

THE BASIC PRINCIPLES

1. Focus on the situation, issue, or behavior, not on the person.
2. Maintain the self-confidence and self-esteem of others.
3. Maintain constructive relationships with your employees, peers, and managers.
4. Take initiative to make things better.
5. Lead by example.

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Key Actions ESTABLISHING PERFORMANCE EXPECTATIONS

1. Describe the job in terms of its major outcomes and how it fits into the larger picture.
2. Agree on measurable performance criteria.
3. Mutually identify necessary skills, resources, and guidelines.
4. Determine priorities.
5. Review and check for understanding and commitment.
6. Set a date for an early progress review.

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Key Actions COACHING FOR OPTIMAL PERFORMANCE

1. Describe the performance area for development and why it's important.
2. Seek the employee's opinion.
3. Ask the employee to identify specific ways to enhance performance.
4. Give feedback on the employee's ideas and add your own.
5. Summarize action items and set a follow-up date.
6. Express confidence and support.

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Key Actions RECOGNIZING POSITIVE RESULTS

1. Describe the results you are recognizing as specifically and immediately as possible.
2. State why these results deserve your personal appreciation.
3. Close by reaffirming your recognition and continuing support.

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Key Actions GIVING CONSTRUCTIVE FEEDBACK

1. State the constructive purpose of your feedback.
2. Describe specifically what you have observed.
3. Describe your reactions.
4. Give the other person an opportunity to respond.
5. Offer specific suggestions.
6. Summarize and express your support.

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Key Actions DEALING WITH EMOTIONAL BEHAVIOR

1. Calmly acknowledge the emotional behavior.
2. Describe the impact the emotional behavior is having on you and on the discussion.
3. Determine if it's possible to continue the discussion constructively.
4. Propose an approach for jointly refocusing on the work issue.
5. Express support and reassurance.

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Key Actions TAKING CORRECTIVE ACTION

1. Point out the difference between present performance and agreed upon expectations.
2. Describe specifically the negative impact of the employee's performance.
3. Get the employee's view of the situation.
4. Ask for ideas on how the employee can correct the situation and add your own.
5. Explain any steps you plan to take and why.
6. Agree on an action plan and a date for follow-up.
7. Express confidence that the employee can correct the situation.

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Key Actions GETTING YOUR IDEAS ACROSS

1. State the purpose and main point of your message.
2. Present points to aid understanding.
3. Check for understanding and reactions.
4. Handle reactions to what you've presented.
5. Summarize your main point.

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Key Actions GETTING GOOD INFORMATION FROM OTHERS

1. Focus the discussion on the information needed.
2. Use open-ended questions to expand the discussion.
3. Use closed-ended questions to prompt for specifics.
4. Encourage dialogue through eye contact and expression.
5. State your understanding of what you are hearing.
6. Summarize and close the discussion.

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Key Actions DEVELOPING JOB SKILLS

1. Define the task and its importance.
2. Describe what the employee needs to be able to do.
3. List the steps.
4. Demonstrate each step.
5. Ask the employee to demonstrate each step.
6. Provide feedback.

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Planning Questions ESTABLISHING PERFORMANCE EXPECTATIONS

- What are the major results or outcomes you expect your employee to achieve?
- What impact do these results or outcomes have on the department, on coworkers, or on the business?
- What specific criteria or standards does this employee need to meet?
- What skills, resources, or guidelines do you know of that are important for this job or task?

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Planning Questions RECOGNIZING POSITIVE RESULTS

- What specific action have you recently observed that deserves recognition? (Where appropriate, include who, what, when, where, or how much.)
- Why is this action important to recognize?

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Planning Questions COACHING FOR OPTIMAL PERFORMANCE

- What is the coaching opportunity you have with this employee?
- Why is it important?
- How can you use this opportunity to develop the employee's potential?
- How can you tie this coaching opportunity to the employee's interests or career aspirations?

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Planning Questions DEALING WITH EMOTIONAL BEHAVIOR

- What specific kinds of emotional behavior are you likely to encounter on the job?
- How are you likely to react?
- How can you cope with your reactions and respond most constructively?

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Planning Questions GIVING CONSTRUCTIVE FEEDBACK

- What is your purpose in giving this feedback?
- What specific actions do you want to reinforce or correct? What are the consequences of these actions?
- What are your reactions?
- What suggestions might be helpful?

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Planning Questions GETTING YOUR IDEAS ACROSS

- What are the purpose and main point of your message?
- Who will you be speaking to? What is important to them?
- What information will you use to support your main point?
- What reactions might you expect to your message? How should you prepare to handle them?

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Planning Questions TAKING CORRECTIVE ACTION

- What is the difference between present performance and agreed upon expectations?
- What is the negative impact of the employee's present performance? Does the negative impact really warrant corrective action?
- Are there factors outside of the employee's control that may be contributing to the employee's performance problem?

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Planning Questions DEVELOPING JOB SKILLS

- What is the task you want your employee to learn?
- Why is it important?
- What should your employee be able to do when the training is completed?
- What are the steps needed to do this task?

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Planning Questions GETTING GOOD INFORMATION FROM OTHERS

- What do you want to accomplish in this discussion?
- What specific information do you need to learn? What questions do you need answered?
- What issues of timing, location, advance preparation, or other logistics do you need to consider in order to get the most out of this discussion?

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