FOLLOW-UP FRIDAY
LEARNING & ORGANIZATIONAL DEVELOPMENT

Welcome to Follow-up Friday - This newsletter style publication highlights Learning and Organizational Development (L&OD) efforts over the past week to wrap up and remind of the concepts and discussions that took place.

CHECK-IN’S W/EACH OTHER...TOO MUCH OR NONE AT ALL?

When considering this question we often aim for balance as a way to determine what is correct. With that mindset, proceed cautiously. Goals for balance can be problematic if the ‘scales’ are tipped by things outside your control, creating imbalance. Imbalance creates stress and harmful consequences. Let’s shift to the concept of frequency and flexibility.

Frequency of check-ins might be daily, weekly, bi-weekly, etc. as long as they are routine and the everyone involved maintains flexibility to adapt that frequency as needed. As you look at Fig. 1, notice that each wave has its own frequency, each wave is consistent with an established pattern. This pattern or routine is very important.

Check-in focus should be the work objective or task, not time in the sense of when in the day the task is being accomplished. Also, the objective may require an adjusted frequency. At present, we can not observe objectives being accomplished as we can in an office setting, this requires we adjust our focus. Also, who is needed in the check in? Is it concentative/individual work, is it collaborative? Too many or too few participants can be impactful.

Reflection provides awareness. Understand that time has not yet provided comfort to some telecommuters. If you or others are still grappling with this new way of working, find and encourage support. Discover professional growth with telecommuting. Reach out to others if you can support or need support. Identify unintended isolation if you are feeling alone. Resist urges to isolate yourself as a way of coping. Give others their voice and, bring your voice. Check-ins should provide open space for consultation, concerns and questions.

Finally, care for each other. Continue your personal ‘hellos’ and personal check-ins that were present before we left campus. Did you stop at office doorways as you moved about, just to say hello, how are you? Professionally, providing clarity and exploring other ways with others input will also demonstrate caring.

"YES" OR "NO" TELECOMMUTING WITH CHILDREN
NEGOTIATING WITH CHILDREN

The first thing to know is...children learn where to go and who to ask in order to improve the chances for a ‘yes’ reply. They may want to negotiate around you. If there is more than one adult, it is best to coordinate and take a team approach, negotiating with each other. Children may ask for things, and feel great about a ‘yes’ reply even if the request is not significant. When children make requests here are some best practices:

• Think for a moment before answering.
• Provide a timely response,
• if you are leaning toward ‘no’ consider why.
• If ‘no’ stick to it, even if you may reconsider to ‘yes’ later on.
• Gather all information and make expectations clear when answering.
• Finally involve the child in the decision when appropriate.
• If you change your answer, explain and limit expectations for future changes.

EMAIL ETIQUETTE
LUNCH AND LEARN

Three elements of Structure, Resources and Boundaries are critical foundations of email etiquette. When emails are sent and these elements are not given consideration, email could be unclear and ineffective. Check our video on the UTK-HR webpage under Telecommuting Resources/Friday Lunch and Learn.