

# Positive Discipline and Leadership

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## Our Objectives Today

- Discuss the office as a team and how to manage conflicts within that team
- Recognize what drives motivation in employees.
- Gain simple techniques for recognizing good performance.
- Identify the process for giving effective performance feedback.

## Team-Building Responsibilities

- Common misconception → your role is to build effective relationships with each individual
- Do you spend more time in one-on-one meetings? How often do you use group based forums for problem solving/diagnosis?
- Teamwork is expected to be a natural consequence

## Dealing with Conflict

- Types of Conflict
- Conflict is not always bad
  - Accuracy, insight, understanding, trust and innovation
- Unmanaged conflict may lead to hostility, performance deficits and dissolution of the team

## Conflict Management Approaches

- Competition (intimidation)
- Avoidance (stalemate)
- Compromise
- Collaboration (win-win)
- Accommodation (capitulation)



## Choosing the Response

Collaborative: "I get that this bothers you a lot. We'd all like to hear your views and any alternatives you might have."

Contending (rights-based): "Look, you agreed to cover that and I have the email saying you did."

Contending (power-based): "I think you are completely out of line. It doesn't help our team to have you acting like a prima donna."

*\*Future behavior is dictated by how you choose to address the problem*

## Behavior is a function of its consequences.

If a person does something and discovers that the result, the consequence, is positive (pleasant, rewarding, desirable), he/she is likely to do that thing again.

If a person does something and discovers that the result, the consequence, is negative (unpleasant, distasteful, punishing), he/she will quickly stop doing that thing.

If someone does something and discovers that the consequences are nonexistent—in other words, nothing at all happens—that person will eventually stop doing that thing.

**Behavior  
Rewarded  
is  
Behavior  
Repeated.**



## Recognizing Good Performance

- Do it often!
- Do it immediately (don't wait until annual performance appraisal time).
- Think small and simple.
- Tailor the recognition to the individual preference.

## The Leader in Us

A team leader remembers that people's need for attention need to be filled daily.

What strokes do you give as a leader, aside from "praising their good performance?"

## What about correcting a performance issue?

## Giving Performance Feedback

- Focus on the *behavior* rather than the person.
- *Describe* the behavior rather than judge it.
- Provide *observations* rather than assumptions.
- Choose an appropriate *time* and *place*.
- Give feedback to *help the person* rather than meet your needs.



## Bibliography

- Thompson, L. Making the Team: A Guide for Managers 3<sup>rd</sup> ed. New Jersey: Person Education Inc., 2008.
- Grote, D. Discipline Without Punishment. New York: AMACON, 1995.
- Lloyd, S. Leading Teams. West Des Moines: American Media, Inc., 1996.

# Attention Techniques Worksheet

- \_\_\_ Smile & greet people
- \_\_\_ Ask about them & their families
- \_\_\_ Offer help
- \_\_\_ Ask for ideas & opinions
- \_\_\_ Say “thank-you”
- \_\_\_ Send a note, memo, letter, or e-mail message of recognition
- \_\_\_ Ask them to join you for coffee or lunch

Others???

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- \_\_\_ Stop & listen
- \_\_\_ Recommend them for a raise or promotion
- \_\_\_ Shake hands or touch briefly & appropriately
- \_\_\_ Share information
- \_\_\_ Put something about them in the newsletter
- \_\_\_ Give a token of appreciation (cap, gift certificate, pen, etc)
- \_\_\_ Say something positive about them to someone else
- \_\_\_ Celebrate achieving a goal, years of service, birthday, etc.

# Feedback Worksheet

## Scenario #1

"You completed the task in 23 minutes. The standard is 20."

Yes \_\_\_\_\_ No \_\_\_\_\_

## Scenario #2

"You called on everyone who raised hands except for Derek. Twice he had his hand in the air, and you didn't acknowledge him."

Yes \_\_\_\_\_ No \_\_\_\_\_

## Scenario #3

"You're doing a lot better, Pat. Keep it up."

Yes \_\_\_\_\_ No \_\_\_\_\_

## Scenario #4

"You obviously aren't a team player. Apparently you want all the credit for yourself."

Yes \_\_\_\_\_ No \_\_\_\_\_

## Scenario #5

"Lee, stop by my office before you leave today."

Yes \_\_\_\_\_ No \_\_\_\_\_