

Team Building & Staff Motivation Tip Sheet

Tips for Staff Motivation

During One-On-One Meetings:

- ◇ Listen first and learn about the person's tendencies, aptitudes, and behaviors. Highlight their natural talents and ask for ways to support challenges.
- ◇ Explain annual expectations and reward those that meet or exceeded the benchmark.
- ◇ Pay attention to the person's interests and create opportunities for them to express passions and talents.

A quick e-mail of encouragement goes a long way.

"The Dream Manager Project"

This project was created by Matthew Kelly for any organization that wants to inspire and extract the best from their staff. Have a staff member write ALL of their dreams (NO LIMITATIONS) within the following areas: physical, emotional, intellectual, spiritual, psychological, material, professional, financial, creative, adventure, legacy, and character. Ask them to share with you 2-5 "target dreams." And strategize ways to help them achieve their goals. Take an interest in their dreams, provide support, hold them accountable, and follow-up with them (e-mail or face-to-face). You may want to work with only a few staff since this project can be time-consuming, but organizations are finding great results. Staff are motivated when supervisors invest interest in their development. You can read "The Dream Manager Project" for more info.

Tips for Team Building

Clinicians involved in teaching and learning across disciplines find satisfaction in their professional development. Consider providing staff:

- ◇ All or full-time team member profiles including their contact information, discipline, and area of expertise.
- ◇ Opportunities to meet with other team members and watch their home visit.
- ◇ Peer-mentorship opportunities. A full-time, experienced provider can mentor the new person through orientation and beyond. This full-time person may follow fewer families to fulfill the mentor-role.
- ◇ Host Team Meetings in which staff leads group discussion. Teaching and learning from one another is essential. Providers are more likely to take interest in peer-led training regarding practice.

King, G., Strachan, D., Tucker, M., Duwyn, B., Desserud, S., & Shillington, M. (2009). The application of a transdisciplinary model for early intervention services. *Infants & Young Children*, 22(3), 211-223.

