CPCS LEADERSHIP & MANAGEMENT INSTITUTE

February 14 – 18, 2011

Curriculum

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Criminal Courts Technical Assistance Project
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OVERVIEW

This document sets forth a draft curriculum for use by the Massachusetts Committee for Public Counsel Services (CPCS) as it implements its Leadership & Management Training Plan. More specifically, this document outlines the key components of a 1-week CPCS Leadership & Management Institute for leaders, supervisors, coaches and mentors of CPCS offices and departments. The Institute will serve as the inaugural training event in the implementation of the CPCS Leadership & Management Training Plan, and is scheduled to take place during the week of February 14-18, 2011.

Objectives of the CPCS Leadership & Management Institute:

1. Provide leadership and management training to CPCS leaders tasked with leading CPCS offices and divisions.
2. Provide leadership and supervision skills training to private assigned counsel leaders tasked with supervising, coaching and mentoring private counsel representing indigent clients.
3. Share an inspiring vision for the role and meaning of leadership in the delivery of public defense services in Massachusetts.
4. Promote the continued development of community, support and common mission among CPCS staff and private assigned counsel leaders providing criminal and juvenile defense, and child welfare and mental health advocacy services in Massachusetts.
5. Promote an organizational culture that values and professionalizes the important responsibilities of managers, supervisors, coaches and mentors.
6. Increase the capacity of CPCS to deliver leadership and management training so as to effectively respond to needs of leaders, supervisors, coaches and mentors within the agency, and to enhance the implementation of the CPCS Leadership & Management Training Plan.

Supplies:

- Flipcharts and markers – for plenary room and each breakout room
- Tape (unless self-stick flipcharts)
• Nametags

  o Need 2 versions: one for those attending Days 2 & 3, one for those attending all 4 days
  o Should include:
    ▪ Welcome letter from CPCS
    ▪ Objectives of the CPCS Leadership & Management Institute
    ▪ Agenda
    ▪ Speaker and facilitator bios
    ▪ Participant List
    ▪ Group Assignments
    ▪ PowerPoint slides for each presentation
    ▪ Any hypotheticals and instructions that will be needed for small group sessions, or for use during plenary sessions
    ▪ Articles and other relevant background materials for each session/topic
    ▪ Action planning forms

• Local materials that may be needed:
  o Supervision guidelines
  o Evaluation practices for the agency
  o Caseload guidelines
  o Personnel manual

• Make speaker assignments:
  o CPCS leadership – Anthony Benedetti, Nancy Bennett, Josh Dohan, Andy Silverman, Mike Dsida, Ben Keehn, Priscilla Duffy, Cathy Bennett, Amy Karp, other
  o National speakers/consultants
  o Local speakers
DAY ONE: TRAIN THE TRainers/FAculty WoRkSHOP

Audience:

Plenary presenters and small group facilitators for the Institute.

Training Objectives:

a. Prepare faculty (small group facilitators and plenary presenters) for implementing/delivering the Institute’s curriculum.

b. Build CPCS leadership and management training and trainer capacity.

c. Incorporate modeling and practice to increase faculty members’ facilitation skills.

d. Provide feedback on presentation and facilitation skills throughout the Institute.

These training objectives will be further supported by the following:

1. Pre-Institute Preparation: All training materials will be circulated to faculty members at least 2 weeks in advance of the Institute, with a request for each faculty member to review the materials before arriving on-site for the Train the Trainers session. Presenters will be asked to submit their PowerPoint slides at least 2 ½ weeks in advance of the Institute so that the slides may be distributed to faculty members, and may be photocopied for inclusion in the participant materials. Two 1-hour conference calls will be convened during the week of February 7th to provide an overview of the curriculum, review roles and responsibilities, and answer any advance questions. Faculty members will be invited to participate in whichever of these calls is most convenient for their schedules.

2. Observation and Feedback: During the course of the Institute, each presenter and facilitator will be observed by the Institute’s Training Consultant. The Consultant will provide each presenter and facilitator with written and verbal feedback regarding their observed presentation and facilitation skills, to include areas of success, recommendations for continued improvement, suggestions regarding training/facilitation techniques, etc. (Note: an observation and feedback form needs to be created for this purpose)
3. **Daily Faculty Meetings:** The Training Consultant will conduct a 30-minute faculty meeting at the end of each training day to prepare for the next, and to elicit constructive feedback from the trainers regarding what elements of the curriculum were most successful; where they encountered difficulties in delivering the curriculum; what changes/modifications may need to be made to the curriculum on subsequent days of the Institute; etc. Faculty members are asked to arrive 30 minutes prior to the start of each training to review the agenda and to be available to discuss any additional instructions that may be needed.

Faculty members who are involved in days 2 and 3 only will be able to leave by 3 pm; faculty members involved in all days of the Institute will be able to leave by 5 pm.
## DAY 1: TRAIN THE TRAINERS – FACULTY PREP MEETING

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Session Description</th>
<th>Session Objectives</th>
<th>Key Learning Points</th>
<th>Speakers</th>
<th>Materials</th>
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</thead>
</table>
| Morning Plenary                      | Adult Learning Theory & Best Practices in Facilitation                               | • Review the roles and responsibilities of faculty members for the CPCS Leadership & Management Institute.  
• Introduce principles of adult learning theory and best practices for small group facilitation.  
• Discuss how to integrate and utilize this information during the Institute. | • Faculty members play a key role as facilitators of adult learning.  
• Adults learn most effectively when they are provided with opportunities for small group discussion, self-directed earning and facilitated problem-solving.  
• Facilitators must take care to appeal to the varied learning styles and preferences of those with whom they are working.  
• We must consciously shift from the cross-examination mode of the courtroom and the Socratic method of the law school environment in order to be effective in our roles as faculty members. | Training consultant | • Materials to support this session will be drawn from:  
  - Facilitation skills self-assessment  
  - ABA Cultural Competency Model Curriculum & Instructional Manual, which includes a chapter on adult learning theory and best practices in facilitation (Ch. 4)  
  - 6-page “Secrets of Successful Facilitators”  
  - The Process of Coaching by Giving Feedback (Ed Monahan)  
Optional/additional resources:  
  - The faculty manual utilized in previous CPCS L&M training programs & compiled by Jeff Sherr  
  - 2002 Basic Facilitation Guide Primer |
| Morning Plenary | The Institute Curriculum (Part 1) | Review the week’s curriculum and practice facilitation of small group exercises. | • Review the substantive content and small group facilitation instructions for the Leadership & Supervision sessions on Days 2 & 3 of the Institute. | After each curricular component is introduced, ask if there are any questions re:  
• The substance of the issue? The concept to be explored?  
• The facilitation instructions?  
Practice small group exercises as needed. | Training consultant  
Plenary speakers will be asked to briefly review their sessions with the faculty members. |
|-----------------|----------------------------------|-----------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
| Working Lunch | “Facilitating Difficult Conversations: Brainstorming Strategies & Practicing Techniques” | Facilitators must be prepared to respond effectively to difficult situations when they arise, such as heated discussions between participants, inappropriate or inaccurate comments, or participants who “test the trainer” by challenging or disputing what the trainer says. In this session, we will brainstorm strategies and practice facilitation techniques for facilitating difficult conversations. | • Brainstorm the kinds of “difficult conversations” that could arise during the Institute. (what are faculty members most anxious about?)  
• Review recommended strategies for responding to difficult situations.  
• Practice utilizing facilitation techniques in response to hypothetical “difficult situations.” (modeling for the group, and | | Training consultant  
➢ ABA Cultural Competency Model Curriculum & Instructional Manual, which includes 3-page outline re: facilitating difficult discussions  
➢ Excerpt from 2002 Basic Facilitation Guide Primer (International Assoc of Facilitators) |
| Afternoon Plenary | The Institute Curriculum (Part 2) | Review the week’s curriculum and practice facilitation of small group exercises. (cont’d) **Target:** Complete review of Days 2-3 by 3pm. Faculty members who are only attending days 2-3 can then leave, for the remaining group to focus on days 4-5. | • Review the substantive content and small group facilitation instructions for the Opening an Office sessions on Days 4 & 5 of the Institute. | After each curricular component is introduced, ask if there are any questions re: • The substance of the issue? The concept to be explored? • The facilitation instructions? Practice small group exercises as needed. | Training consultant Plenary speakers will be asked to briefly review their sessions with the faculty members | • |
| --- | --- | --- | --- | --- | --- |
| Closing Discussion | • | • | • | Training Consultant | • |

**Preparation Tasks:**

- Identify and invite small group facilitators from CPCS offices and from private assigned counsel leaders/supervisors.

- Identify and invite plenary speakers.

- Provide plenary speakers with resources to assist them in preparing their presentations (e.g., existing PowerPoint presentations, summary of key learning points, background articles/materials relevant to their session)

- Create Faculty binder, which should include:
  - All materials included in the participant binder.
  - Train the Trainers/Faculty Meeting Agenda
  - Detailed faculty agenda with annotated facilitation instructions
- Adult learning theory and facilitation materials (from faculty manual utilized at prior CPCS leadership and management training event)
- Outline re: facilitating difficult conversations (from ABA Model Curriculum)

- Create observation & feedback form for training consultant to utilize in observing small group facilitators and providing feedback to them.
DAYS 2 & 3: LEADERSHIP & SUPERVISION SKILLS

**Audience:**

Supervisors, attorneys in charge, and senior/more experienced attorneys from CPCS offices who have supervision and management responsibilities

Private appointed counsel who have responsibilities for supervising, mentoring, and coaching private bar

**Training Objectives:**

a. Introduce and orient leaders/supervisors to the vision and values of the agency.

b. Present a vision of defender leadership that encompasses client-centeredness, community engagement, and both the internal and external dimensions of leadership.

c. Discuss the roles and responsibilities of the various CPCS and private assigned counsel supervisors, mentors, and coaches.

d. Build a shared sense of community, support and common mission among CPCS and private assigned counsel leaders providing adult criminal, juvenile defense, child welfare, and mental health services in Massachusetts that will enhance collaboration between CPCS and private assigned counsel, and across the various CPCS divisions. (“one bar” and “one agency”).

e. Introduce the “Leadership Practices Inventory” and the “Four Frames Methodology” as tools for enhancing individual leadership skills and resolving leadership challenges.

f. Provide instruction on how to provide effective supervision, coaching, and feedback (including small group work to practice these skills).
## DAY 2: LEADERSHIP & SUPERVISION SKILLS (Part 1)

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Session Description</th>
<th>Session Objectives</th>
<th>Key Learning Points</th>
<th>Speakers</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Opening Plenary</td>
<td>CPCS Values &amp; Vision</td>
<td>Substantive:</td>
<td>• CPCS is committed to supporting the professional development of its</td>
<td>Anthony Benedetti, Chief Counsel, CPCS</td>
<td>Need to develop or find:</td>
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<tr>
<td>(45 minutes - 1 hour)</td>
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<td>CPCS and private assigned counsel leaders, supervisors, managers, coaches, and</td>
<td>(substantive)</td>
<td>• Handout(s) that list(s) organizational values, and summarize(s)</td>
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<tr>
<td></td>
<td>Session description?</td>
<td></td>
<td>mentors.</td>
<td>Catherine Beane - (process: orient</td>
<td>leadership vision of the agency.</td>
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<td>• CPCS embraces client-centered leadership.</td>
<td>participants to the objectives, agenda,</td>
<td>• Look for article that highlights Bronx Defenders, NDS, or other</td>
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<td>• The values around which new offices and programs should be built, and</td>
<td>etc.)</td>
<td>defender offices that are a force for shaping the law/improving the</td>
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<td></td>
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<td>toward which existing offices and programs should aspire include the following:</td>
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<td>quality of justice.</td>
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<td></td>
<td>➢ Client-centered leadership</td>
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<td>Existing Resources:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>➢ Youth development approach to juvenile representation</td>
<td></td>
<td>• Powerpoint slides to support “process” aspect of this opening session</td>
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<td></td>
<td></td>
<td></td>
<td>➢ Community-oriented defense</td>
<td></td>
<td>• Ten Principles of Community-Oriented Defense</td>
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<td></td>
<td>➢ “Unified” defense</td>
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<td>• COD Fact Sheet</td>
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<td></td>
<td></td>
<td></td>
<td>• Basic Principles of Public Defender Management</td>
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*Does this need a better title?*
| Keynote Address | The Role of the Leadership in Providing Public Counsel Services | Note: this needs to be broadened from “defender leadership” so that it speaks to an audience that includes those who provide juvenile defense, child welfare, and mental health advocacy services, in addition to those who provide adult criminal defense representation. | • Articulate reasoning for focusing on leadership, and the importance of (defender) leadership to CPCS, its clients, and (to the criminal justice system) (and to the courts and agencies involved with its clients).  
• Introduce of the concept of (defender) (public counsel)  
• Emphasize throughout that defender leadership and this talk apply to “institutional defenders” within CPCS offices and private assigned counsel.  
• Defender leadership requires an intentional focus on both the internal (within the office)  
• Inspirational guest speaker: a respected defender leader who can inspire and provide guidance to CPCS’ new and more seasoned leaders  
Ernie Lewis | • Overview of youth development approach to juvenile justice representation (from Josh) | • Leadership in Three Dimensions article from NLADA/NDLI  
• Overview of Four Frames & small group activity (modify?)  
• Transition to Leadership PowerPoint slides (John Stuart)  
• Client-centered leadership PowerPoint slides |
leaders as co-managers (of the criminal justice system with prosecutors and defense attorneys.) (of the justice system with other system stakeholders)

- Provide concrete examples from within Massachusetts and from other jurisdictions re: opportunities for external leadership (in the community, with other criminal justice system stakeholders).

- Introduce the “Four Frames” (Bolman and Deal; *Reframing Organizations*; 1997) as a resource/tool for enhancing one’s individual leadership skills and navigating the often competing demands of defender leadership.

and external (in the system) dimensions of leadership.

- External dimension of defender leadership (e.g., engagement with the community) is just as important as internal – and should be an active, regular, prescribed part of defender leadership vs something “extra.”

- (Defender) (Public counsel) leaders are frequently called upon to shift from adversarial role to collaborative problem-solving with prosecution, law enforcement, social service agencies and courts (e.g., county level or state level criminal justice coordinating councils, task forces, committees), and with community members.

- “Four Frames” is an important

(C. Beane)

Need to Obtain or develop:
- PowerPoint slides from Ernie (leadership & Four Frames content)
- Four Frames outline/summary
<table>
<thead>
<tr>
<th>Working Lunch</th>
<th>Title?</th>
<th>Session Description?</th>
<th>resource/tool for executing these responsibilities.</th>
<th>Need to Develop:</th>
</tr>
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<td></td>
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<td>• Brainstorm challenges to fulfilling the internal and external roles of the defender leader and strategies for overcoming those challenges.</td>
<td>• Typical challenges may include exclusion of defenders by other system players; caseloads; competing priorities; etc.</td>
<td>• 2-3 discussion questions for lunch groups.</td>
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<td>Ask participants to discuss over lunch.</td>
<td>Introduced by Mike or Josh</td>
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<td>Introduced by Mike or Josh</td>
<td>Ask Ernie to facilitate a “report back” and discussion of the small group/lunch discussions</td>
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<thead>
<tr>
<th>Afternoon Breakout</th>
<th>Applying the Four Frames</th>
<th>Afternoon Breakout (2 hours)</th>
<th>Applying the Four Frames</th>
<th>Need to Develop:</th>
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<tbody>
<tr>
<td></td>
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<td>Small group introductions (facilitators and participants).</td>
<td>Small group introductions (facilitators and participants).</td>
<td>Hypotheticals for use in small groups.</td>
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<td></td>
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<td>Utilize the “Four Frames” as a problem-solving technique.</td>
<td>Utilize the “Four Frames” as a problem-solving technique.</td>
<td>Facilitation instructions.</td>
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<td>Review and apply the Four Frames to hypothetical situations.</td>
<td>Review and apply the Four Frames to hypothetical situations.</td>
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<td></td>
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<td>Reinforce key learning points from plenary session.</td>
<td>Reinforce key learning points from plenary session.</td>
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<td>Directions from Catherine Beane</td>
<td>Directions from Catherine Beane</td>
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<tr>
<th>Afternoon Plenary</th>
<th>So What Does it Mean to be a Supervisor?</th>
<th>Afternoon Plenary</th>
<th>So What Does it Mean to be a Supervisor?</th>
<th>Need to Develop:</th>
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<tr>
<td></td>
<td>Supervisors play a critical role in the provision of public counsel services in Massachusetts, both with regard to supporting those they supervise or mentor, and addressing quality of counsel issues</td>
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<td>Supervisors play a critical role in the provision of public counsel services in Massachusetts, both with regard to supporting those they supervise or mentor, and addressing quality of counsel issues</td>
<td>Training notes on “performance management” from 2006 have some helpful commentary</td>
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<td>• Understand the role and function of supervisors, coaches, and mentors in the provision of quality public counsel services in Massachusetts.</td>
<td>• Understand the role and function of supervisors, coaches, and mentors in the provision of quality public counsel services in Massachusetts.</td>
<td>• Note: less focus on agency rules and guidelines – more focus on the skills, behaviors and attitudes of effective supervisors – some focus on</td>
<td>PowerPoint slides re: transition to leadership and</td>
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<td></td>
<td>• Highlight skills,</td>
<td>• Highlight skills,</td>
<td>Note: less focus on agency rules and guidelines – more focus on the skills, behaviors and attitudes of effective supervisors – some focus on</td>
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<td>With Catherine Beane?</td>
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Existing Resources:
Overview of Four Frames & small group activity (modify?)
| when they arise. In this session, we will utilize interactive discussion and brainstorming techniques to identify skills, behaviors, and attitudes of effective supervisors, many of which we already have as public defenders, private assigned counsel, trial attorneys, social workers, investigators, and the other roles we play. behaviors and attitudes of effective supervisors. Highlight the similarities and differences between the various supervisory contexts (e.g., mentoring, supervising fellow private assigned counsel, supervising less experienced attorneys in an office setting). (Re)Connect participants with the reasons they chose to move into supervisory position. identifying points of commonality among the various supervisory settings and responsibilities. This should be a high-energy, interactive session. Instead of lecturing on skills, behaviors and attitudes of effective supervisors, use interactive exercise: ask each person to think of most effective/ineffective supervisors – write down word/phrase to describe – what skills, attitudes, behaviors made them effective? In effective? Then share w/ person sitting next to them – then facilitate a group discussion and generate lists. Buzz Group exercise: ask participants to “huddle” in buzz groups and come up with a list of the effective coaching have some slides on effective supervision.

Need to develop:
- PowerPoint slides for this particular session
- Locate 1-2 good overview articles on effective supervision.
2-3 things they wish other groups better understood about their job, and the 2-3 biggest challenges they face in providing effective supervision. (e.g., have private assigned counsel supervisors group together, PD office supervisors group together, CAFL together, YAD together, etc.)

- In facilitating the subsequent discussion, highlight points of similarity and difference. the “Golden Rule”

- Coaching, feedback, and conflict management are 3 essential skills (sets stage for next morning’s session)

- Misc note: what CPCS expects of supervisors and what/how the supervisors set expectations for the
Preparing Tasks:

**Closing Plenary**
- Facilitated Discussion: Debrief the day & Preview the following day

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<tbody>
<tr>
<td><strong>Closing Plenary</strong></td>
<td>Facilitated Discussion: Debrief the day &amp; Preview the following day</td>
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</table>

- What key learning points really “stuck” from today?
- Where is there clarity/confusion?
- Where are you most confident with regard to your leadership responsibilities?
- What challenges/ anxieties do you have?
- What was most helpful?
- What support do you need moving forward in order to be an effective leader?
- What steps do you (individually) need to take to improve your leadership skills?

Catherine Beane
## DAY 3: LEADERSHIP & SUPERVISION SKILLS (Part 2)

<table>
<thead>
<tr>
<th>Welcome</th>
<th>Welcome participants back, and re-orient them to the day’s agenda</th>
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<th>CPCS leader: welcome folks back: Priscilla Duffy Catherine Beane – review and preview</th>
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</table>
| Morning Plenary | Coaching, Feedback & Conflict Management: Critical Skills for Effective Supervisors  
NOTE: presenters need to modify the session description and key learning points to fit the content of the session. | Coaching, providing feedback, and managing conflict are essential skills for any supervisor. When well-understood and effectively utilized, coaching enables a supervisor to develop his or her employees to their fullest potential. It also enables a supervisor to proactively address deficiencies in or concerns about an employee’s performance. Too often, however, coaching occurs after the fact, is exclusively critical, and is based on expectations that have not been previously communicated. Perhaps the greatest challenge to coaching and giving feedback is dealing with | • Understand what coaching is, and apply specific methods/approaches for coaching in the context of supervising the performance of public defenders and private assigned counsel.  
• Review best practices and effective models for coaching and supervision (e.g., recommended frequency and content of supervision sessions; evaluation and supervision by wandering around; catching people when they are doing something right) | • Session to focus in-depth on what/how CPCS supervisors set expectations for people in their offices/under their purview, to include the following key learning points:  
• Techniques for giving and receiving helpful feedback  
• Effective coaching styles  
• How adults learn, and what that means for supervisors  
• How to prepare for supervision meetings  
• How to present negative/constructive | Local/Mass co-presenters: 1 CPCS office and 1 private assigned counsel Mike Hussy and Erica Cushna | Existing Resources:  
• Bob Newhart video (demonstrates “train wreck” coaching)  
• The Process of Coaching by Giving Feedback (article by Ed Monahan)  
• PowerPoint slides on Communication, Coaching & Feedback, and on Conflict Management  
• Handouts on effective communication, and conflict management styles  
Need to Develop or Obtain:  
• Jeff Sherr’s PowerPoint slides on coaching  
• 1-page handout w/ the steps/process we want |
our own anxiety about conflict and confrontation, and so we put it off, amplifying both the issue that needs to be addressed, and our own stress.

In this session we will utilize interactive discussion and hypotheticals to explore techniques for giving and receiving helpful feedback, including effective coaching styles, facilitation of positive communication, and use of agreed upon goals and expectations to achieve results. We will also learn about different styles of responding to conflict. As with other leadership and management skills, learning different approaches can assist us in communicating effectively despite our own anxiety, our perceptions about the listener’s anxiety, and any “pushback” from the listener – ultimately enabling us to focus on the most fundamental aspect of our job: helping those we supervise provide feedback (e.g., considering when and where to have the discussion; using “SBI” to give corrective feedback; when it’s appropriate to engage supervisee in mapping out responses/corrective action; etc.)

- Facilitation of positive communications
- Use of agreed upon goals and expectations to achieve results
- Must be intentional about what you’re doing and why you’re doing it
- Must make your supervision responsive to the needs of the individuals you are actually supervising

Implement basic strategies for developing a coaching relationship.

Introduce a specific coaching/framework technique – to be practiced/applied in working with hypothetical role-plays in small group session.

Model skills and techniques for conducting coaching sessions and feedback conversations, utilizing experienced supervisors in demonstrations based on their real-life experiences.

Must be intentional about what you’re doing and why you’re doing it

them to use (e.g., first, is there a problem? If this is a small problem, do this. If this is a big problem, do this.)
| Morning Breakout | Skills Practice: Applying Coaching, Feedback, and Conflict Management Techniques | The emphasis in this breakout session will be on applying the coaching and feedback techniques presented in the plenary session. Participants will focus in particular on thinking through and planning how to approach/initiate and conduct coaching sessions and feedback conversations in a variety of contexts, and practice the skills and techniques introduced in the plenary session. | ● Plan and execute a coaching conversation in a variety of settings (e.g., performance improvement, motivation, skills training, difficult conversations, etc.)  
● Utilize role-plays and provide feedback to give each participant an opportunity to practice the skill of coaching/feedback in varying contexts | ● Reinforce key learning points from plenary session. | ● Need to Develop:  
● Provide several (2-3) hypotheticals re: supervision and feedback (e.g., a typical/regularly scheduled supervision meeting; an unscheduled meeting to provide negative or constructive feedback to someone; etc.)  
● Facilitation Instructions |  
| Lunch | County/Team Discussions | Moving forward, relationships between CPCS and private assigned counsel leaders at the local level will be more important than ever. Participants are asked to meet together by county/district over lunch, to identify concrete opportunities that may exist for collaborating together. Each group will be asked to report back highlights of their discussion to the larger group. | ● Build sense of team and unity at the local level.  
● Begin to identify local issues that may serve as opportunities for collaboration between CPCS and private assigned counsel  
● Lay groundwork for subsequent training and collaboration between CPCS staff and private assigned counsel at the county and state levels. | ● CPCS leader: Mike Dsida and Josh Dohan  
Role: set up the instructions, craft discussion questions, facilitate the discussion | ● Need to Develop:  
Draft a list of discussion questions to address the following:  
* Challenges they face at the local level in providing quality services to clients  
● Building better relationships with courts, prosecution and law enforcement and community  
● Systemic issues that need to be addressed on behalf of clients and the client community  
● Defense bar’s training |
### Afternoon Plenary (2 hours)

<table>
<thead>
<tr>
<th>Tools for Your Personal Leadership Development: The Leadership Practices Inventory</th>
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<tbody>
<tr>
<td>The Leadership Practices Inventory (LPI) approaches leadership as a measurable, learnable, and teachable set of behaviors. The LPI helps individuals and organizations measure their leadership competencies, while guiding them through the process of applying the “Five Practices of Exemplary Leadership” to real-life organizational challenges. Through this interactive session, participants will assess their own leadership strengths, an important step in identifying what skills and attitudes one may need to develop in order to effectively undertake his/her leadership responsibilities.</td>
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<td></td>
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<tr>
<td>Catherine Beane</td>
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</tbody>
</table>

**Existing Resources:**
- PowerPoint slides.

**Need to Obtain/Develop:**
- Order the LPI self-assessment (1 per participant)
- Handout re: the 5 leadership practices

---

- Apply the Four Frames.
- Building stronger relationship between private bar and public defender
- Where are there opportunities for collaboration moving forward?
- What are our priorities?
- What do the Four Frames tell us about our priorities and how to address them?
- Etc.
might need to develop in order to effectively undertake a leadership and supervision position.

more effective leaders.

### Afternoon Breakout

**Reflection on the LPI**

- Debrief the LPI self-assessment (facilitation questions to be provided – include review of whether participants surprised by results, brainstorming strategies to address weaknesses)
  - Small group exercise to focus on one or more of the LPI leadership practices
  - Fill out action plan to further develop leadership skills.

### Closing Plenary

**Facilitated Discussion**

- Debrief the day:
  - What key learning points really “stuck” from today?
  - Where is there clarity/confusion?
  - Where are you most confident with regard to your supervision responsibilities?
  - Your personal

- Catherine Beane (facilitate the debrief)
  - CPCS leader – Anthony Benedetti or Nancy Bennett -- outline next steps – what will happen next from CPCS – what you can

---

*Need to develop:*

- Modify small group activity for this group.
- Develop detailed facilitation questions/instructions for the small group breakout session.
<table>
<thead>
<tr>
<th>leadership skills?</th>
<th>What challenges/anxieties do you have?</th>
<th>What was most helpful?</th>
<th>What support do you need moving forward in order to be an effective supervisor?</th>
<th>What steps do you (individually) need to take to improve your supervision skills?</th>
<th>look forward to</th>
</tr>
</thead>
</table>

**Preparation Tasks:**
DAYS 4 & 5: LEADING AN OFFICE --- or --- INSTITUTIONAL LEADERSHIP

**Audience:**

CPCS staff leadership.

**Training Objectives:**

a. Provide an additional opportunity for application and practice of supervision, coaching, feedback, and conflict management skills in more challenging situations.

b. Introduce and apply a theory and process for “leading change” as a leadership tool for developing and enhancing office and agency culture that is consistent with the vision and values of CPCS.

c. Continue to develop/enhance a culture of support, client-centeredness, and excellence among leaders and managers within CPCS offices and divisions.

d. Orient participants to the responsibilities and challenges of leading a CPCS office or initiative.

e. Provide an opportunity for developing and receiving feedback from peers on action plans related to one’s leadership within the agency.

f. Reinforce a vision of defender leadership that encompasses client-centeredness, community engagement, and both the internal and external dimensions of leadership.

g. Continue to utilize the Four Frames as a tool for addressing leadership challenges.
<table>
<thead>
<tr>
<th>Session Title</th>
<th>Session Description</th>
<th>Session Objectives</th>
<th>Key Learning Points</th>
<th>Speakers</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Session</td>
<td>(15 min)</td>
<td>● Welcome the group.</td>
<td>●</td>
<td>CPCS leader: Ben or Josh Catherine</td>
<td>●</td>
</tr>
</tbody>
</table>
| Morning Plenary     | “Everything You Always Wanted to Know and Ask…” Presenters need to develop a session description | ● Present a brief overview of the principles of adult learning, and how they are related to effective supervision, coaching, and conflict management.  
● Identify and describe the kinds of real/typical supervision challenges one is likely to encounter.  
● Obtain guidance re; how to work through specific supervisory issues.  
● Provide an opportunity for participants to ask questions of and learn from experienced supervisors re: their successes/failures; what they wished they’d known sooner; when they got it right, | ● There are different styles in supervision, but as a general rule, as a person becomes more skilled/experienced, a supervisor should let that person become more independent (vs. micro-managing).  
● Consider incorporating use of evaluations, and review of supervision guidelines in this session.  
● NOTE: Cathy Bennett is to look at the previous performance management curriculum to see if there are materials or key learning. | CPCS leader(s) (one or more) with significant supervisory experience Jen Ginsberg and Andrew Hoffman | Existing Resources:  
● PowerPoint slides on Communication, Coaching & Feedback, and on Conflict Management  
Need to Develop or Obtain:  
● Jeff Sherr’s PowerPoint slides on coaching  
● 1-page handout w/ the steps/process we want them to use (e.g., first, is there a problem? If this is a small problem, do this. If this is a big problem, do this.) |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Resources/Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Breakout</td>
<td>More Practice on Coaching, Feedback and Conflict Management</td>
<td>points that would be applicable in this session.</td>
<td>CPCS needs to take lead on developing hypos for this session.</td>
</tr>
<tr>
<td>approx. 1 1/2 hours</td>
<td></td>
<td></td>
<td>Need to develop: Hypotheticals for use in small group session (e.g., supervising former peers and colleagues) Facilitation instructions</td>
</tr>
<tr>
<td>Working Lunch</td>
<td>“Office/unit motto” exercise</td>
<td></td>
<td>Amy Karp</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Need to develop: Instructions for the exercise</td>
</tr>
<tr>
<td>Afternoon Plenary</td>
<td>Developing the Office/Agency Culture</td>
<td></td>
<td>Catherine Beane</td>
</tr>
<tr>
<td></td>
<td>Many of the challenges we face as managers within CPCS are linked to the dynamics of the office culture and local practice that have evolved over time or that we have inherited. Often, the office culture reflects a set of expectations about “the way we do things here” that can impact our practice.</td>
<td>Introduce John Kotter’s 8 stages of “leading culture change” (or something similar) – modify for this session/purpose. Organizational development theorists have identified specific steps/processes for leading organizational change (articulating a shared vision; building buy-in). Knowledge of these steps will enhance CPCS leaders’ practice.</td>
<td>Existing Resources: Five Challenges of Leading Adaptive Change – 1 page handout Need to develop: PowerPoint Slides for this session Kotter handout – overview (find) Handout/chart that</td>
</tr>
</tbody>
</table>
efforts to implement our leadership vision. In this session, we will explore the dynamics of developing office culture, identifying the culture we’d like to see in our office, and the steps we can take to get there.

- Use “case study” or panel discussion format highlighting those Massachusetts folks who opened offices 2-3 years ago (e.g., successes, failures, challenges, lessons learned, etc.)
- Efforts to develop an office or agency culture that is consistent with agency values.
- Other critical points to emphasize: office heads and private bar together; links to Four Frames and LPI; other?

| Afternoon Breakout | Developing the Office Culture | Using the vision and values of the agency that were discussed earlier in the Institute, participants will discuss in this small group session the dynamics and challenges of establishing and changing organizational culture. They will utilize interactive brainstorming and problem-solving to identify organizational culture issues that they are likely to face as they create new CPCS offices, and outline strategies and for addressing those challenges. | Utilize interactive brainstorming and problem-solving techniques to identify organizational cultural issues and strategies for addressing those issues. | Apply steps of “leading change” theory to the task of opening a new office and creating/changing organizational culture of CPCS offices | Reinforce key learning points from plenary session. | Catherine Beane – sets up small group instructions. | Need to develop: Small Group exercises and facilitation instructions. Facilitation questions may include:
What is your vision for what you’d like the office culture to be? How would you describe it?
Using the framework from the plenary session, what steps, over time, might you take to establish or change that dynamic of your office culture?
Who do you need as allies? How can you get those people on board?
What are some of the
### Closing Plenary: Facilitating Discussion

**Debriefing the Day**

- What key learning points really “stuck” from today?
- Where is there clarity/confusion?
- What challenges and anxieties do we face as we take on new roles?
- What strategies might we employ to address these challenges and anxieties?
- What is most motivating to us as we look to the future?
- What support do we, as leaders/new leaders, need as we move forward?

---

### Preparation Tasks:

- Develop a handout which outlines the 4 frames, the 5 exemplary leadership practices, and the 8 steps of culture change, with recommendations re: where/when relevant, when one might look to one list/framework vs. another
### Day Five: Leading an Office (Part 2)

<table>
<thead>
<tr>
<th>Morning Plenary</th>
<th>Session Title</th>
<th>Session Description</th>
<th>Session Objectives</th>
<th>Key Learning Points</th>
<th>Speakers</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assuming the Leadership of Your Office/Agency: Tips and Strategies for a Successful Start</td>
<td>Panel discussion and facilitated discussion/Q&amp;A session. Panelists will include 3-4 office heads who have undertaken the task of opening a new office in the past. Followed by mini-lecture that highlights/recaps key learning points from the panel discussion.</td>
<td>• Learn from experienced CPCS leaders who have undertaken the task of opening a new office in the past.</td>
<td>• Need a lead planner/facilitator and 3-4 panelists</td>
<td>Ben Keehn facilitator</td>
<td>Basic Principles of Public Defender Leadership (links to priority setting)</td>
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<td>• Provide opportunity for Q&amp;A between new leaders participating in the training and more experience leaders.</td>
<td>• Panelists: Susan Oker, Jeff Richards, Nancy Barratta</td>
<td>Panelists: Susan Oker, Jeff Richards, Nancy Barratta</td>
<td>Training notes from the 2006 session</td>
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<td></td>
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<td>• Provide practical tips and strategies for undertaking leadership responsibilities</td>
<td>• 2006 session – Oprah style interview</td>
<td></td>
<td>Need to Develop:</td>
</tr>
<tr>
<td></td>
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<td>• What do you wish you’d known?.</td>
<td>• Lead planner interviews panelists in advance, identifies which panelist can best address the various learning points, outlines a Q&amp;A script for the session</td>
<td></td>
<td>• 30-40 min panel – rest Q&amp;A</td>
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</table>

**Existing Resources:**
- Basic Principles of Public Defender Leadership (links to priority setting)
- Training notes from the 2006 session
| Morning Plenary | Developing Your Plan of Action | Instruct participants re: the action plan and expectations of the exercise. (e.g., work with your office team, fill out the action planning form, each office will report back to the larger group and receive constructive feedback on their action plans) | Catherine Beane | **Need to Develop:**
Action planning form
Participant and facilitator instructions |

- Importance of communication: with central agency, with your staff, with private bar, with community, with other system stakeholders
- Role of meetings in managing your office (regular staff meetings, supervision meetings, project meetings; importance of clarifying who needs to be present, having clear meeting objectives vs. meeting-for-the-sake-of-meeting, and having a clear process for achieving meeting objectives)
| Working Lunch & Afternoon Breakout | Developing Your Plan of Action | Office teams will be provided with 1 ½ - 2 hours to work together to develop their “leading an office” action plans. |  |  | • Catherine and Josh |  |

| Afternoon Plenary | Group Presentations & Feedback |  |  |  | • Catherine |  |

| Closing Plenary (adjourn by 3:30) | Facilitated Discussion: Debrief | • What key learning points stuck?  
• Where are you most confident with regard to managing conflict? What challenges/anxieties do you have?  
• Where are you most confident with regard to building alliances? What challenges/anxieties do you have?  
• What was most helpful?  
• What support do you need moving forward in order to be an effective leader?  
• What steps do you (individually) need to take to improve your conflict management skills? Your outreach/alliance skills?  
• What’s next from CPCS… |  |  | • Andy Silverman, Catherine Beane (facilitate the debrief) |  |
Preparation Tasks:
Leadership models help us to understand what makes leaders act the way they do. The ideal is not to lock yourself into a type of behavior discussed in the model, but to realize that every situation calls for a different approach or behavior to be taken. Two models will be discussed, the Four Framework Approach and the Managerial Grid.

Four Framework Approach

In the *Four Framework Approach*, Bolman and Deal (1991) suggest that leaders display leadership behaviors in one of four types of frameworks: Structural, Human Resource, Political, or Symbolic.

This model suggests that leaders can be put into one of these four categories and there are times when one approach is appropriate and times when it would not be. That is, any style can be effective or ineffective, depending upon the situation. Relying on only one of these approaches would be inadequate, thus we should strive to be conscious of all four approaches, and not just depend on one or two. For example, during a major organization change, a Structural leadership style may be more effective than a Symbolic leadership style; during a period when strong growth is needed, the Symbolic approach may be better. We also need to understand ourselves as each of us tends to have a preferred approach. We need to be conscious of this at all times and be aware of the limitations of just favoring one approach.

Structural Framework

In an effective leadership situation, the leader is a social architect whose leadership style is analysis and design. While in an ineffective leadership situation, the leader is a petty tyrant whose leadership style is details. Structural Leaders focus on structure, strategy, environment, implementation, experimentation, and adaptation.

Human Resource Framework

In an effective leadership situation, the leader is a catalyst and servant whose leadership style is support, advocating, and empowerment. While in an ineffective leadership situation, the leader is a pushover, whose leadership style is
abdication and fraud. Human Resource Leaders believe in people and communicate that belief; they are visible and accessible; they empower, increase participation, support, share information, and move decision making down into the organization.

**Political Framework**

In an effective leadership situation, the leader is an advocate, whose leadership style is coalition and building. While in an ineffective leadership situation, the leader is a hustler, whose leadership style is manipulation. Political leaders clarify what they want and what they can get; they assess the distribution of power and interests; they build linkages to other stakeholders, use persuasion first, then use negotiation and coercion only if necessary.

**Symbolic Framework**

In an effective leadership situation, the leader is a prophet, whose leadership style is inspiration. While in an ineffective leadership situation, the leader is a fanatic or fool, whose leadership style is smoke and mirrors. Symbolic leaders view organizations as a stage or theater to play certain roles and give impressions; these leaders use symbols to capture attention; they try to frame experience by providing plausible interpretations of experiences; they discover and communicate a vision.


Note: There is no correct answer. The activity is to show that there are always at least four approaches to take for each situation. A leader has to decide which approach or combination of approaches would work best for the present situation.

After the groups have discussed their choices, bring the groups back together and compare and discuss their answers

**Structural, Human Resource, Political, or Symbolic?**

Bolman and Deal's Four Framework consists of:

- **Structural Framework** - Social architect whose leadership style is analysis and design - focus on structure, strategy, environment, implementation, experimentation, and adaptation.
- **Human Resource Framework** - Catalyst and servant whose leadership style is support, advocate, and empowerment - visible and accessible; they empower, increase participation, support, share information, and move decision making down into the organization.
- **Political Framework** - Advocate, whose leadership style is coalition and building - clarify what they want and what they can get; they assess the distribution of power and interests; they build linkages to other stakeholders; use persuasion first, then use negotiation and coercion only if necessary.
- **Symbolic Framework** - Prophet, whose leadership style is inspiration, view organizations as a stage or theater to play certain roles and give impressions; these leaders use symbols to capture attention; they try to frame experience by providing plausible interpretations of experiences; they discover and communicate a vision.

For each situation listed below, choose a framework(s) that would work best.

1. You and a friend have owned and operated a small business for the last two years. You have just taken on two large and important accounts. To meet the needs of these accounts, plus the ones you already have, you hire six new employees. Capital is tight and an important deadline is approaching.
2. You lead the production department in a manufacturing plant. It is a large company with divisions spread around the country. They have been in business for the past 15 years. Lately, the company has been starting to lag behind the competition. But, you are about to start producing an exciting new product which could put your company back in the lead. The product line requires new technology to produce and it is an extremely complicated procedure.

3. You have just been promoted to a supervisor after working as a clerk for the last three years. Many of your coworkers are happy for you, but you have heard that a couple of them are not pleased because they also applied for the job and they thought they were better suited for the position.

4. Like many retailers, your busiest time is during the Christmas holiday season. You manage the sales department and have brought on almost as many temporary workers as compared to your regular staff. They all need a lot of training to meet your company standards.

5. You lead a small group within the accounting department of a large corporation. The Chief Financial Officer and several of his key advisors have just been fired after an outside audit turned up several misappropriations.

6. You are a supervisor and your boss is a complete authoritarian (autocratic) manager. Some of your peers have a nick-name for this person, "The Little Dictator." You believe that the employees who work for you deserve better, so you have always been a buffer between the manager and them.

7. You lead a department of highly educated and skilled computer programmers. There is a shortage of these workers and they always seem to be moving on to other companies for either better pay, better benefits, a project that interest them, or to learn a new programming skill.

8. You lead a department of unskilled workers who work on an assembly line. They make just above minimum wage and are not highly motivated, yet your manager expects you to maintain a high production quota.
Effective Communication and Client Centered Management

Presented by

Catherine Beane
Principal, Beane Consulting
Goals for Session:

• Explore barriers to and strategies for achieving effective communication with people in our work unit.

• Discuss the role of manager as “performance coach.”

• Suggest strategies providing feedback.
To achieve these objectives:

• Explore keys to effective communication:
  
  – How communication works.
  
  
  – Process/strategy for how to communicate more effectively.
To achieve these objectives:

- Explore “performance coaching”:
  - What it is
  - How it’s done
  - “SBI” Model for providing feedback
Why are coaching & effective communication important to us?

It’s all about the client:

“Collectively, if each manages our part of defender operations skillfully and communicates clearly, then the risk of miscommunications and frustration is reduced and more clients will be better served.”

-- Cait Clarke, “Effective Communication and Client-Centered Management”
Why are coaching & effective communication important to us?

- Critical leadership skill.

An effective defender leader maximizes impact by communicating effectively to different audiences.

-- NDLI Seven Core Leadership Competencies
Why are coaching & effective communication important to us?

- Practically speaking, they are problem-prevention.
- Improves efficiency of operations.
- Decreases conflict.

Why else?
EFFECTIVE COMMUNICATION
What is communication?

Transmission & reception of messages.

Purpose of the message?

To achieve desired results through your people.
How does communication work?

• Complex process – many source of potential error.

• Message to be sent – decoded by sender - - encoded by receiver – message received.
Communication Components

Communication - Mutual Understanding

What is said

Sender

Intent
Say what we mean

Translation
Meaning

Receiver

Assumptions
Listen/Ask
Types of communication:

- **Telling** (ineffective)
- **Asking** (obtain info, validate)
- **Showing** (increases retention, understanding)
- **Listening** (helps form good relationships, encourages others to be open with us)
Effective communication involves the sender understanding who the receiver is, and the receiver understanding the meaning of what is said and being influenced by it.
Two aspects of communication:

- **Verbal:**
  - Word choice.
  - Content of speech.

- **Non-Verbal:**
  - Facial-postural – eye contact, facial expressions, posture, gestures, body movements, proximity.
  - Vocal: nonverbal aspects of speech that convey feeling or mood (tone, volume, pitch, voice quality, rate of speaking).
Two aspects of communication:

• Verbal: 7% influence on the message received

• Non-Verbal: 93% influence on the message received
  – Facial-postural: 55%
  – Vocal: 38%
Behavioral/context clues

- Help us to interpret how others are responding to our style of communication.

- Feedback.
Barriers to effective communication:

Potential for error at each stage of communication process.

40-60% loss of meaning.
Barriers to effective communication:

Assumption that
“message sent = message received”
Barriers to effective communication:

• As a manager, more than one audience to consider – individual and institutional concerns.

• Choice of words.
  – Words with multiple meanings -- 400/14,000
  – “Trigger” words.

• Nuance.
Barriers to effective communication:

• Interpersonal relationship:
  – History of relationship
  – Past experience
  – Organizational relationship & positional authority
  – Power struggles
Barriers to effective communication:

- Distractions
  - Phones
  - Blackberry
  - Email
  - Other?
Barriers to effective communication:

• Expectations of employees – color/taint what’s heard.
  – Defensiveness
  – Distorted Perceptions
  – Guilt
  – Fear
  – Anxiety

• Our own presumptions.
Barriers to effective communication:

- Culture.
  - Misreading body language, tone, & other non-verbals
  - Time, space, privacy norms
Barriers to effective communication:

- “Mixed Messages”
  - Words say one thing -- vocal intonation and body language say something else!
  - Create tension & distrust b/c receiver senses communicator is hiding something or being less than candid.
Barriers to effective communication:

Managers hesitation to be candid.

What’s your preference:

Root canal - or providing feedback?
How can we ensure that message sent = message received?

Think before you speak!
How can we ensure that message sent = message received?

Listen!
How can we ensure that message sent = message received?

- **Clarify goal:** what do you want to achieve?
- **Assess expectations:** theirs/yours.
- **Decide on setting:** where? when? invitation method?
- **Content of message:** what words will you use? appropriate language?
- **Consider non-verbals:** style? tone?
- **Align with objective.**
How can we ensure that message sent = message received?

• Focus the discussion on the information needed:

“Judy, I’ve noticed in the past month that you’ve fallen behind on keeping the project schedule current. I’d like to figure out with you what we both can do to get it back on track…”
How can we ensure that message sent = message received?

• Use open-ended questions to expand the discussion:

“You’ve always kept the schedule up to the minute until about a month ago. Why the change?”
How can we ensure that message sent = message received?

• Use closed-ended questions to prompt for specifics:

“What projects are you working on that take time away from your work on this project?”
How can we ensure that \textit{message sent = message received}?

- Encourage dialogue through eye contact and expression:

  \textit{This involves nodding in agreement, smiling, leaning toward the speaker, making statements that acknowledge the speaker is being heard.}
How can we ensure that message sent = message received?

• State your understanding of what you are hearing:

“So it sounds like these phone calls have ended up taking a lot more time than you or Jay expected; you think the three of us should talk about priorities -- is that your perspective?”
How can we ensure that message sent = message received?

- Summarize the key points:

  Try to get agreement on next steps and show appreciation for the effort made so far.

  “So let’s call Jay right now and set up a time to meet and iron this out…”
How can we ensure that message sent = message received?

• Be aware of body position, eye contact, & other non verbals.

• Align tone/tenor with message.

• Other?
Hypo

• **The Situation:** Your management team meeting was yesterday. After much discussion the decision was made to reduce the number of attorneys in your unit by one. The investigator that demanded to rotate is also moving to another unit and will not be replaced due to caseload numbers being down. You understand why and agree that the investigator should not be replaced. You know your unit will not be happy about this. You do not agree with the decision to have your attorney staff reduced, however, you were a lone voice on this issue. This attorney had previously come to you and told you he did not want to move, in part because he had concerns about working with his soon to be supervisor.

You are now at your weekly unit meeting. The attorney being rotated has talked with several members of the unit about how unhappy he is about the decision and how unfair the decision is. He has also expressed to some unit members that you must not be a very strong advocate for the unit otherwise the unit wouldn’t be losing both an attorney and an investigator.
Assume you need to have a discussion with your team:

- **Clarify goal:** what do you want to achieve?
- **Assess expectations:** theirs/yours.
- **Decide on setting:** where? when? invitation method?
- **Content of message:** what words will you use? appropriate language?
- **Consider non-verbals:** style? tone?
- **Align with objective.**
Performance Coaching Is...

- an interactive process
- through which managers and supervisors strive to
- solve employee performance problems or
- develop employee capabilities.
Advantages of Coaching:

– Facilitates development of your people

– Improves client services & client relationships

– Helps overcome performance problems

– Develops employee skills w/in current position

– Improves efficiency

– Develop employee management, supervision, and leadership skills to prepare for advancement

– Minimize turnover
Advantages of Coaching:

• Develops self-confidence by encouraging employee input into problem-solving

• Provides opportunity to show appreciation

• Helps employees clarify their values and goals

• Provides forum for transmitting office values

• Encourages positive office culture -- learning and growing what SCRAP is about
Types of Coaching

• Multi-step “performance planning” opportunity

• On the spot, “quick fix” coaching opportunity
  – Narrow, focused feedback
    • Specific, fact-based, focused on future
  – Timeliness is important
  – Employee is ready
What are your opportunities for coaching?

- Annual evaluation & performance planning meeting.
- Case review.
- Staff meetings.
- Coffee room.

Other?
3-step Performance Coaching Process

Step 1: Mutual Performance Planning and Agreement

Explicit expectations according to standards

Preparation:

  Observe
  Check observations/conclusions w/ other managers
  Assess the likelihood of change
## Assessing the Likelihood of Change

**Frequency of behavior?**

<table>
<thead>
<tr>
<th>Frequent</th>
<th>Very difficult to change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrequent</td>
<td>Very easy to change</td>
</tr>
</tbody>
</table>

*Response to particular situation* | *Expression of character*

*How deeply entrenched is the behavior?*
3-step Performance Coaching Process

Step 2: Regular Coaching & Constant Feedback

- Supportive
- Corrective
- Scheduled intervals
3-step Performance Coaching Process

Step 3: Evaluate & Adjust

Discuss & document progress
Identify patterns
Agree on greater goals
3 Step Coaching Process

1. Mutual planning & written agreement

2. Regular coaching

3. Written evaluation & adjustment

Which of these do you find most difficult and why?
The Coaching Relationship

Context for providing supportive and corrective feedback.

Cannot successfully give feedback without this context
Hypo

Assume you are the supervisor who is “receiving” the attorney who got rotated out of the other group (from the earlier hypo), who has complained to other attorneys about how unfair the decision is. You need to have a performance planning meeting with this attorney, and specifically need to address his/her dissatisfaction with the transfer.
Discussion questions:

- Observations?
- Likelihood of change?
- Expectations?
- Performance goals?
- Coaching plan:
  - intervals?
  - methods?
Goals + Feedback = Results!

Either alone is not enough
How Important is Feedback?

*Feedback is the breakfast of champions!*

---Ken Blanchard
Feedback is Critical:

• Motivates receiver to begin, continue or stop behaviors that affect performance.

• Repair a poor working relationship.

• Improve a team’s productivity.

• Help a co-worker be more successful in career.

• Demonstrate your own growing abilities as an effective leader.
SBI FEEDBACK MODEL

“Situation - Behavior - Impact”

from

Feedback That Works: How to Build and Deliver Your Message

by Sloan Weitzel
SBI FEEDBACK MODEL

Situation: Capture & clarify the specific situation in which the behavior occurred.

Behavior: Be specific about the behavior you observed.

Impact: Then describe the impact on
  Client
  You and/or the team
  Reputation of the staff member
  Perception of SCRAP by others in the judicial system, etc.
Step 1: Capture the Situation:

“Yesterday morning in staff meeting....”
Step 2: Describe the Behavior

“…you had a number of side conversations and at times were joking during my presentation.”
Step 3: Deliver the Impact

“When you were talking to others while I was speaking, it was very disruptive to what I was trying to accomplish. I felt frustrated and annoyed by it.”
Additional Steps:

• Ask what happened.

• Help staff take responsibility.

• Develop a plan to deal with the issues.

• State confidence in staff’s ability.

-Hank Karp
Keys to Successful Feedback

• With the spirit of helping person succeed.

• Regularly.

• In manageable increments.

• *Before* the event.
Keys to Successful Feedback

• Inviting awareness.

• Specifically.

• At the development level of the person.

Other?
Keys to Successful Feedback

Confronting, Correcting to Help

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<th>vs.</th>
<th>Criticizing</th>
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Positive Feedback vs. Praise

Praise:

Great job on that cross exam!

Positive Feedback:

I liked the way you kept using leading questions to control that snitch during the cross. He kept trying to jabber on, but you kept bringing him back to the details of the sweet deal he got for snitching.
Negative Feedback vs. Criticism

Criticism:

Well, your opening statement really stunk. I thought it would never end!

Negative Feedback:

Your opening didn’t tell your client’s self-defense story very clearly. You got the general theme out there, which was good. But next time, let’s work on telling a story that’s clear and compelling.
You have been with the public defender office for six years as an attorney. You were a summer clerk in the office for two summers during law school. You consider the people in that office to be your closest friends. Your social life revolves around the office and you often go to happy hour and dinner with your colleagues. You have just been promoted to a supervisory position and you now must supervise many of the people you consider to be your friends. Over the years you were on the inside of many discussions among staff that included bad-mouthing office supervisors. You don't want to now be the target of such discussions and you don't want to give up the friendships that you have with your colleagues. You recently received a telephone call from the mother of a client. She complained to you that one of your lawyers, Bob, has not seen her son in four months. Her son has a trial coming up next week and has no idea what to expect. You investigate further and learn that Bob has, indeed, not seen his client in four months and has a trial up next week. Bob is one of the most popular lawyers in the office and is often at the center of the discussions bad-mouthing supervisors.
Discussion Questions

• Observations?

• Goal?

• Expectations?
  – Yours
  – Theirs
  – “Blowback?”

• Barriers?

• Setting?

• Nonverbals
  – Style?
  – Tone?

• Content of message
  – Situation
  – Behavior
  – Impact
  – Word choice
  – What happened?
  – Accept responsibility
  – Develop a plan
  – Statement of confidence
In the simplest, day-in, day-out terms, masterful coaching involves expanding people’s capacity to take effective action. It often comes down to making it possible for people to succeed in areas where they are most stuck or ineffective.

--Robert Hargrove