



RENEWAL for Leaders and Supporters

to

RESTORE Optimal Well-Being

and

REGENERATE Competence and Commitment to Ensure That
All People Supported Will Live to Their Fullest Potential

Session 10 – Resource 3

Leadership Development – Performance Improvement Process (PIP)



Summary of Successful Performance Improvement Priority Principles

1. Highly competent and committed people can become incompetent and not committed as a result of prolonged work overload and/or unrealistic timelines.
2. Outcome standards must be clear and measurable.
3. The success of the performance improvement process is based in great part on the relationship that the supervisor has developed with the team member especially during the bi-weekly 15 minutes, one with one supportive and directive conversations.



Summary of Successful Performance Improvement Priority Principles

4. 4 important questions for supervisors to ask themselves:

- Have I made it clear what is expected?
- Have I helped the team member know how important this is?
- Is my supervisory style aligned with the team member's developmental needs?
- Have I been building a strong, trusting relationship with this employee so that I can now manage this performance issue with the appropriate interventions, e.g. what is the frequency and quality of one with one PIP bi-weekly meetings?



Summary of Successful Performance Improvement Priority Principles

5. Important questions supervisors can ask team members:

- How are you feeling about your performance with _____?
- If you could do that over, how would you do it to improve it?



Summary of Successful Performance Improvement Priority Principles

6. 4 essential urges that the supervisors must resist:

- The urge to invest time in administration, scheduling, budgeting, and/or meetings at the expense of actual direct supervision, e.g. developing, directing and supporting through monitoring, motivating, mentoring and managing.
- The urge to solve problems that TM's should learn to solve for themselves.
- The urge to procrastinate, which breeds poor decision making – the right decision at the wrong time is the wrong decision. Make justified risks and mistakes an acceptable part of improvement.
- The urge to resist giving feedback and initiating regular Person Directed Plans and PIP formal meetings.



Summary of Successful Performance Improvement Plan (PIP) Priority Principles

7. Never delay personnel decisions.
8. Never tolerate mediocrity.
9. Managing performance improvement is directly dependent on the quality and frequency of regularly (bi-weekly) monitoring and measuring progress.
10. For team members who need improvement in some areas, it is best to have slight over control than under control and the shorter the control cycle the more effective the result.
11. No title can ever give actual influence that is needed to supervise. The extent of influence will be what is earned from the team as a result of a trusting relationship and consistent best practices.



Supervisors' Performance Improvement Process (PIP) Directive Language

- “what I would like you to do is”
- “this is how we need you to do...”
- “how can I help you...?”
- “will you do this first?”
- “come see me if...”
- “we need this done by...”
- “do you want more or less...?”
- “can I give you some feedback on what I’ve noticed?”
- “we have a problem with your...”
- “what we need you to change is”
- “we’ve discussed this concern several times, what do you feel I should do if it continues?”
- “the next time this happens we will need to...”
- other



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Supervisors' Performance Improvement Process (PIP) Supportive Language

- “if you had to do that over, what would you do?”
- “please tell me more”
- “okay and what else?”
- “I can see this is difficult for you”
- “I appreciate your”
- “you doing this...will be really helpful”
- “excellent work”
- “if you need help, let me know”
- “what can I do to help”
- “volunteering to do that really helped the team”
- “how are things going with”
- “I like how you”
- other





Examples of a PIP Conversation

1. Welcome/how are you/how's it going?
2.
 - Today I would like to talk with you about something I have noticed.
 - I just need some clarity on this because if we can improve it, it would (state the benefit) to the person supported, the team, and/or you.
 - Optional Statements:
 - When you _____ the result is _____.
 - Because of _____ needs we need you to _____.
 - How do you feel you are doing with _____?
3. What I have noticed is that you have not _____. Is this how you see it?



Components of the PIP Conversation *continued*

4. Optional can't and won't exploratory statements:

- Are there any skills that you feel you require to improve?
- Are there any other issues that I could help with in order for you to improve?
- We have discussed this before and thought we were good to go.
- How could we make sure that (the issue) improves?
- What can I do to help?

5. Optional questions:

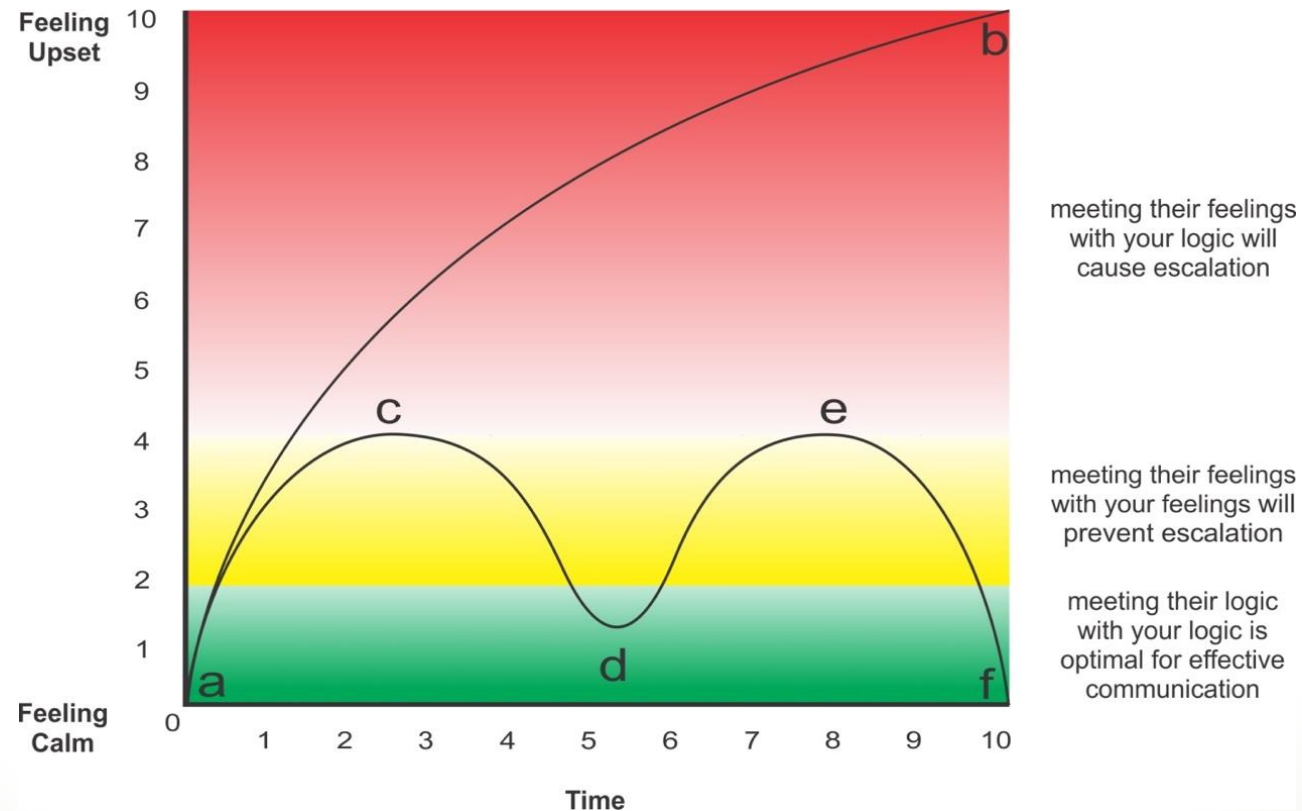
- What do you feel needs to be done to get back on track (explore and resolve can't and won't variables)?
- How are you feeling about this?
- Were you aware of this?
- Were you aware of how important this was?
- If you could do that over how would you improve it?



Components of the PIP Conversation *continued*

6. Resistance responses:

Communication Skills to Prevent Power Struggles and De-Escalate Anger





Components of the PIP Conversation *continued*

Let's walk through a positive calming sequence, using the letters in the graph:

At **point a** the conversation starts with speaking **reasons to reasons**. "Peter, could we talk about _____ which is causing me concern?"

At the first sign of an **emotional hijack (point c)**, mindfully **meet their feelings with your feelings**. "Yes, I'm listening and what else?"

If we instead meet their feelings with our logic, expect to be talking with someone who is angry/overwhelmed, thanks in part to your mind**less**ness (reference point b).

When they return to calm (d), return to the topic (a) with **reasons to reasons**. "As I mentioned earlier I am concerned about _____."

If they escalate again, mindfully **meet their feelings with your feelings (e)**. "I'm sorry that this is upsetting you, please tell me more."

If this reignites their anger then - "OK, I am listening what else."



Components of the PIP Conversation *continued*

When they return to calm (f), return to topic (d) with **reasons to reasons**.

“Can I give you some new information that might help here?”

“If I could show you that _____ would that be helpful?”

Share one clear fact and ask:

“Is this helpful?”

“Can I give you some more information?”

Helpful Phrases to Clarify and Gain Consensus:

At **reasons to reasons** stage—introduce a concern:

“I have noticed that it often seems that when you state behaviour that person's name and describe their reactions.

“How would you feel about suggest a change?”



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Components of the PIP Conversation *continued*

If the person calmly disagrees with your suggestion, work for a **commitment to change**:

“What I heard you say was_____.”

“Is this your main concern?” (“yes”)

“If we can find a way to take care of this, then would you feel okay with making this change?”
(if yes). Then problem solve to consensus.

(if no) “Okay, can I ask what else is concerning you?”

“If we can take care of_____, then would you feel okay with proceeding?”



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Components of the PIP Conversation *continued*

7. Conversation summary

So let me summarize what we have agreed to:

- I will _____ by _____
- You will _____ by _____
- We will meet again at _____

Is that how you see it?

8. EAP referral

Reference CLTB policy and formal referral process



PIP Constructive Conversation

Talking Points re. Directives Conversation	Examples of Process



PIP Constructive Conversation

Talking Points re. Supportive Conversation	Examples of Process