

AVOIDING TITANIC MANAGEMENT PART 2

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To be a good supervisor

- ✍ The following are six factors to keep in mind when working with any individual
 - ✍ 1. Respect
 - ✍ 2. Understanding/empathy
 - ✍ Know the individual's background
 - ✍ Understand the basic aging process and the behaviors related to it
 - ✍ 3. Enthusiasm
 - ✍ Let them feel that you enjoy being with them and are genuinely interested in the projects they are doing
 - ✍ 4. Flexibility/adaptability
 - ✍ 5. Creativity
 - ✍ Use your imagination. Go with fresh, different, or unusual ideas
 - ✍ 6. Organization

Understanding the supervisory/leadership role

- ✍ What it means to be a supervisor
- ✍ Difference between direct support and supervision responsibilities
- ✍ Importance of knowing your own style
- ✍ Management/leadership in the new millennium
- ✍ Time management – getting control of your most valuable resource
- ✍ The games staff play

Servant Leadership: The journey toward building a community of gentle caregivers

- ✍ Understanding the 10 key elements to being a servant leader
- ✍ Beginning the inner journey toward leading others to building a community based on vision and values
- ✍ The art of practicing reflection and dialogue as key rituals of a healthy leader
- ✍ Identifying what matters in your organization and then living it as a leader
- ✍ Identifying the next steps for yourself and those you lead

Stepping into the Future for New and entry Level Supervisors

- ✍ The productivity chain – job description, work plan, and employee evaluation
- ✍ Focusing on your employee's behaviors: supervisors must change their behaviors before they can expect staff to change theirs
- ✍ Building reward systems for staff that are individualized and meaningful
- ✍ Avoiding reverse delegation – the importance of directing our staff work rather than them directing ours
- ✍ Dealing with difficult staff = getting them on board or to move out
- ✍ Short and long-range planning – it isn't the time you spend but how you spend your time
- ✍ Honing your leadership style for the future – knowing how to adapt and adopt leadership styles for particular staff and situations

Everybody is a recruiter

- ✍ We now know that the most important ingredient of success is a staff's relationship with the supervisor. If staff values their supervisor, they will walk over hot coals to the moon, and probably complain all the way, but they will do it.

Not influencing success:

- ✍ Pay
- ✍ Education
- ✍ Age
- ✍ Gender
- ✍ Ethnicity
- ✍ Experience

Top two characteristics to look for in direct support staff:

- ✍ People person
- ✍ Somebody with balance in his/her life (life outside of work)
- ✍ If this is so, then our recruitment and interview processes must completely change. We need to look for people regardless of their current profession. Many of these folks won't read the ads we place, be looking for this kind of job, or even be looking for work in this field. We must seek, pursue, and find them. They are everywhere, and many are making minimum wage or only a little above.

Interviewing

- ✍ We need to revamp our interview process. We often overwhelm applicants with our process. We have completed applications, endless tests, and an unproductive interview process. In many cases, we have turned recruitment and retention over to the personnel or human resource department. While seemingly efficient, this is a mistake.

Interviewing Mistakes

- ✍ If we are looking for a people person, then the first person who talks to the prospective applicant must also be a people person. Most interviewers make mistakes. The top three mistakes that interviewers make are:

- ✍ 1. Overwhelm the applicant by doing group interviews
 - ✍ Solution: A people person needs to do an interview of 15-20 minutes and focus on the applicant's people skills.
- ✍ 2. Interviewers talk too much. They teach, training, and sell during the interview process.
 - ✍ Solution: The interviewer only talks 1/3 of the time. The applicant talks 2/3 of the time.
- ✍ 3. Asking yes/no questions. This allows the applicant to give very little information while appearing cooperative and interested.
 - ✍ Solution: The interviewer must ask open-ended questions and wait for responses. Silence is NOT a negative.

2 major assumptions of team leadership

- ✍ For a team to survive and grow:
 - ✍ Task functions: it must be productive; it must be oriented toward the achievement of its stated purpose.
 - ✍ Maintenance functions: The team must meet the needs of its members. It must never disregard the personal needs and general welfare of its members.

<h2>Delegation</h2> <ul style="list-style-type: none"> ✍ ART ✍ Authority ✍ Resources ✍ Training
<h2>Levels of Responsibility</h2>

<h2>Delegation</h2> <ul style="list-style-type: none"> ✍ Why delegate? ✍ What to delegate? ✍ What NOT to delegate? ✍ Why don't we delegate? ✍ Why some staff don't accept delegation?
<h2>Most Common Causes for Failure</h2>

<ul style="list-style-type: none"> ✍ Team purpose ✍ Methods generally agreed upon ✍ Accomplishments – history of success is posted and recorded ✍ Failures are shared and used as a legitimate learning and bonding experience ✍ Group rule bending ✍ Sharing dollars and credit – interpersonal experience ✍ Communication – up/down/lateral
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- ✍ Focus... and reminders of
- ✍ Management must model
- ✍ Length of meetings – shorter meetings tend to be more effective
- ✍ Team empowerment
- ✍ Interdependence vs Independence vs. Dependence on Leader
- ✍ Honesty in feedback
- ✍ Self-esteem and respect needed to accept critical comments and give constructive critiques, both positive and negative

Leadership Styles

1970s

Dictate
Control
Know
Answers
Political
Hands-off
Speaker

2000s

Facilitate
Allow
Learn
Question
Open-minded
Hands-on
Listener/Observer

You must have clear goals

- ✍ Must be able to articulate goals clearly
- ✍ Clarity of mission
- ✍ Clear and simple goal that everybody understands

Let People Know Where They Stand

- ✍ The “grades” you give people must reflect reality

No Repainting the Flagpole

- ✍ Make sure that all the work your people are doing is essential to the organization

Set High Standards

- ✍ Too often, we do not ask enough from people. People generally will not perform above expectations, so expect a lot.

Lay the Concept Out, but Let Your People Execute it

- ✍ First, you must have the right people in place
- ✍ Then step back and allow them to own their work

People Come to Work to Succeed

- ✍ Nobody comes to work to fail. So why do so many organizations operate on the principle that if people aren't watched, they will bungle the job?

Never Lie... Ever

- ✍ Because it will undermine leadership's credibility

When in Charge, Take Command

- ✍ Sometimes leaders are asked to make decisions without adequate information. As a result, they may put off doing anything at all. That's a big mistake. Decisions themselves elicit new information. The best policy is to decide, monitor the results, and change course as needed.

Adult learners

- ✍ Bring an array of experiences to the training environment
- ✍ Generational biases to learning styles
- ✍ Cultural biases to learning styles
- ✍ Many failures associated with classroom learning (in some cases)
- ✍ Need and want to apply learning right away
- ✍ Are focused on specific goals

What do we remember?

- ✍ 10% of what we read
- ✍ 20% of what we hear
- ✍ 30% of what we see
- ✍ 50% of what we see and hear
- ✍ 80% of what we say
- ✍ 90% of what we say and do

The learning environment

- ✍ “Novelty” gets our attention
- ✍ “Dynamic” holds our attention
- ✍ “Fun” allows us to remember
- ✍ “Safety” allows us to attempt
- ✍ “Success” encourages us to apply

Teaching Skills to Employee

- ✍ Model

- ✍ Lead

- ✍ Test

Principles of Effective Communication

- ✍ Know the listener and tailor your message
- ✍ Show respect
- ✍ Keep team members informed
- ✍ Be clear

During Potential Conflict

- ✍ Be calm
- ✍ Be accurate and relevant
- ✍ Do not get personal; keep focused on the observable

During an Active Conflict

- ✍ Ask for clarification
- ✍ Do not get pulled into personal issues
- ✍ Reschedule if things are not working
- ✍ Respond as appropriate for your role

Positive Feedback

- ✍ Behavior
- ✍ Effect
- ✍ Thank you

Give it a quick try

- ✍ Turn to the person next to you and give the person positive feedback about something they have done today that you liked.
- ✍ What makes it easy to give positive feedback?
- ✍ What makes it hard?

Corrective Feedback

- ✍ Behavior
- ✍ Effect
- ✍ Expectation
- ✍ Result

Some thoughts

- ✍ Feedback is not discipline, it is teaching
- ✍ Watch your balance of positive and corrective feedback
- ✍ Know when to move into disciplinary action

Teambuilding: My definition

- ✍ People working together to achieve a common goal, such as providing excellent supports to people with disabilities
- ✍ We work in teams because we can not achieve the same stuff alone

Why do we care about teamwork?

- ✍ Better outcomes
- ✍ More people to help
- ✍ Higher job satisfaction
- ✍ More fun workplace

Basic Tips for Teamwork

- ✍ Recognize team goals
- ✍ Show acceptance of team goals by working cooperatively with other team members
- ✍ Identify problems and their causes
- ✍ Persevere in solving problems
- ✍ Accept membership in the team
- ✍ Demonstrate a positive attitude, respond appropriately to praise, and give positive feedback
- ✍ Display trust in other team members
- ✍ Be dependable in completing tasks correctly and on time

Ten Principles for Getting Along

- ✍ 1. Maintain your confidence by being in right relationships. You can't be objective or discerning if you're not in good standing with your team. Strong relationships give you the grace and confidence to deal properly with difficult people.
- ✍ 2. Remember that over-reacting will only accentuate the conflict and confuse the issue.
- ✍ 3. Hold realistic expectations. Make sure that the difficult person can reach your expectations. You may be expecting something that is impossible.
- ✍ 4. Quit trying to change the difficult person. Give up your rights and expectations regarding the person. Accept the fact that you can not change him or her, but you can change your reactions.

- ✍ 5. Refuse to Play Games. He or she may attempt to use you or make you feel guilty or obligated. Recognize the emotional games and do not participate.
- ✍ 6. Don't allow yourself to cater to the difficult person. Be honest with yourself and say no as needed.
- ✍ 7. Keep a proper spirit and attitude. Maintaining credibility is the greatest struggle.
- ✍ 8. Allow your values and beliefs to lead you in dealing with the difficult person.
- ✍ 9. Confront immediately. Don't put off facing conflicts. It will only make matters worse.
- ✍ 10. Demonstrate compassion.

Useful feedback is:

- ✍ 1. Given with Care. To be useful, feedback requires the giver to feel concern for and to care for the person receiving feedback – to want to help, not hurt the other person.
- ✍ 2. Given with attention: It is important to pay attention to what you are doing as you give feedback. This helps you to engage in a two-way exchange with some depth of communication.
- ✍ 3. Invited by the Recipient: Feedback is most effective when the receiver has invited the comments. This provides a platform for openness and some guidelines. It also gives the receiver an opportunity to identify and explore particular areas of concern.
- ✍ 4. Directly expressed. Good feedback is specific and deals clearly with particular incidents and behavior. Pussy-footing or making vague and wooly statements is of little value. The most useful help is direct, open, and concrete.

- ✍ 5. Fully expressed. Effective feedback requires more than a bald statement of facts. Feelings also need to be expressed so that the receiver can judge the full impact of behavior.
- ✍ 6. Uncluttered by evaluative judgement. Often it is helpful not to give feedback composed of judgement or evaluations. If you wish to offer judgement, then it is necessary to state clearly that these are matters of subjective evaluation and then to simply describe the situation as you see it and let the person concerned make the evaluation.
- ✍ 7. Well-timed. The most useful feedback is given when the receiver is receptive to it and it is sufficiently close to the particular event being discussed for it to be fresh in the listener's mind. Storing comments can lead to a build-up of recrimination and reduces the effectiveness of feedback when it is finally given.

- ✍ 8. Readily actionable. The most useful feedback centers around behavior that can be changed by the receiver. Feedback concerning matters outside the control of the receiver is less useful. It often is helpful to suggest alternative ways of behaving that allow the receiver to think about new ways of tackling old problems.
- ✍ 9. Checked and Clarified. If possible, feedback should be checked out with other people to explore whether one person's perceptions are shared by others. This is especially useful in a training group and also can be promoted in a work team. Different viewpoints can be collected and assimilated, points of difference and similarity clarified, and a more objective picture developed.

Games People Play

- ✍ Eric Berne, author of Games People Play (1952), defines games as:
- ✍ An ongoing series of complimentary transactions that are superficially plausible with a hidden motivation
- ✍ The reason that staff play games is because we do. We don't mean to, but we do
- ✍ What does staff want from us?
- ✍ What is the opposite of positive attention?
- ✍ There are two types of games. One type of games is played by supervisors. The other by staff.

Supervisor's Game:

- ✍ They won't let me

Staff's Game:

- ✍ You can't make me.
- ✍ Woe is me

Games

- ✍ Staff are better than most supervisors at games because of the word _____.
- ✍ Our crummy staff has the ball. They are ball hogs and won't share. They often take the ball and we sometimes give it back to them.

What to do?

- ✍ 1. Recognize the game (2 minute drill).
- ✍ 2. Say we are not playing.
- ✍ 3. If staff persists (2 minutes to get the ball).

Conclusion:

- ✍ Behavior 101: When you try to change a negative behavior that staff is resistant to change, it is likely to get _____ before it gets _____.
- ✍ Being nice but firm is changing staff behavior by using rewards and modeling without control or punishment.

Conflict Resolution

- ✍ Avoid
- ✍ Accommodate
- ✍ Win/Lose
- ✍ Compromise
- ✍ Problem Solving

During Any Conflict Resolution

- ✍ Separate the personal from the issue
- ✍ Keep focused strictly on the problem, even if the other person tries to drag you off
- ✍ Know the exact outcome you want
- ✍ Stop and think before addressing the conflict. If you can't, you need to even more

How do you get a minute to think...

- ✍ When you immediately get mad?
- ✍ When a staff person pushes your buttons?
- ✍ When you are exhausted and not thinking clearly?
- ✍ When somebody asks you to do something that will interfere with personal obligations?
- ✍ When, when, when...

How Do People Try to Drag You Off Topic?

- ✍ Try to have a conversation with me and see what I do...

Exercise

- ✍ Divide into pairs. One person is the manager, the other is the employee. Managers will need to discuss an issue of employee timeliness, and the employee will try to get the manager off topic.

Avoidance

- ✍ When to use?
- ✍ When to not use?

- ✍ General Tips: "la da da, I didn't see that!"
- ✍ The head is in the sand; think of the ostrich.

Accommodate

- ✍ When to use?
- ✍ When to not use?

- ✍ General Tips: "That's ok and I am going to work with you to see that you get what you want."
- ✍ You are nice; think of the teddy bear.

Win/Lose

- ✍ When to use?
- ✍ When to not use?

- ✍ General Tips: Be completely straightforward and completely strong in your position.
- ✍ Some people say think of the shark. Don't. Think of the redwood tree that is going to do exactly what it is going to do.

Compromise

- ✍ When to use?
- ✍ When to not use?

- ✍ General Tips: You give a little and you get a little. You might not be completely satisfied, but each of you can live with it.
- ✍ You are reasonable and fair. There might be the little bit of a martyr, too. I can't think of an image for this one.

Problem Solving

- ✍ When to use?
- ✍ When to not use?

- ✍ General Tips: Look for the win, win. How can each side feel like they got what they wanted. You don't start with positions, you start with the outcome in mind. Then you brainstorm out what might work for each. Don't dig in!

Did the problem solving work?

- ✍ Were relationships destroyed?
- ✍ Is something left on the table? Do you have to go back still?
- ✍ Was it a waste of time?
- ✍ Did you come up with something better than what would have happened otherwise (the BATNA – best alternative to a negotiated approach)?

Dealing with reality

- ✍ 1. The situation changes
- ✍ 2. You change
- ✍ 3. You change situations
- ✍ 4. You change your view of the situation

To do list – Lots of activities scheduled during the day

- ✍ Advantages
 - ✍ It's written
 - ✍ Can redo or subtract things
 - ✍ Provides reward for accomplishments
- ✍ Disadvantages
 - ✍ Not prioritized
 - ✍ Can focus on quantity not quality
 - ✍ Can lead to busyness, not productivity

Prioritized List – prioritized list of actions to be done during the day, week, etc

- ✍ Advantages
- ✍ It's written
- ✍ Can redo or subtract things
- ✍ Provides reward for accomplishments
- ✍ It prioritizes work (80-20 Rule)
- ✍ Can focus on quality not quantity

Useful?

- ✍ Keep daily lists of the prioritized items. Use whatever system you would like.
- ✍ Manage the items daily and celebrate things you complete.
- ✍ Don't make this one thing to do, and don't make it complex.

Keys To Time Management

- ✍ Prioritize
- ✍ Make others help you to prioritize
- ✍ Find Time Eaters
- ✍ Take care of yourself – stress management
- ✍ Whose crisis is it?

Make Others Help Prioritize

- ✍ Ask your supervisor
- ✍ Relate to your organization's mission
- ✍ Remind others of the mission
- ✍ Don't be confrontational, but be strong
- ✍ Don't set yourself up for failure

Time Eaters

- ✍ This does not mean that you can not relax during the day, but what are things that you do that you don't need to do.
- ✍ What eats your time? List individually.
- ✍ Can you eliminate them? Get in groups to brainstorm.

The 6 Cs

1. Communicating vs Complaining
2. Collaboration vs Conspiring
3. Creativity vs Confusion
4. Control vs Controlling Others
5. Consistency vs Chaos
6. Comedy vs Crying