has helped you feel motivated and engaged in the past – if possible, cite any examples when this supervisor has recognized you effectively in the past.

Communicate that when you now your supervisor sees you doing really well, it reinforces the behaviors you should continue to exhibit in your role.

Let your supervisor know that you want their opinion on your professional development goals since they are uniquely positioned to help you weave those goals into the work you do each day, and to provide valuable insight into your progress against those goals.

**[Scenario 3: The Surprised Team Member]**

Our third and final scenario is also about providing upward feedback to a Supervisor; in this scenario:

You have been at the State for 3 and a half years and for the last 6 months you’ve let your Supervisor know that you’re thinking seriously about taking on a more senior role. Last week you heard that there is an opening in your division and you decide to schedule some time with your manager to express your interest.

During your meeting, you tell your Supervisor that you’d like to be considered for the role. Your Supervisor pauses then says, “I appreciate you letting me know, but the truth is you are not ready for promotion. You still need major development in several key areas.”

You feel stunned. In the ENGAGE conversations since you mentioned your interest in a more senior role, you’ve asked about how to improve, and your Supervisor has said only that you are doing great. Why are they only now mentioning these development areas?

**[Scenario 3: Discussion]**

What feedback can you provide your Supervisor about the importance of giving honest and real-time coaching in the future?

How can you respectfully communicate why you are surprised by your supervisor’s response?

Communicate that their previous feedback in ENGAGE conversations seems different than what they are tell you know.

Be specific – bring up clear example where you asked for constructive feedback, but were given little or none. Use the STAR method when communicating how you were impacted to stay on message and avoid rambling.

Be respectful in your approach – don’t blame your supervisor, and understand that they likely had good intentions; instead focus on how you would have appreciated the real-time feedback, and discuss that you might both do differently in the future to avoid this type of confusion.

For instance, knowing you’re interested in more senior positions, your supervisor could use a portion of future ENGAGE conversations to talk about the specific areas where you are showing readiness for the next level, as well as any areas where you need additional development, and how you might work on those development areas in your current role.

Remember that these Reponses also apply if you receive a performance evaluation that is surprising given what your supervisor has previously communicated to you.

What are some ways you can avoid a situation like this in the future?

Explicitly ask for constructive feedback if your supervisor is not providing any – challenge your supervisor to think about skills they would expect for a level about yours.

Be honest with yourself and your supervisor - if you know there are areas you can improve upon, bring those to the attention of your supervisor so that they can help you grow. Odds are, your supervisor knows where you need development, but your willingness to bring it to light shows that you are receptive to constructive feedback.

**[Reminders for Coaching]**

Before we end, let’s quickly go back over some things you should consider when coaching others:

Put yourself in the shoes of the other person; take time to understand their perspective.

Focus on the positive and frame the message in a way that is positive.

Be specific when giving feedback, and avoid generalities like ‘always’ or ‘never’.

Consider your tone; having your words match your body language is important.

Since nonverbal signals are typically remembered longer than the actual words spoken, be aware of your facial expressions, gestures, and posture when coaching.

Finally, remember that every conversation is a give and take between the coach and coachee, it’s a two-way conversation, so leave space for your coachee to speak and ask questions.

**[Summary]**

It is important to remember that you don’t have to be a supervisor to be a great coach.

Coaching can be at the peer-level and you can give upward coaching to your supervisors as well.

While a good coach spends time listening, guiding, and observing others to support them, don’t forget that a crucial part of coaching is celebrating, recognizing, and appreciating.

Show the people you work with that you see them and are grateful for who they are and what they do each and every day.

And thanks for your time and attention!