

Avoiding Titanic Management
(You May Have Rearranged The Deck Chairs,
But You Forgot The Ship Was Sinking)

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Most staff don't leave agencies, they leave supervisors. Thus many supervisors sink their own ships.

This presentation is an introductory overview of the elements of leadership and supervision. Often supervisors don't realize how much their own behavior affects their staff's behavior.

Participants will learn about the difference between leadership and management, what they need to wish for in leading staff, and what motivates them.

The key to a quality work force is quality front line staff. Participants will learn how to attract and keep the best staff and to foster leadership and initiative not dependency and poor performance.

Learning Objectives

1. Participants will be able to identify the three major differences between leadership and management.
2. Participants will be able to outline the three things needed for the staff they supervise.
3. Participants will be able to explain why crummy staff cannot continue on the payroll.

SUPERVISION

Avoiding Titanic Management

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SUPERVISION OUTLINE

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A. Overview

Supervision is: Getting _____

We want one of three things to happen to our staff:

1. Our _____ staff _____
2. Our _____ staff _____
3. Our _____ staff _____
_____.

The greatest single important relationship at work is with one's
_____.

People don't leave _____, they leave _____.

Our staff are stealing two things:

1. _____
2. _____

NO MORE – NOT ON OUR WATCH!

B. Supervisor's Job

1. It's no longer about me. It is about my _____.
2. Supervisors always get _____ vote
than the number of people he/she supervisors.
3. The reason is that the primary role of a supervisor is to
_____ staff to do _____ job.

4. Supervisors are not _____. They are _____.
5. Our staff is not our _____ but our _____.
6. We are no longer going to _____ or _____ with staff to do their job.
7. The best way for us to get staff to do their job is _____!
8. If you are _____, you must also learn to be _____.

Staff knows when we don't think much of them. Staff knows when we talk down to them. Staff knows when we do not value them. So I want you to know that supervisors are the most important people to get this job done with the staff we support. We are equals, but we are not peers.

Who are our peers as supervisors? Other supervisors. That is our peer group. I wish that somebody had told me this when I became a supervisor. When you became a supervisor, you stopped being a direct service worker. It doesn't matter whether you still do direct care a lot, a little, or never. **You are not a direct care staff that does supervision. You are a supervisor that does direct care, and your staff gets this.**

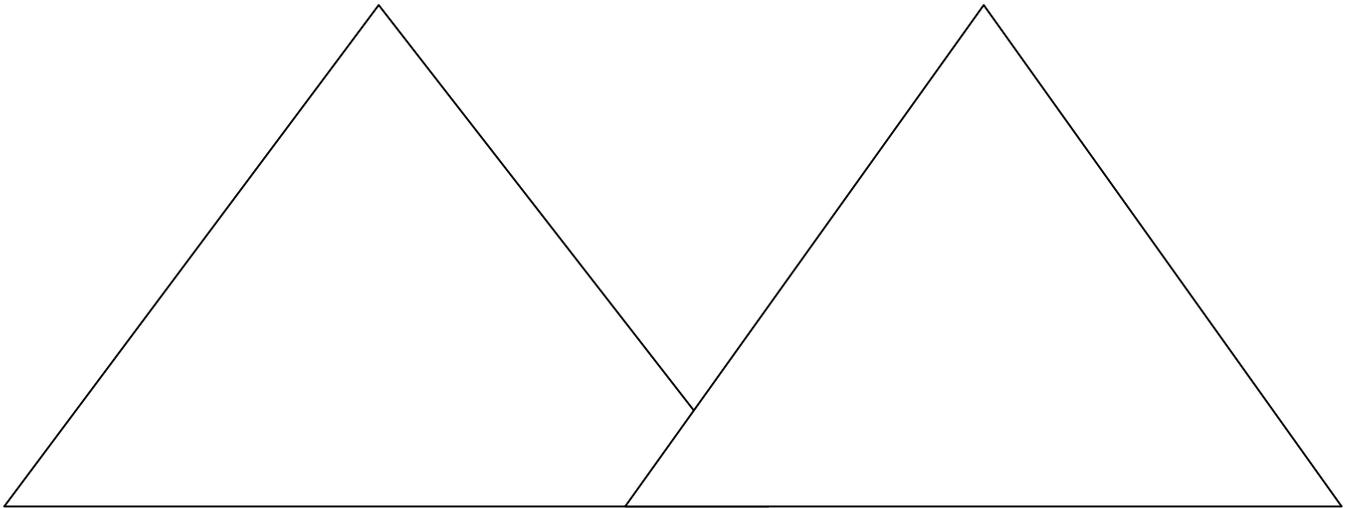
You are supervisors first. And your staff understands that you are not one of them anymore. Despite the fact that they may want you to be their friend, have a drink with them, party with them, etc. that is not what your staff needs. There is a difference between needs and wants. Your staff may want that but what they need is your leadership, your supervision, someone who is their equal but not their peer. They need somebody who understands that you're not one of us anymore.

In order to be successful, we can't only be nice, we have to be firm. We must be firm with our staff, because it is our responsibility and our job to get them to do theirs. We will no longer beg, cajole, or plead with our staff to do their jobs. We will expect our staff to do their jobs, because we're going to do ours.

C. Leader As Servant

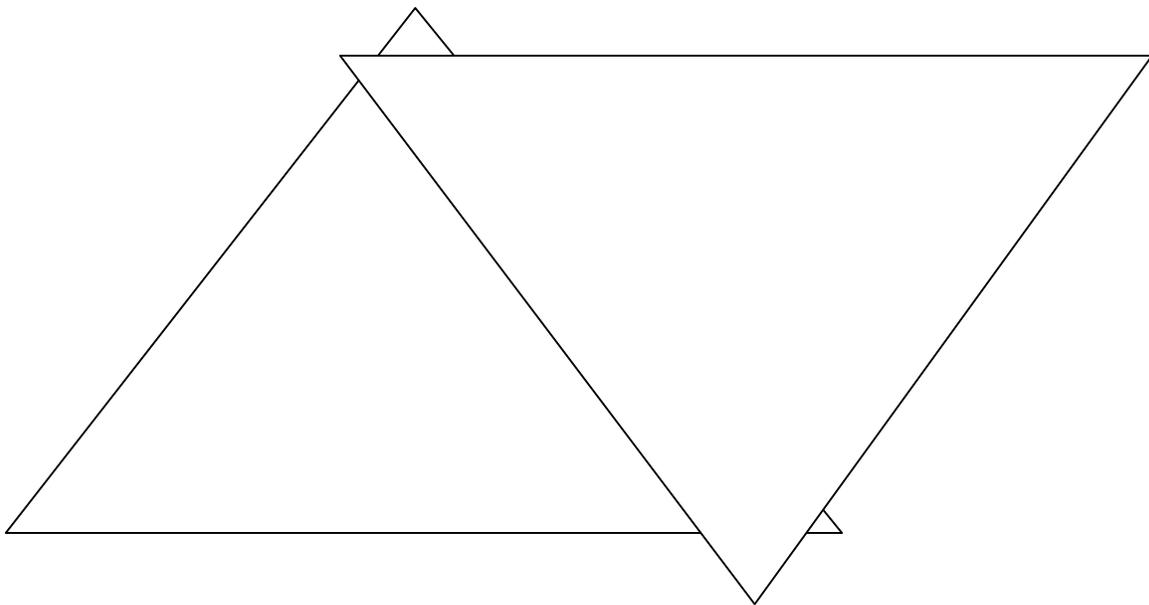
Hierarchy of Needs

Traditional Agency Structure



Hierarchy of Needs

Servant Leadership Structure



1. Our _____ staff are the greatest indicator of our quality.
2. In _____ leadership our job as supervisors is to _____ the _____.

3. We are privileged and blessed to be _____, our staff do not need to earn our _____ and _____, we must earn theirs.
4. Therefore, following the Southwest Airlines model our first customer is our _____.
5. If we take care of our staff, provide leadership in an ethical manner, they will _____ over hot coals to the _____ and _____ the entire way.
6. Our job as supervisors is not to make our staff _____ but to support them in doing _____ work and by making a difference, they will be happy.

D. Games Staff Play

1. Eric Berne said about games.

2. The number one reason that staff play games is that _____

_____.
3. More than anything our staff wants _____.
4. The opposite of positive _____ is _____.
5. Our _____ staff is better than we are at games because the _____ more.
6. Our _____ staff are _____ hogs.
7. There are 3 major games:
 - a. They won't let me! (supervisor)
 - b. You can't make me! (staff)
 - c. Woe is me! (staff)
7. In order to stop playing games, we must engage in a _____ + _____ drill.
 - a. We have _____ minutes to recognize the game.
 - b. If after _____ minutes, we believe staff is playing a game, we have _____ to end it.

- c. If at any point within _____ minutes the staff stops playing the game, we must _____.
 - d. The best way to get staff not to play games is _____.
- T N P O

E. Recruitment

1. Fifty years of research showed that there were a number of things that did not make a difference in the characteristics of the best staff.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

One had inverse relationship to success at times - _____.

The two key elements that are exemplified in the best staff

- a. Platinum Rule _____
- b. Bronze Rule _____

2. The biggest problem is not _____. Hertzberg demonstrated over 40 years ago that _____ is a _____ but not a _____.

3. The key elements in recruiting the best staff are:

- | | |
|-------------------------------|--------------------------------|
| a. <u>Research</u> | <u>Platinum/Bronze rule</u> |
| b. <u>Competition</u> | <u>Wal-Mart effect</u> |
| c. <u>Generational Issues</u> | <u>B Boomers, Gen X, Gen Y</u> |
| d. <u>Motivation</u> | <u>Beyond Money</u> |
| e. <u>Job Flexibility</u> | <u>Beyond Authoritarianism</u> |
| f. <u>Individual Rewards</u> | <u>Not group thanks</u> |
| g. <u>Advocate for Career</u> | <u>Not just a job</u> |

4. Hiring

- a. The three most common mistakes made by interviewees are:
 - 1. _____
 - 2. _____
 - 3. _____

Your best source of referrals is likely to come from

_____.

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MANAGEMENT
PART 2
Master**

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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
 - a. Know the individual's background
 - b. Understand the basic aging process and behaviors related to it
3. Enthusiasm
 - a. Let them feel that you enjoy being with them, and are genuinely interested in the projects they are doing.
4. Flexibility/adaptability
5. Creativity
 - a. 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 's 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:

- P ay
- E ducation
- A ge
- G ender
- E thnicity
- Ex perience

Top two characteristics to look for in direct support staff:

- People person
- Somebody with B_alance 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 a 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, train, 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/not 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.

Two 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.

Delegation

ART

- A uthority
 - R esources
 - T raining
1. Why delegate?
 2. What to delegate?
 3. What NOT to delegate?
 4. Why don't we delegate?

5. Why some staff don't accept delegation

| Leadership Styles | |
|--------------------------|-------------------|
| 1970s | 2000s |
| Dictate | Facilitate |
| Control | Allow |
| Know | Learn |
| Answers | Question |
| Political | Open-minded |
| Hands-off | Hands-on |
| Speaker | Listener/Observer |

You Must Have Clear Goals

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

Let People Know Where The 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

Games People Play

Eric Berne, author of *Games People Play* (1992), 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 game 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 they _____.
- 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?

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

Conclusion

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

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