

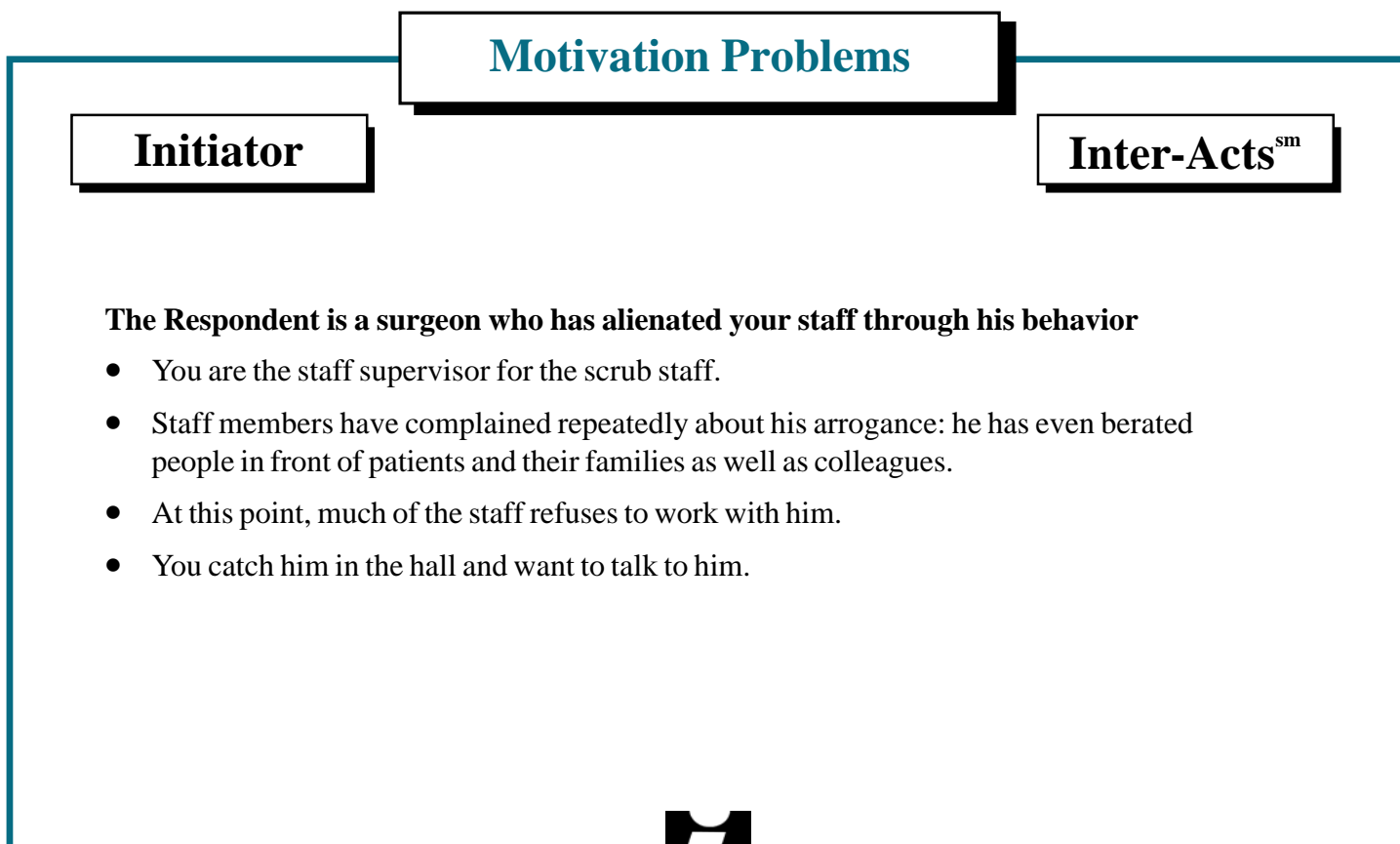
Structured Practice Develops Participants' Skills

There is a big difference between understanding a skill and being able to use it. The skills we teach are like swimming: they are simple to understand, but they require a lot of practice in the pool before you are very good at them.

Practice is how people develop the behavior side of these skills. About a third of each session is spent practicing the skills.

These practices are done in teams of three, **Initiator** (the person who will be asked to employ the skills taught) a **Respondent** (the individual who is being approached) and a **Coach** (the person who watches, takes notes, and helps out if necessary). Each role is structured so that participants don't get confused or go too far off course.

We have a variety of rehearsal cards for peers and managers in various industries. Here we have provided just a small sample:



Motivation Problems

Respondent

Inter-Actssm

What the situation is: You are a respected cardiac surgeon with a very busy schedule. You invested a lot of time and money on your training in order to become the best in your field, and you have no patience for those who are not at your level of competence. You are very time-conscious and so mistakes drive you crazy because they slow you down. Your work relies on everyone on staff doing what you tell them to do. Lives are at stake, and so any sign of incompetence irritates you.

What to do: If the Initiator offers two natural consequences then say, “I don’t like to waste time and I get very impatient with those who do but I’d never taken the time to think about how offensive I might be until now. I’ll try to be more civil in the future.”



Motivation Problems

Coach

Inter-Actssm

What to look for: The Initiator must deal with a physician whose arrogant behavior has alienated the scrub staff.

1. Communicates the situation in a specific, non-punishing way. (*“In the hall yesterday, I saw that you had a conflict with a person on my staff. What happened?”*)
2. Determines the problem is due to motivation.
3. Communicates natural consequences (in whichever order seems appropriate):
 - a. To the job (*“Discussing mistakes in the hallway where your conversation can be overheard by patients and their families can damage the hospital’s reputation.”*)
 - b. To others (*“It is difficult for the staff to understand the content of your message when you are yelling.”*)
 - c. To self (*“I am having difficulty finding staff willing to work with you because of this.”*)
4. Gains commitment.
5. Determines who does what by when, and set a follow-up time.

What to discuss: Lead a discussion on what have been effective ways of communicating with physicians.



Motivation Problems

Initiator

Inter-Actssm

2. The Respondent, an employee who reports to you, doesn't take projects to their complete conclusion.

- He/She is extremely creative and quick during the development phase of a project.
- However, the delivery and follow up at the end of the project often leave your internal customers dissatisfied.
- This month the Respondent developed some very interesting technical innovations for one of your key internal customers, but the training and follow up didn't happen. The customer is now unhappy with your department.



Motivation Problems

Respondent

Inter-Actssm

- 2. You report to the Initiator. You are very good during the development phase of projects, but you are poor at taking the projects to conclusion. You don't realize that you have this problem. You think that your internal customers are very happy with your work.**

What to do: Deny that there is a problem. If the Initiator can give concrete examples of the problem, then become motivated to change.



Motivation Problems

Initiator

Inter-Actssm

2. **What to look for:** The Initiator deals with one of his/her employees who fails to take projects to their complete conclusion.
1. Communicates the situation in a direct, specific, and non-punishing way. (Project had strong technical innovations, but then the training and follow up didn't happen.)
 2. Determines that problem is due to motivation (the Respondent doesn't realize that his/her customers are dissatisfied.)
 3. Discusses natural outcomes (in whatever order seems appropriate):
 - a) To the task (e.g., Your ideas don't get implemented because of lack of follow up.)
 - b) To others (e.g., Internal customers are unhappy.)
 - c) To you the problem solver (e.g., I need to get involved to patch up the relationships.)
 4. Gains commitment.
 5. Determines who does what by when, and set a follow-up time.

What to discuss: Discuss how you would follow up on this discussion.



Motivation Problems

Respondent

Inter-Actssm

6. **The Respondent, a peer on your shift, isn't helping you out when you need it.**
- You and the Respondent are responsible for different rooms.
 - However, when your rooms are slammed with critical patients you expect the Respondent to help you out.
 - This morning, while you were struggling with more crisis situations than you could handle, you noticed that the Respondent was talking to someone on the phone.
 - See if you can get the Respondent to be more of a team player.



Motivation Problems

Respondent

Inter-Actssm

6. You and the Initiator are peers on the same shift. The two of you are responsible for different rooms, but you help each other when you can. The Initiator thinks that you aren't helping him/her as much as you should. Maybe you're not, but you are working plenty hard. The challenge is that the Initiator works like the Energizer Bunny, and shows up everyone. You aren't motivated to work as hard as he/she does.

What to do: Tell the Initiator you are working plenty hard, but, unlike the Initiator, you need to take breaks and eat lunch. If you hear two convincing natural consequences, then agree to pitch in and help as much as you can.



Motivation Problems

Coach

Inter-Actssm

6. **What to look for:** The Initiator and Respondent are peers who are responsible for different rooms on the same shift. The Initiator wants the Respondent to help him/her when possible.
1. Communicates the situation in a direct, specific, and non-punishing way. (Want you to help me when I'm slammed and you are free.)
 2. Determines the problem is due to motivation.
 3. Discusses natural consequences (in whatever order seems appropriate):
 - a) To the task (e.g., I can't get to critical health issues as quickly as we could as a team.)
 - b) To you the problem solver (e.g., I run out of gas. By the end of the day I'm ready to collapse. I need your help.)
 4. Gains commitment.
 5. Determines who does what by when, and set a follow-up time.

What to discuss: Discuss the kind of follow up you might use with this person.



Motivation & Ability Problems

Initiator

Inter-Actssm

1. **The Respondent, an analyst who reports to you, writes reports that are too long and say too little.**
 - The reports include too much data and not enough analysis.
 - A report today had all kinds of data describing competitive products and their relative sales trends, but had no recommendations or options that could help the client make a decision.
 - Instead of getting the Respondent's judgments, you are getting a data dump.



Motivation & Ability Problems

Respondent

Inter-Actssm

1. You are an analyst who reports to the Initiator. The Initiator thinks that your reports include too much data and not enough analysis. You have motivation and ability blocks. Motivation: Analysis is difficult, while padding your reports with data is easy. Ability: The Initiator has you working a bit beyond your expertise. You think you can master the areas in about six months, but for now you are faking it.

What to do: Motivation: You need to hear two natural consequences that affect the task or others before you will be motivated to change. Ability: If the Initiator asks for your ideas, try to make realistic suggestions that won't get you into any trouble.



Motivation & Ability Problems

Coach

Inter-Actssm

- 1. What to look for:** The Initiator, a manager, deals with an analyst who includes too much data and too little analysis in his/her reports
 1. Communicates the situation in a direct, specific, and non-punishing way.
 2. Determines that the problem is due to motivation as well as ability. (Is struggling with the job, and resorts to padding the reports.)
 3. Communicates consequences to motivate person to want to fix the problem (needs two natural consequences).
 4. Asks the Respondent for his/her suggestions on how to get help.
 5. Determines who does what by when.
 6. Sets a follow-up place and time.
 7. Asks the critical question to check for other problems (If we're able to... will you be able to...?)**What to discuss:** Share a real-life example of where lack of skill turned into a motivation problem.



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Motivation & Ability Problems

Initiator

Inter-Actssm

- 5. The Respondent, a manager who reports to you, is not providing adequate training for front line processors.**
 - He/She is very production and deadline oriented.
 - Instead of teaching, demonstrating, or coaching on new tasks, the Respondent just gives out assignments and walks away.
 - Last month the Respondent asked a front line processor to figure out why a major client had a high number of processing errors, and to implement a fix.
 - Today you learned from the front line processor that no follow up has happened since.



Banking Situations

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Motivation & Ability Problems

Respondent

Inter-Actssm

5. You are a manager who reports to the Initiator. The Initiator thinks that you don't provide adequate training for front-line processors. Instead of teaching, demonstrating, or coaching on new tasks, you just give out assignments and walk away. You face both motivation and ability blocks. Motivation: You don't think that there is much of a problem. No one has ever complained to you before. Ability: Your department has too much going on for you to devote any more time to training.

What to do: Motivation: You only need to hear one clear example of the problem before you are motivated to solve the problem. Ability: If the Initiator asks for ideas, say that you don't have any. Make the Initiator come up with at least one idea before adding your own suggestions.



Banking Situations

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Motivation & Ability Problems

Coach

Inter-Actssm

5. **What to look for:** The Initiator, a manager, deals with a manager who reports to him/her. The Respondent has not been providing adequate training and coaching to his/her front-line processors.
1. Communicates the situation in a direct, specific, and non-punishing way.
 2. Determines that the problem is due to motivation as well as ability. (The Respondent hasn't heard complaints and doesn't think there is a problem.)
 3. Communicates consequences to explain the problem (it only takes one consequence).
 4. Determines there is an ability problem (the Respondent can't spend more time on training).
 5. Asks the Respondent for his/her suggestions (the Initiator will have to come up with at least one suggestion before the Respondent will help).
 6. Determines who does what by when, and sets a follow-up place and time.
 7. Asks the critical question to check for other problems (If we're able to... will you be able to...?)
- What to discuss:** How would you prepare for this discussion? What notes might you take to help you be ready for whatever came up?



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