

# Supervising For Retention

PROTECTIVE SERVICES TRAINING INSTITUTE OF TEXAS

## **External Factors Related to Retention**

- Communication (Alwon & Reitz, 2000)
- Relationship with or support from supervisor and coworkers (Alwon & Reitz, 2000; Bednar, 2003; Bernotavicz, n.d.; Dickinson & Perry, 2002; Kleinpeter, 2003; Rycraft, 1994)
- Clear performance expectations (Annie E. Casey Foundation, 2003)
- Being a mentor or protégé (Collins, 1994)

## **Internal and Personal Factors Related to Retention**

- Coping strategies and/or stress management (Anderson, 1994)
- Goodness of fit (Bernotavicz; Rycraft, 1994)
- Commitment to the mission or organization (Bernotavicz; Bednar, 2003; Ellet, 1999; Harrison, 1995; Rycraft, 1994)
- Having an MSW (Booz-Allen & Hamilton, 1987; Costin, Karger, & Stoesz, 1996; Ellet, 2000)
- Commitment to children (Cicero-Reese & Black, 1998; Reagh, 1994)
- Personal fulfillment or psychological rewards (Cicero-Reese & Black, 1998; Harrison, 1995; Reagh, 1994)
- Commitment to career (Harrison, 1995)

## **Factors That Did Not Affect Retention**

- Salaries (CWLA, 2001)
- Caseloads (CWLA, 2001; Dickinson & Perry, 2002)



## **Managing assertively is an approach to interacting with others based on:**

- ❖ **influencing others in a positive way that encourages people to realize their potential;**
- ❖ **practicing an active and initiating (rather than reacting) mode of behavior;**
- ❖ **taking a caring position, emphasizing the positive nature of self and others;**
- ❖ **exhibiting self-expression through which one stands up for his or her basic rights without denying the rights of others;**
- ❖ **possessing a non-judgmental attitude that diminishes the use of labels, stereotypes, and prejudices;**
- ❖ **taking responsibility for oneself; and**
- ❖ **communicating wants, dislikes, and feelings in a clear, direct manner without threatening or attacking.**

# MANAGING ASSERTIVELY - SELF ASSESSMENT

HO 3

---

Managers sometimes have difficulty with the following behaviors. Put an X on the continuum that most nearly describes how you see your own behavior.

**Example:** I can refuse unreasonable requests by employees.

Always     X     \_\_\_\_\_ Never

1. When someone I respect expresses opinions with which I strongly disagree, I state my own point of view.

Always \_\_\_\_\_ Never

2. I can say no when an employee pushes unrealistic demands on me.

Always \_\_\_\_\_ Never

3. I can say no even when someone is trying to manipulate me by sulking, crying, or getting angry.

Always \_\_\_\_\_ Never

4. I feel comfortable when called on to resolve employee disputes.

Always \_\_\_\_\_ Never

5. I am able to give corrective feedback to those I supervise in a way that helps them to grow.

Always \_\_\_\_\_ Never

6. I am able to handle an angry person in a calm way.

Always \_\_\_\_\_ Never

7. I am able to handle criticism effectively.

Always \_\_\_\_\_ Never

8. I state my limits and expectations to those who work with me.

Always \_\_\_\_\_ Never

9. I can say no to a worker's request without feeling guilty.

Always \_\_\_\_\_ Never

10. I state my feelings when someone is disrupting my staff.

Always \_\_\_\_\_ Never

11. I can accept criticism without getting defensive.

Always \_\_\_\_\_ Never

12. I am able to turn in a poor evaluation of one of my staff without agonizing over it.

Always \_\_\_\_\_ Never

Take a moment to review your assessment.

Note the behaviors you are pleased with and want to continue doing.

Note the situations that sometimes cause problems for you.

-  **Listening In:** Training to hear yourself thinking
  
-  **Underlining:** Selecting the specific words in your internal dialogue that are detrimental to you, to others, and to your interests
  
-  **Stopping:** Shutting off the negative words in your internal speech
  
-  **Switching:** Interrupting harmful inner-speech and substituting positive internal voices
  
-  **Reorienting:** Changing the thrust of your thinking to an active, problem-solving mode

## *Principles:*

- Supportive feedback is an important way to let people know that we appreciate them or something that they have done.
- Most of us already know how to say, "Thanks." Not many know how to go beyond "Thanks" into really supportive feedback.
- Most people do not get enough supportive feedback and long for more. The most common error is to give too little, not too much.
- Balance supportive and critical feedback so that the "Emotional Bank Account" of the receiver stays full. The more supportive feedback you give, the greater the tolerance the receiver has for any corrective feedback you have to offer.

## *Guidelines:*

### **1. State the specific behavior you wish to support.**

*Less effective:* Great job with Mrs. Becker.

*More effective:* You handled that interview extremely well! You listened carefully and, at the same time, maintained control.

### **2. Tell how this behavior was helpful.**

*Less effective:* Thanks for spending time explaining things to the facility director.

*More effective:* Thanks to you, a difficult situation is resolved and future visits will probably go more smoothly.

### **3. Explain why you personally value the behavior.**

*Less effective:* Thanks for handling this case so well.

*More effective:* I appreciate what a great attitude you have about this case. You make me feel more positive, too.

Ask	What keeps you? <i>Do you know what they want?</i>
Buck	It stops here <i>Who's in charge of keeping them?</i>
Careers	Support growth <i>Are you building their future or are you in the way?</i>
Dignity	Show respect <i>Could your prejudices be affecting your employees?</i>
Enrich	Energize the job <i>Do your people have to leave to find growth and challenge?</i>
Family	Get friendly, get flexible, get supportive, get creative <i>Avoid making your employees choose between work and family life.</i>
Goals	Expand options <i>There are other career paths other than up.</i>
Hire	Fit is it <i>Make a match or start from scratch.</i>
Information	Share it. <i>Do you have it? Do you hoard it?</i>
Jerk	Don't be one. <i>Are you one?</i>
Kicks	Get some. <i>Are we having fun yet?</i>
Links	Create connections. <i>If you build them, they will stay.</i>
Mentor	Be one. <i>Are they learning from you?</i>
Numbers	Run them. <i>Calculate the return on investment.</i>

Opportunities	Mine them. <i>Will they find them inside or outside?</i>
Passion	Encourage it <i>Find the work they love—without leaving.</i>
Question	Reconsider the rules <i>Which will you keep: the rules or the people?</i>
Reward	Provide recognition. <i>Which matters more: praise or pay?</i>
Space	Give it <i>Are your people on a short leash?</i>
Truth	Tell it. <i>The truth hurts – or does it?</i>
Understand	Listen deeper. <i>When you tune out, you lose out – and they move out.</i>
Values	Define and align. <i>What matters most?</i>
Wellness	Sustain it. <i>Are they sick or tired?</i>
X-ers	Handle with care. <i>They are different. Can you keep them?</i>
Yield	Power down. <i>Give it up to keep them.</i>
Zenith	Go for it. <i>Test your retention probability index.</i>

From *Love 'Em or Lose 'Em: Getting Good People to Stay* (Table of Contents, pp vii.-ix.) by B.L. Kaye and S. Jordan-Evans, 1999, San Francisco: Berrett Koehler. Copyright 2005 by the Protective Services Training Institute.

# What's your Retention Probability Index?

HO 7

Do you...

	Yes	No	
<b>ASK</b>	_____	_____	Feel that you shouldn't "ask" unless you're sure you can do something with the answer?
<b>BUCK</b>	_____	_____	Believe that keeping good people is out of your hands?
<b>CAREERS</b>	_____	_____	Agree that, although coaching should be continual, your workers should know where they need to improve?
<b>DIGNITY</b>	_____	_____	Wonder how you are supposed to recognize so many different individual needs?
<b>ENRICH</b>	_____	_____	Believe that it's really difficult to enrich most jobs?
<b>FAMILY</b>	_____	_____	Agree that most employees don't want to mix family and personal life with work life?
<b>GOALS</b>	_____	_____	Believe that most employees only want to move up?
<b>HIRE</b>	_____	_____	Think that a skill match when hiring is the most essential match to be made?
<b>INFORMATION</b>	_____	_____	Believe that there's a good deal of big picture information that is best not shared with workers?
<b>JERK</b>	_____	_____	Think that employees aren't really that sensitive to what you say or do?
<b>KICKS</b>	_____	_____	Tend not to join in the fun when others are taking breaks, sharing jokes, relaxing from the stress of it all?
<b>LINK</b>	_____	_____	Fear that connecting your people with folks in other agencies will eventually pull them away from yours?
<b>MENTOR</b>	_____	_____	Feel that there isn't time to tell them your story or give them your views, considering all there is to be done?

	<b>Yes</b>	<b>No</b>	
<b>NUMBERS</b>	_____	_____	Believe that all these retention efforts aren't really worth the time you spend on them?
<b>OPPORTUNITIES</b>	_____	_____	Agree that opportunities for growth are limited?
<b>PASSION</b>	_____	_____	Find little time to talk with your people about the degree to which they are doing what they really want to do?
<b>QUESTION</b>	_____	_____	Believe that going "outside the box" is difficult in your organization?
<b>REWARD</b>	_____	_____	Believe that small recognition efforts don't help very much?
<b>SPACE</b>	_____	_____	Feel more comfortable knowing exactly what your employees do with their time during the work day?
<b>TRUTH</b>	_____	_____	Agree that it's more comfortable for you not to be too direct when giving feedback?
<b>UNDERSTANDING</b>	_____	_____	Feel that you listen about as well as most, and you can't get much better at it?
<b>VALUES</b>	_____	_____	Think that it's crossing a personal boundary to find out more about what your people value?
<b>WELLNESS</b>	_____	_____	Think that wellness is being addressed primarily by others?
<b>X-ERS</b>	_____	_____	Throw up your hands when trying to understand younger employees?
<b>YIELD</b>	_____	_____	Truly find it difficult to share power or the limelight?
<b>ZENITH</b>	_____	_____	Think this retention stuff is another fad, and it, like others, will go away?

From *Love 'Em or Lose 'Em: Getting Good People to Stay* (pp. 214-215) by B.L. Kaye and S. Jordan-Evans, 1999, San Francisco: Berrett Koehler. Copyright 2005 by the Protective Services Training Institute.

# 14 COMMON WARNING SIGNS

HO 8

- 
1. **Output decreases.** The amount of work getting done decreases.
  2. **Work quality.** Errors increase. Case records are sloppy and sometimes incomplete.
  3. **Due dates missed.** Agreed-upon tasks are late or not completed.
  4. **Little or no initiative is shown.** The employee does not start to work without being pushed or reminded.
  5. **Tougher tasks and assignments are avoided.** The employee puts off or complains about the more difficult jobs. Often, the employee's effort goes into getting someone else to do the work.
  6. **Complaints increase.** The employee considers decisions that are made, tasks that are worked on, other's efforts, etc., to be wrong much of the time.
  7. **Interaction with others decreases.** The employee turns quiet at meetings or more often works alone.
  8. **Following and/or taking directions becomes difficult.** Instructions have to be repeated often. The employee frequently voices reasons why something cannot be done, and may even misrepresent the facts of a case.
  9. **Defensiveness or irritability increases.** Having calm and rational conversations with this employee becomes more difficult. Mood swings become more pronounced.
  10. **Cooperation diminishes.** Getting along and working with other employees become more difficult. Conflicts start to happen.
  11. **Others are blamed for mistakes or failures.** The employee does not accept responsibility for his or her actions and is quick to find fault with others.
  12. **Absences from office increases.** The person is not around when needed, and often no one knows where to find the individual.
  13. **Negative feedback from others increases.** Other employees, clients, or people in the community tell you about difficulties and disappointments they have in trying to deal with your employee.
  14. **Absenteeism and/or tardiness increases.**

From *Handling the Difficult Employee*, (pp. 10-11), by M. Brounstein, 1993, Menlo Park: Crisp Publications.  
Copyright 2005 by the Protective Services Training Institute.

# PERFORMANCE QUADRANTS

HO 9

Which quadrant would be most specific for describing a performance problem?

bad attitude

lack of interest

lack of motivation

no initiative

unhappy in his/her work

not careful

dislikes change

won't accept criticism

poor planning

excessive personal phone calls

too much socializing on the job

too much attention to details

failure to prioritize work

abuses lunches, breaks

away from work area

not capable

unacceptable performance

not getting the job done

not up to professional level

doesn't carry the ball

not well organized

low volume of output

excessive error rate

failure to follow specified procedures

failure to meet specific quality standards

failure to meet deadlines

failure to meet specific objectives

# WHY EMPLOYEES DON'T DO WHAT THEY'RE SUPPOSED TO DO

---

HO 10

A 25-year study of reasons for poor performance with more than 25,000 managers revealed that there are 16 common reasons why employees don't do what they are supposed to do at work.

1. They don't know why they should do it.
2. They don't know how to do it.
3. They don't know what they are supposed to do.
4. They think your way will not work
5. They think their way is better.
6. They think something else is more important.
7. There is no positive consequence to them for doing it.
8. They think they are doing it.
9. They are rewarded for not doing it.
10. They are punished for doing what they are supposed to do.
11. They anticipate a negative consequence for doing it.
12. There is no negative consequence to them for poor performance.
13. Obstacles beyond their control.
14. Their personal limits prevent them from performing
15. Personal problems.
16. No one could do it.

# PERFORMANCE ASSESSMENTS

HO 11

---

State the problem \_\_\_\_\_

Select one of the ten reasons from Handout 10: \_\_\_\_\_

Identify two possible causes for this problem:

---

---

---

Give a couple of ideas as to what a supervisor can do to improve the situation:

---

---

---

---

---

---

---

---

---

---

## Performance Assessments

### 1. They do not know what they should do or how to do it. Why?

- The employee lacks training or instruction on how to do the task(s).
- Expectations, or clear direction as to what to do, have not been communicated.
- People assume the employee knows how or what to do, leaving the employee reluctant to ask questions.
- A narrow view exists of what one's own job entails. "That's not my responsibility" is sometimes voiced by such an employee.

#### **What can the supervisor do to help?**

- Provide training for the employee to learn how, and allow for practice so she or he can master the task proficiently.
- Give direction and explanations as to how things are to be done and what is expected.
- Encourage questions: Tell employees to come to you when they have questions and be available to answer them when they come.
- Plan cases together. Give a picture as to the role the person needs to perform.

### 2. The reward or consequence is for not doing what should be done. Why?

- Efforts made in the past received little or no response. Therefore, the employee's reaction is "why bother to try?"
- When errors have been made, the supervisor or another employee has corrected them.
- Whenever the employee resists taking on tough tasks, he or she is given easier ones to do instead.
- If difficult behavior in getting along with others has been displayed, the employee has been given more autonomy, and then received praise for how well the tasks get done.

#### **What can the supervisor do to help?**

- Give positive feedback and express appreciation for good efforts made, especially on difficult assignments.
- Let employees correct their own errors and help them learn how to correct them.
- Provide employees training and assistance to do tough tasks. Hold them accountable for doing them. Once mastered, a task becomes less difficult.
- Let employees know the impact of their difficult behavior. Set limits on their freedoms and responsibilities, to focus them on bringing the behavior under control.

### 3. They think they are doing just fine. Why?

- Feedback is seldom given. For most employees, no news means good news.
- If news is given on performance, it tends to be given well after the fact and usually in

general or vague terms; therefore, it does not have much impact or value to the individual.

**What can a supervisor do to help?**

- Track employee's performance on a regular basis, and provide constructive feedback in a timely manner.
- Set objectives. Periodically (e.g. quarterly), review progress. Include self-evaluation as part of that meeting. Self-evaluation, combined with supervisor feedback, can keep both parties aware of how performance is progressing.

4. **They think their way, not your way, is better, and it is not. Why?**

- The need for change or going your way is not seen or readily understood.
- The employee has been doing his or her job the same way for a long time and thinks that way is just fine.

**What can the supervisor do to help?**

- Explain the reasons and benefits for doing things differently. Walk through the steps with the employee.
- Involve the employee in planning to make the change happen. Those involved in planning the changes that will affect their work are more likely to support the changes.
- Where possible, show the person how your way has worked in other cases.

5. **There is no negative consequence for poor performance. Why?**

- The employee receives average or better performance evaluations and pay raises to match.
- The employee still gets to do favorable assignments.
- The employee receives as much, if not more, attention than others in the group, but as far as actions carried out, status quo remains.

**What can the supervisor do to help?**

- Give honest feedback and performance evaluations and appropriate raises - little or none at all.
- Set consequences or limits, and let the employee know them in advance. Then, if improvement does not happen, follow through. In particular, deny special assignments or privileges the employee normally gets to do.

6. **They have obstacles limiting their performance. Why?**

- They lack resources or know-how to do the job.
- They are not clear about how to get the resources for clients.
- They have been given conflicting sets of directions (e.g., first from you and then from other staff).
- Other employees, especially in other departments, are not doing their part or are causing interference in work getting done.

### **What can the supervisor do to help?**

- Listen to the causes of the obstacles and look for ways to remove them. Sometimes, this involves dealing with peers to get the cooperation needed. Other times, this help may be in the form of resources, training or guidance the employee needs to do the job.
- Talk to others to clear up conflicting directions, and to establish a clear channel of communication. Projects work best when you are the focal point for informing employees of what to do. Do not hesitate to remind even your boss of this fact.

### 7. **They do not want to, or know why they should, do the job. Why?**

- Previous efforts to accomplish a particular assignment, especially a difficult one, went unrecognized.
- Since they see no reason or importance for doing the particular task, they do not think the effort is worth taking.
- They have grown dissatisfied with part or much of their job.

### **What can the supervisor do to help?**

- Give positive feedback and recognition for efforts made.
- Discuss with employees the importance and benefits of doing a particular job.
- Address any concerns they may have.
- Where possible, work with the employee to add new challenges that may be more stimulating to the job.
- Plan and problem-solve together. This allows for employee involvement and makes the importance of a particular assignment much easier to understand.
- If the above efforts do not yield results, set limits and do not allow substandard performance to occur. Not doing what has to be done is still not acceptable.

### 8. **They fear a negative consequence. Why?**

- They fear if they do something wrong, you may lose your temper. Often this feeling is because of the way they have seen you react to problems or mistakes in the past. A loud or very emotional reaction to negative situations instills a sense of fear.
- They fear they will be looked upon as stupid if they ask questions, so they do not.
- They fear failure, so they avoid situations that are new or require them to take risks.

### **What can the supervisor do to help?**

- Avoid sarcasm, yelling and emotional outbursts when mistakes or problems occur. Stay in control.
- If mistakes are made, help employees learn how to correct them. Stay away from an atmosphere of punishing mistakes.
- Encourage questions on an ongoing basis. When you see they are reluctant to try something, discuss their concerns and encourage their efforts to go forward.

### 9. **They are, in essence, punished for doing what they are supposed to do. Why?**

- Shoot the messenger syndrome occurs sometimes. They report the news they are

supposed to report. However, when it contains bad news, your emotional outburst is usually the result, which they perceive as punishment.

- When they take initiative that does not work out, or raise ideas you do not like or agree with, they are chastised or put down for their efforts.
- They get labeled as the old reliable employees. As a result, they get the most work and the most difficult or unpleasant assignments in the group.

#### **What can the supervisor do to help?**

- Keep your emotions under control when employees report what is happening. As supervisor, you need information flowing to you; therefore, recognize that the news will not always be good. Let the messenger live.
- When employees' initiatives do not work out, appreciate the initiatives. Then, help employees learn from their mistakes and give guidance as to where and how initiative should be taken. If you punish employees when these situations happen, they will wait to be told what to do; they will not think for themselves.
- When an employee's idea are not good ones, discuss them and explain why they are not appropriate. Express appreciation for their effort, but feel free to agree to disagree. When employees are put down for suggesting ideas, their creativity dies instantly.
- Distribute workload and assignments more evenly among your staff. Reward reliable employees by allowing them to do some of the favorable tasks.

#### 10. **They think something else is more important. Why?**

- You have not made the priorities of the job clear.
- Nearly every case they are given is labeled as urgent. What is truly important is cloudy.
- Priorities have changed, but they have not been informed. Consequently, they are spending too much time on less important issues.
- Other interests or concerns unrelated to the job occupy their time or attention.

#### **What can the supervisor do to help?**

- Discuss with employees what the priorities are and what is most important to tackle first - you may need to sort that out for yourself first. Be prepared that some employees need continued assistance in this area.
- Plan with employees how cases are to be carried out. Communicate in advance when changes are to occur.
- Focus employees' attention on what is important to getting the job done. Allow for a conditional accountability as appropriate; if you accommodate someone (adjusting schedules, granting a little time off) so he or she can take care of an outside distraction, do so with the condition that the person's attention must return to the job.

# GUIDELINES FOR GIVING CORRECTIVE FEEDBACK

---

HO 13

## ♦ BEFORE GIVING FEEDBACK

- ♦ Check your motivation: Do I really want to help?
- ♦ Set the stage to make the recipient comfortable.
- ♦ Consider choice of words: clear, supportive, specific.
- ♦ Select a time when emotions are level.
- ♦ Give corrective feedback as privately and immediately as possible.

## ♦ WHILE GIVING FEEDBACK

- ♦ Refer to specific behavior. Focus on behavior that the person can control.
- ♦ Use "I-messages" that focus on one's feelings, not on the rightness or wrongness of the other's behavior.
- ♦ State the feedback positively.
- ♦ Allow recipient to respond to feedback.
- ♦ Balance negative with positive information.
- ♦ Offer suggestions for alternative behavior.
- ♦ Provide support and encouragement.

## ♦ AFTER GIVING FEEDBACK

- ♦ Check the recipient's understanding.
- ♦ Ask for reactions. Be willing to be influenced.
- ♦ Gain agreement that a problem exists.
- ♦ Seek a win-win solution.
- ♦ Continue to give support and encouragement.
- ♦ Acknowledge progress when changes occur.

## 1. Describe

- Describe the other person's behavior objectively.
- Use concrete terms.
- Describe a specified time, place, and frequency of the action.
- Describe the action, not the "motive."

### *Poor Script*

You are being irresponsible in the way you contact people.

### *Better Script*

I asked you to see Mrs. Becker. You did go, but you didn't spend time with her because you said it wasn't necessary. How did you make that decision?

## 2. Express

- Express your feelings.
- Express them calmly.
- State feelings in a positive manner, as relating to a goal to be achieved.
- Direct yourself to the specific offending behavior, not to the whole person.

### *Poor Script*

I feel your actions are unprofessional and seem you seem to have a negative attitude.

### *Better Script*

I don't believe the caregiver's needs were met, and now she's called me and is upset. I'm very concerned that you aren't addressing Mrs. Becker's needs.

### 3. Specify

- Ask explicitly for change in the behavior.
- Request a small change and only one or two changes at a time.
- Specify the concrete actions you want to see stopped, and those you want to see performed.
- Take account of whether the person can meet your request without suffering large losses.
- Specify (if appropriate) what behavior you are willing to change to make the agreement.

#### *Poor Script*

I want to see a significant change in your whole attitude.

#### *Better Script*

I want you to go again to see Mrs. Becker. Let's spend a few minutes discussing what you should do with your time together.

### 4. Consequences

- Be explicit.
- Give a positive reward for change in the desired direction.
- Select something that is desirable and reinforcing, and is big enough to maintain the behavior change.
- Select a punishment of a magnitude that “fits the crime” of refusing to change behavior, and one that you are willing to carry out.

#### *Poor Script*

Things are going to get bad for you around her if you don't do a better job.

#### *Better Script*

If you spend time with her and address her needs up front, she will feel supported and you'll save time in the long run.

1. Describe

---

---

---

---

---

2. Express

---

---

---

---

---

3. Specify Lines

---

---

---

---

---

4. Consequences

*Positive:*

---

---

---

---

---

*[Negative:*

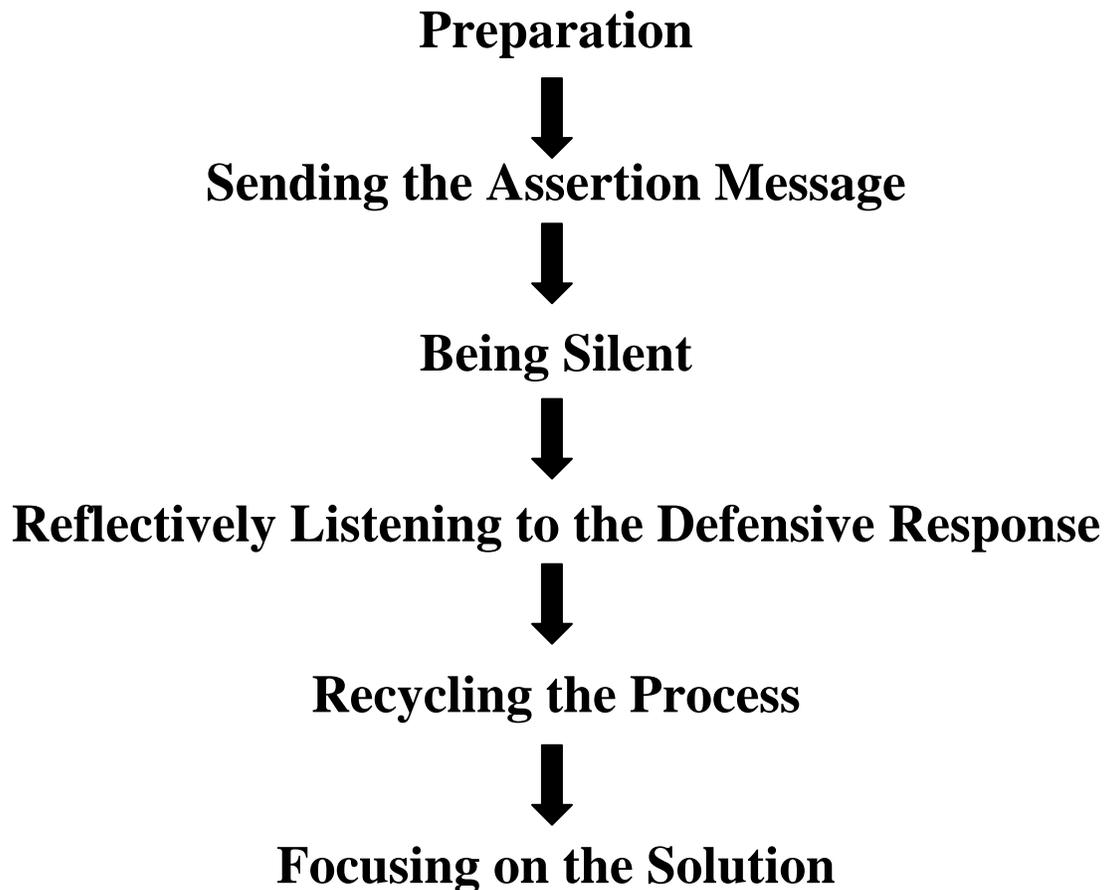
---

---

---

---

---



(Typically it takes 3–10 repetitions of the assertion message to change the other's behavior.)

## 1. Hostility

The person feels the feedback as a blow and tries to respond with a counterblow to put you on the defensive.

- Reflect the person's feelings and content of statement.
- Do not get sidetracked.
- Treat the person with respect.
- Reassert.

## 2. Debates

The person relies on mental quickness and verbal ability to win the case.

- Refuse to engage in the debate.
- Listen reflectively.

## 3. Tears

Tears may be a manipulative way to avoid confrontations.

- Reflect the fact that the person is upset, but gently reassert.
- If the person is too upset, arrange another time to meet.
- At the appointed time, reassert.

## 4. Questions

A way to derail the assertion in a nonconfrontative way.

- Do not respond to questions; reply with reflective listening instead.
- Provide silence and wait for a response.
- If giving further data is appropriate, respond non-judgmentally, specifically, and succinctly. Then be silent and wait.

## 5. Withdrawal

Person deals with feedback with total silence and withdrawn body language.

- Provide silence; make reflective comments about what the body language appears to be saying.
- Reassert; say that you assume the behavior will change as you requested.

# NEGOTIATION EXERCISE

HO 17

---

A worker has been working with a family case for less than a month. The family has told the worker that without assistance they will be homeless. The worker has not yet had time to review the entire case history, as this family has been an open case for several years. The worker presents the case to the supervisor and requests discretionary funds to pay all of the family's bills for the month.

The supervisor is up-to-date on the history of this family's case and knows that the request is made each time a new worker is assigned to the family. Despite her initial reaction to discount the worker's request, as an experienced supervisor trained in negotiation, she listens carefully to the worker's case presentation. In doing so, she hears several new factors affecting the family's situation.

The worker reports the family's apartment building has new owners, who have raised the rent by \$100 per month. The oldest son was injured on the job in the last month and is receiving disability insurance instead of his full paycheck. Finally, the mother has allowed her alcoholic brother to come and live with the family in the last 2 weeks, and they have run short on food with another person to feed. The next paycheck will come into the household in 1 week. The worker is requesting \$3,000 to pay the family's bills for the month, including emergency cash for food.

1. What are all of the things that need to be negotiated?

---

---

---

---

---

2. What are some possible solutions to each of these?

---

---

---

---

---

## Accommodating

- Strong need to maintain relationships
- Doesn't consider own goals are important when conflict occurs
- Wants to be accepted and liked by others
- Wants to resolve the conflict quickly to create harmony
- Gives up own goals to preserve relationships
- May not have own needs met and may feel frustrated and under-appreciated

## Avoiding

- Sees conflict as something to be feared
- Often feels frustrated and hopeless when they cannot achieve their goals
- During conflict, frequently gives up personal goals and stays away from issues over which the conflict is taking place and from the people they are in conflict with.
- Finds it is easier to withdraw than to face the conflict.

## Controlling

- Pursues their own goals at the expense of others because relationships are of minor importance
- Assumes conflicts are settled by one side winning and the other losing, and that they achieve a higher status by winning
- Attacks, overpowers, overwhelms, and intimidates to defend position

## Collaborating

- Places a high value on goals and relationships
- Views conflict as a problem to be solved and a way for people to become more aware of one another's needs
- Good at seeing other peoples' points of view but don't forget their own goals
- Sometimes not satisfied until solutions are found and tensions and negative feelings have been resolved

1. Both parties agree to try mediation

2. Set ground rules

3. Parties describe their positions

4. The mediator restates the positions highlighting the relevancy of each

5. Brainstorm options

6. Choose a solution

7. Identify what can be done next time to avoid disagreement



# MEDIATION EXERCISE

HO 20

---

The supervisor is presented with an unresolved conflict when two workers approach her/him complaining that they both believe they have the more compelling reason to have the only laptop in the department overnight. The workers report they have tried to find a way to resolve the problem but have been unable to find a solution to which they can both agree.

Both workers are long-standing employees on the team. Worker 1 is known to be conflict avoidant and passive in most interactions. Worker 2 is a known competitor who prefers to be in control of situations. The supervisor has been encouraging Worker 1 to assert herself in these types of situations with others on the team.

Both workers have requested that you settle the dispute. They want a decision as to who should have the computer for the night. The supervisor suggests mediation. They reluctantly agree to abide by the mediation settlement.

The supervisor sets the ground rules. All statements must begin with “I.” Each worker will have an opportunity to talk and must not be interrupted by the other. All statements must be respectful of the other parties, and the workers must talk only to the mediator.

1. Worker 1 states her position. (Read script provided by trainer.)
2. Worker 2 states her position. (Read script provided by trainer.)
3. Mediator restates the problem. (Read script provided by trainer.)
4. Worker 1 and Worker 2 brainstorm ideas.
5. Worker 1 and Worker 2 choose the option that best fits everyone’s needs.

- Active listening
- Asking informed questions
- Mutual respect
- Two-way communication
- A plan of action
- Task assignment
- Accountability

# WHO'S THE DIFFICULT PERSON?

HO 22

---

**1. Name the person:**

**2. As specifically as possible, write what makes the person difficult:**

**3. Describe how you usually respond to their difficult behavior:**

**4. What do you want?**

**For yourself:**

**From the other person:**

## 1. ASSESS THE SITUATION

- Has the person in question acted differently in similar situations?
- Am I reacting out of proportion to what the situation warrants?
- Was there a particular incident that triggered the troublesome behavior?
- Will direct, open discussion relieve the situation?

If the answer to any one of these questions is "yes", you are probably dealing with a situation that is temporarily bringing out the worst in a non-difficult person.

## 2. STOP WISHING THE DIFFICULT PERSON WERE DIFFERENT

- Blaming isn't changing.
- Learn to cope with them as they are.

## 3. GET SOME DISTANCE BETWEEN YOU AND THE DIFFICULT BEHAVIOR

- Difficult people are difficult because they set off a series of reactions in us. We become a part of their game.
- See the patterns of their behavior and understand the source of the patterns.
- Try to see what the person gains from this behavior.
- Do not take the difficult behavior personally. Someone has to help them with their game and you happen to be that someone.

## 4. FORMULATE A PLAN FOR INTERRUPTING THE INTERACTION

- Even difficult people have a positive side. Find that part and encourage it.
- Avoid doing and saying those things that make the person feel threatened. Their behavior is a defense they have learned over the years.
- The primary leverage you have is to change your behavior. Do not act in the way the person expects. How can you be different?

## 5. IMPLEMENT YOUR STRATEGY

- Be prepared for this to take time. You will not see an immediate change, and you will be tested to see what you are up to.
- Make a commitment to the process.

## 6. MONITOR, AND MODIFY WHEN NECESSARY



# BEHAVIORAL INVENTORY

HO 25

- 
1. ..... More likely to lean backward when stating opinions  
..... More likely to be erect or lean forward when stating opinions
2. ..... Less use of hands when talking  
..... More use of hands when talking
3. ..... Demonstrates less energy  
..... Demonstrates more energy
4. ..... More controlled body movement  
..... More flowing body movement
5. ..... Less forceful gestures  
..... More forceful gestures
6. ..... Less facial expressiveness  
..... More facial expressiveness
7. ..... Softer-spoken  
..... Louder voice
8. ..... Appears more serious  
..... Appears more fun-loving
9. ..... More likely to ask questions  
..... More likely to make statements
10. ..... Less inflection in voice  
..... More inflection in voice
11. ..... Less apt to exert pressure for actions  
..... More apt to exert pressure for actions
12. ..... Less apt to show feelings  
..... More apt to show feelings
13. ..... More tentative when expressing opinions  
..... Less tentative when expressing opinions
14. ..... More task-oriented conversations  
..... More people-oriented conversations

15. ..... Slower to resolve problem situations  
..... Quicker to resolve problem situations
16. ..... More oriented toward facts and logic  
..... More oriented toward feelings and opinions
17. ..... Slower-paced  
..... Faster-paced
18. ..... Less likely to use small-talk or tell anecdotes  
..... More likely to use small-talk and tell anecdotes
- \_\_\_ \_\_\_ \_\_\_ \_\_\_ Total Scores

## **Scoring:**

---

**Circle higher of 1<sup>st</sup> two numbers. Check the box of the higher of the two numbers:**

- ..... left (less assertive)  
..... right (more assertive)

**Circle higher of 2<sup>nd</sup> two numbers. Check the box of the higher of the two numbers:**

- ..... upper (less emotionally responsive)  
..... lower (more emotionally responsive)

**Mark the appropriate square on Handout 26.**

# TYPICAL BEHAVIORS OF THE FOUR STYLES

HO 26

<p style="text-align: center;"><b>ANALYTICAL</b></p> <p>Slow reaction          Maximum effort to organize          Minimum concern for relationships          Historical time frame          Cautious action          Tends to reject involvement</p>	<p>↑  <b>R          E          S          P          O          N          S</b></p>	<p style="text-align: center;"><b>DRIVER</b></p> <p>Swift reaction          Maximum effort to control          Minimum concern for caution in relationships          Present time frame          Direct action          Tends to reject inaction</p>
<p>← <b>A S S E R T I V E N E S S</b> →</p>		
<p>Unhurried reaction          Maximum effort to relate          Minimum concern for effecting change          Present time frame          Supportive action          Tends to reject conflict</p> <p style="text-align: center;"><b>AMIABLE</b></p>	<p><b>V          E          N          E          S          S</b>          ↓</p>	<p>Rapid reaction          Maximum effort to involve          Minimum concern for routine          Future time frame          Impulsive action          Tends to reject isolation</p> <p style="text-align: center;"><b>EXPRESSIVE</b></p>

From *Personal Styles and Effective Performance* by D.W. Merrill and R.H. Reid, 1999, 67. Boca Raton, FL: CRC Press LLC. Copyright 2005 by the Protective Services Training Institute.

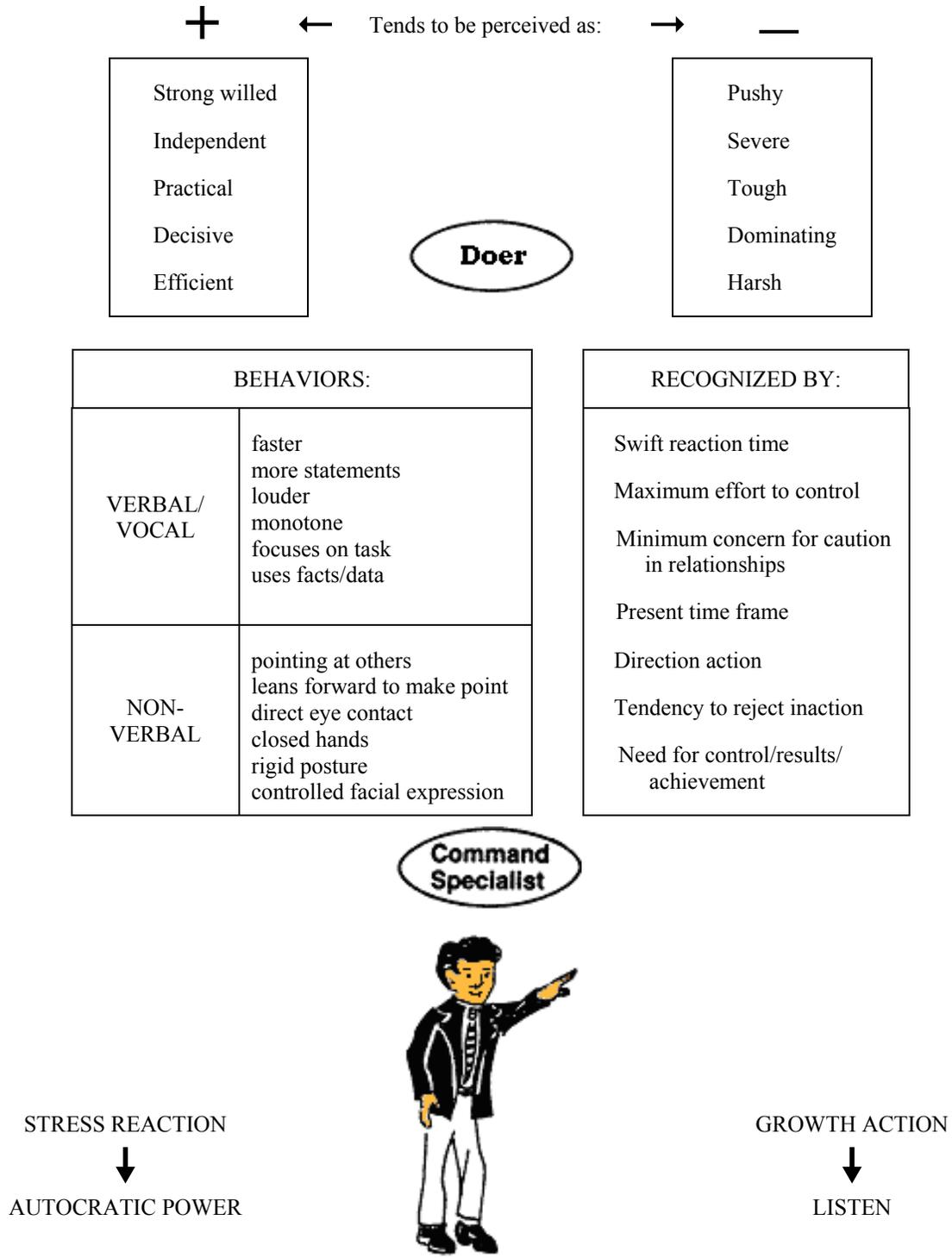


Figure 2. The DRIVER

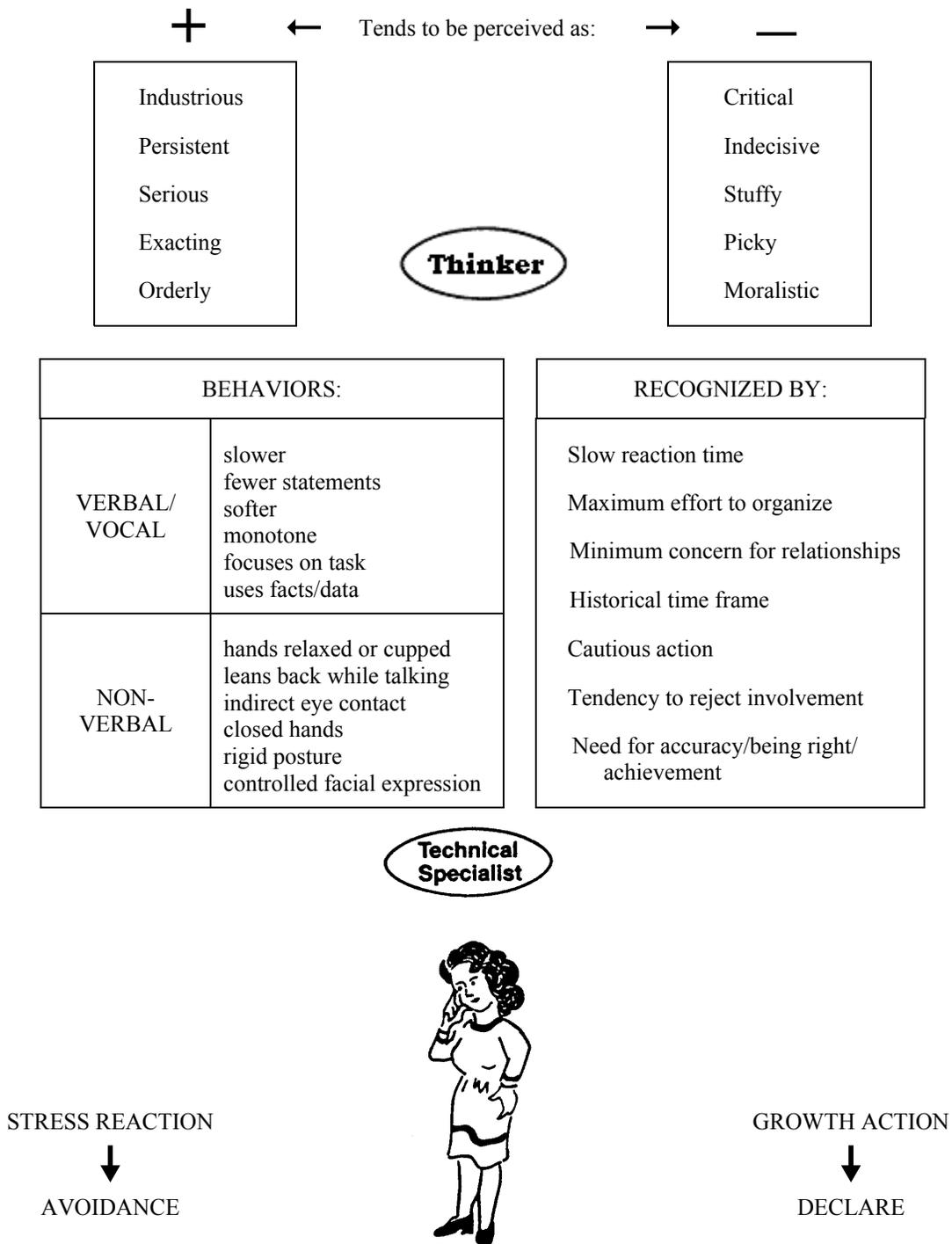
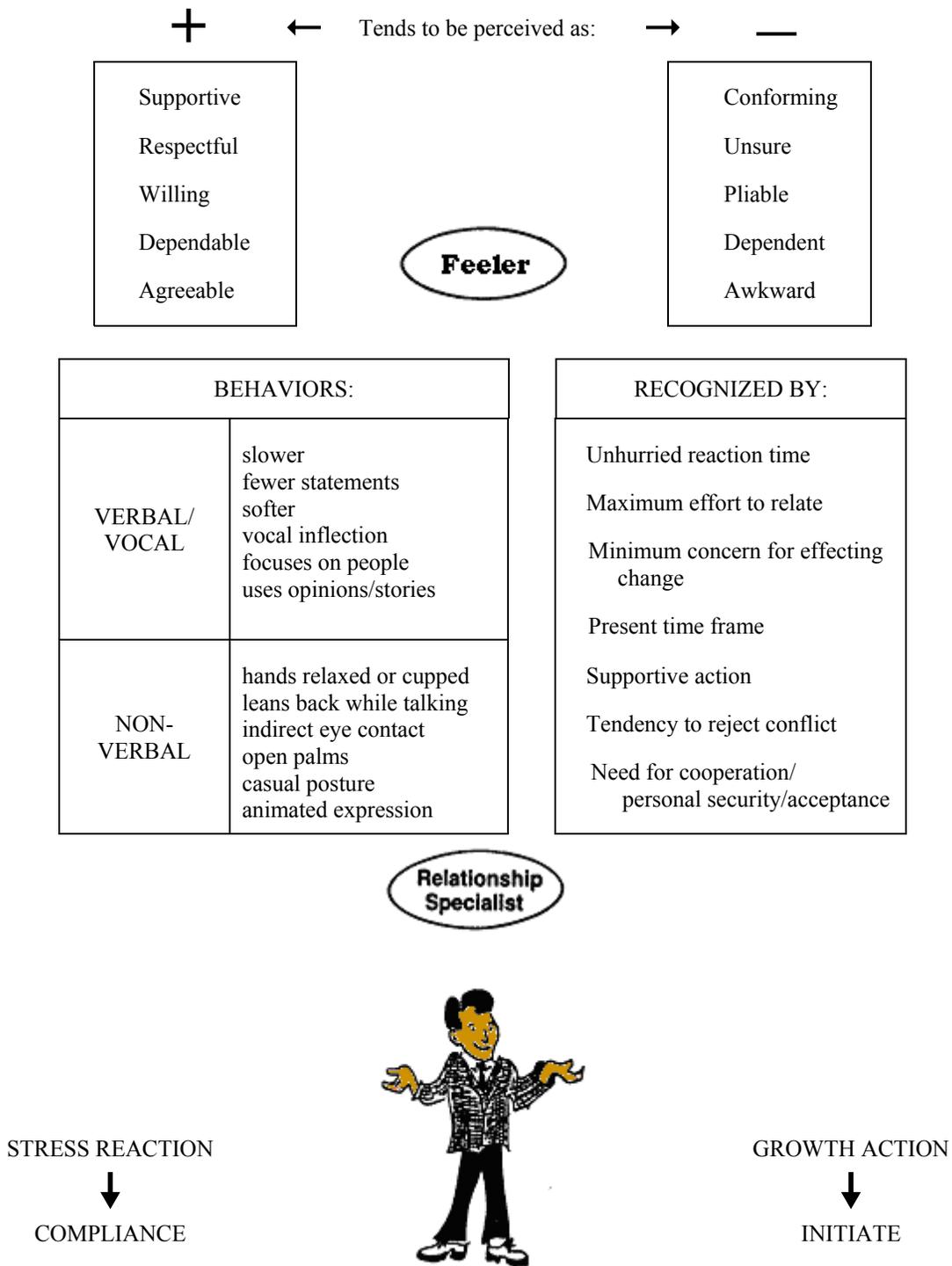
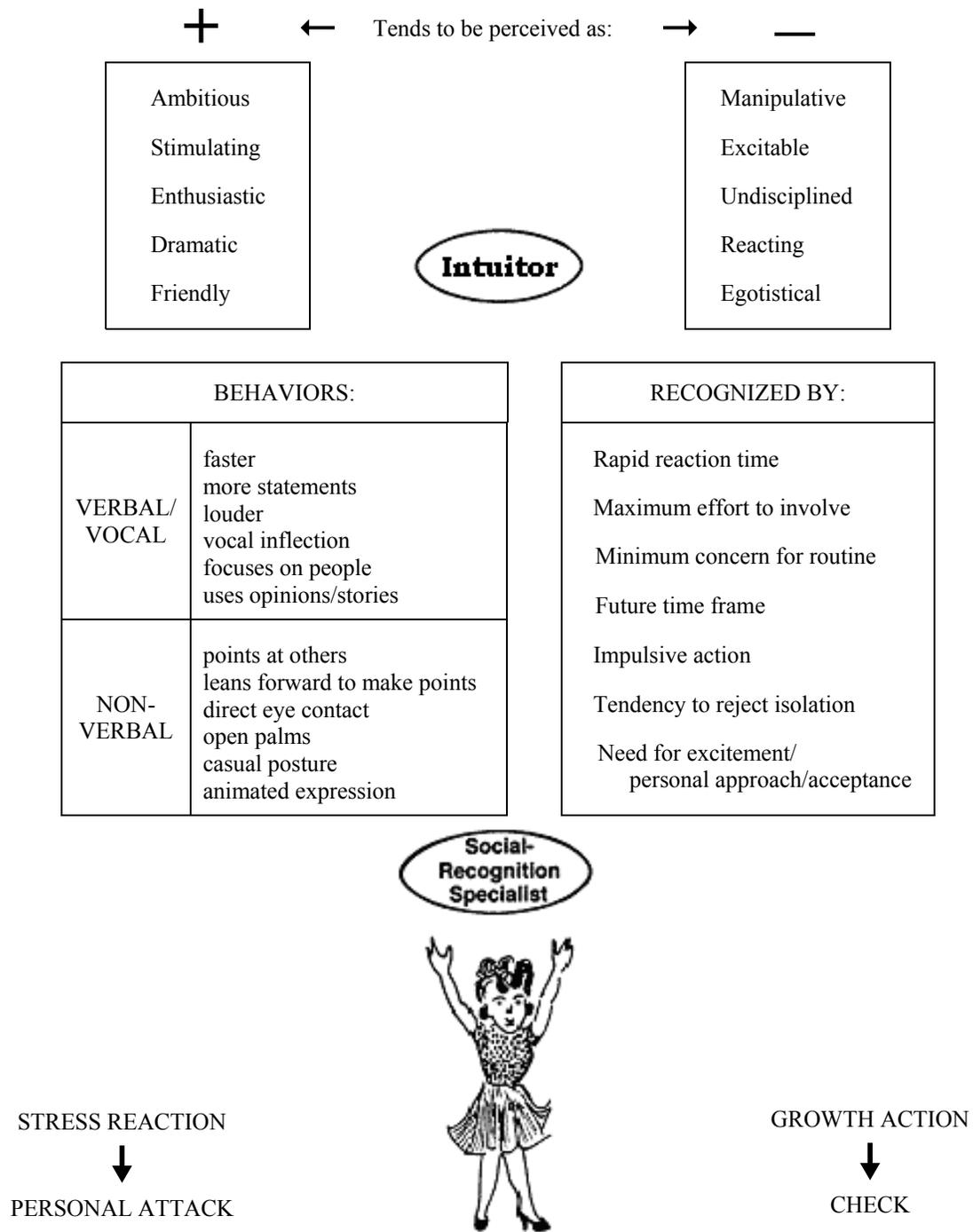


Figure 3. The ANALYTICAL



**Figure 4. The AMIABLE**



**Figure 5. The EXPRESSIVE**

Reproduced from *The 1986 Annual: Developing Human Resources*. J. William Pfeiffer and Leonard D. Goodstein, Editors. San Diego, California: University Associates, 1986, pp. 216-219.

# INTERPERSONAL FLEXIBILITY

HO 28

<b>FLEXING TO AMIABLES</b>	<b>FLEXING TO ANALYTICALS</b>
<p>Be relaxed, and moderately paced; have comfortable posture, leaning back somewhat; speak softly, avoid harshness in voice.</p> <p>Make person-to-person contact when possible. Be genuine. Don't engage in lengthy "small talk" unless it is real for you and the other person.</p> <p>Invite their conversation; draw out their opinions. Listen reflectively; don't judge their ideas, counter them with logic, or manipulate.</p> <p>Communicate patiently; encourage expression of any doubts, fears, or misgivings they may have. Facilitate decision making without putting excessive pressure on them.</p> <p>Mutually agree on goals, perhaps initiated by you; negotiate action plans with completion dates for segments of the project; offer your cooperative support where desirable; be sure to follow through on your responsibilities; and keep in touch on theirs.</p> <p>Offer personal assurance that decisions will have minimum risk. However, overstating guarantees or lack of follow-through will erode trust.</p> <p>Maintain ongoing contact more than with other social styles.</p>	<p>Be on time.</p> <p>Be moderately paced; lean back somewhat; avoid loud voice.</p> <p>It is better to be more rather than less formal in clothing, speech and manners.</p> <p>Get to business quickly; be prepared, systematic, factual, logical, exact-but still keep a human touch.</p> <p>List the pros and cons of your proposal and of the alternatives.</p> <p>Show why this approach is best and has relatively little risk. Don't exaggerate the advantages; these people are turned off by overstatement.</p> <p>When possible, allow them to proceed deliberately, even slowly.</p> <p>When they are too indecisive, encourage them to make a decision but refrain from making it for them.</p> <p>Follow up in writing.</p> <p>See that milestone dates are in the action plan; set up progress reports if in doubt about their meeting schedules.</p>

<b>FLEXING TO EXPRESSIVES</b>	<b>FLEXING TO DRIVERS</b>
<p>Be energetic and fast paced; have erect but not stiff posture and direct eye contact.</p> <p>Allow time for socializing. Talk about experiences, opinions, and people. Tell about yourself, too. To a degree, adopt their entertaining, fun-loving behavior.</p> <p>Expressives like arguments-to a point. Avoid becoming too dogmatic even when they are.</p> <p>Discover their dreams and intuitions.</p> <p>In support of your ideas, use testimonials from people they like or see as prominent.</p> <p>Focus first on the "big picture." Follow up with action plans and details.</p> <p>Tap their competitive spirit.</p> <p>Find a way to have fun while achieving the objective.</p> <p>Keep a balance between flowing with the Expressive and getting back on track.</p> <p>Paraphrase agreements.</p> <p>Ensure that action plans are made and followed and that necessary details are taken care of.</p>	<p>Be on time.</p> <p>Be energetic and fast paced; have erect posture and direct eye contact.</p> <p>Get to business quickly. Use time efficiently.</p> <p>Be specific, clear, and brief. Don't over-explain, ramble, or be disorganized.</p> <p>From the beginning to end, focus on results.</p> <p>Select the key facts, and use them when making your case. Present them logically and quickly.</p> <p>Provide a limited number of options so the Driver can make his own choice.</p> <p>Provide data about the pluses and minuses of the options.</p> <p>Stay on the topic; keep the pace up; and honor time limits.</p> <p>If at all appropriate, ask directly for a decision.</p> <p>Depart quickly but graciously.</p>

From *Social Style/Management Style* by R. Bolton and D. Bolton, 1984, 78-79. New York: American Management Association. Copyright 2005 by the Protective Services Training Institute.

## PROACTIVE APPROACHES TO STRESS MANAGEMENT

---

HO 29

- Varying tasks in the routine work schedule
- Making the office pleasant and cheerful
- Developing a strong teamwork atmosphere within the unit
- Creating an open and trusting work environment
- Instituting new networks of support with other supervisors
- Streamlining paperwork
- Using time management techniques
- Taking time off from work
- Delegating tasks that others can do
- Establishing and maintaining a relationship with the manager to manage up effectively

## **TOPIC 1.1: THE CHALLENGE OF BEING A SUPERVISOR**

**RECOMMENDED TIME: 60 minutes**

\*\*\*\*\*

### **Training Focus**

- ♦ Discuss the satisfactions and challenges of supervision.
- ♦ Discuss supportive supervision as mutually respectful working relationships.
- ♦ Describe the intent of this training workshop.
- ♦ Present research of the important relationship between retention and supervision.
- ♦ Show the connection between Covey's *7 Habits* and retention.

\*\*\*\*\*

### **OH 1: Supervising for Retention**

1. Participants Design Their Own Logos on Name Cards: Ask participants to create personal, colorful logos for their name cards and explain their significance to the class.
  - When participants come to class, give them blank name cards or tents and colored pens. Ask them to create their own colorful logo for their name. The logos should convey something about themselves (interests, hobbies, talents, etc.).
  - Trainer introduces herself by explaining her logo.
  - Ask participants to introduce themselves by explaining their logos.

*[Materials Needed: Blank name cards or tents, colored markers]*
2. Find out what program areas the participants represent by asking for a show of hands.
3. Throw a Koosh® Ball Around the Room: Whoever catches it must describe one challenge and one satisfaction they have as a supervisor.
  - Pass the ball to someone in class and ask him or her to describe one challenge they have as a supervisor.
  - Have learners continue throwing the ball to each other. Each time a person gets it, he or she has to articulate a challenge. Continue tossing the ball until each learner has had at least one turn.
  - Now pass the ball to someone in class and ask him or her to describe a satisfaction they have as a supervisor.
  - Have learners continue throwing the ball to each other. Each time a person gets it, he or she has to articulate a satisfaction. Continue tossing the ball until each learner has had at least one turn.
  - Refer to **OH 2: Satisfaction/Frustration**. Conclude from the sharing that supervisors find satisfaction from helping others grow, but also experience a lot of challenges or frustration from working with staff.

4. State that this workshop will cover several areas directly related to supportive supervision and staff retention. Go over the agenda **OH 3: Agenda**.
5. Explain that supervising for retention is about **OH 4: Supportive Supervision**, or creating work relationships that are mutually respectful and open to new ideas and direct feedback. A supportive environment is one in which workers understand the expectations of the job, feel supported in achieving the goals of the agency, and feel a sense of personal accomplishment. There are a number of supervisory practices that assist in building and maintaining staff capacity, creating the foundation for unit performance, and establishing positive relationships with upper management.
6. Supportive supervision is directly related to staff retention. We know that staff retention is an issue in DFPS, particularly in CPS. Retention problems are often blamed on low salaries and high caseloads, but this is only half of the story. Research by the Child Welfare League (2001) and others does not support these factors being the cause of staff turnover. In fact, while supervisors might not be able to impact salaries and caseloads, there are several factors found in the research in which supervisors can have a direct impact on staff retention.
7. Show **OH 5: Retention in Social Work** and have participants turn to **HO 1: Retention in Social Work**. Discuss the external and personal factors that contribute to staff retention.

External Factors

- Supervisors
- Co-workers
- Clear performance expectations / communication
- Being a mentor / protégé

Personal Factors

- Goodness of fit
- Commitment to mission / organization / children / career
- Personal fulfillment / psychological rewards
- Coping strategies / stress management
- Having an MSW

8. According to the 2005 HHS report, *Protecting Texas Children*, and as you are likely well aware, CPS staff are leaving the agency at an alarming rate. Turnover during the first two years of employment is now about 40% and exceeds 50% for those in CPS investigations. When asked if they had considered leaving CPS in the past three months, over 72% of caseworkers responded “yes.”
9. So how can you, as a supervisor, impact this? A recent study, *Why Workers Stay* (October, 2004) by Maria Scannapieco and Kelli Connell-Carrick, compares workers who stay and those who leave DFPS Child Protective Services. This is a longitudinal

study and is of workers in their first 3 months with CPS. There will be an 18-month and 3-year study, as well. The initial study revealed that:

- A larger percentage (84%) of workers who stay rated their supervisor as facilitating their learning (compared to 78% who leave)
- A larger percentage (87%) of workers who stay rated their supervisor as facilitating their enthusiasm (compared to 81% who leave)
- A larger percentage (85%) of workers who stay rated their unit workers as increasing their enthusiasm (compared to 79% of workers who leave)
- Support from a peer trainer/mentor was rated higher for those who stay

What all that indicates is that supervisors and co-worker relationships have a direct impact on workers' job satisfaction and, therefore, their retention in that job.

10. Show **OH 6: Covey's 7 Habits** and explain that Covey's 7 Habits have a direct impact on retention and will be applied to this workshop. Discuss how each of these habits applies to retention.
11. Use **OH 7** to explain that this training will present skills that help supervisors to:
  - Support the good performance of workers.
  - Effectively and confidently tackle the inevitable need to coach staff.
  - Cope with difficult situations or behaviors.
12. Clarify that this workshop will focus on how to improve staff performance through applying current management techniques that will support participants' supervisory skills. As a first line supervisor you represent one of the most important forces in the agency. As a supervisor you play a major role in the overall success of the agency. This workshop will give you tools to excel as a supervisor.

-- **BREAK** --

## TOPIC 1.2: ASSERTIVE MANAGEMENT

**RECOMMENDED TIME: 30 minutes**

\*\*\*\*\*

### **Training Focus**

- ♦ Present assertive management as the framework for this training.
- ♦ Provide a definition of assertive management.
- ♦ Encourage supervisors to assess their ability to manage assertively.
- ♦ Present steps for mastering negativity.

\*\*\*\*\*

1. **OH 8: There is a direct relationship between a supervisor's actions and an employee's performance.** Point out that there are specific behaviors supervisors can use in order to develop quality staff.
2. Explain that studies have shown that **assertive management** can provide a systematic approach for constructively handling on-the-job people problems.
3. Refer to the first handout in the trainee packet, **HO 2: Assertive Management** and **OH 9: Assertive Management - Positive influence; Active; Caring; Self-expression; Non-judgmental; Responsible for self; Clear, honest communication.** Describe the characteristics of assertive management.
4. Assertive management provides a framework for managing situations and people in a caring and positive way, and this is the framework that will be used for our training.
5. Refer participants to **HO 3: Managing Assertively -- Self-Assessment** and ask them to assess their own skills by placing an "X" on the continuum that most nearly describes their behavior.
6. Ask the participants to consider those items where they placed their "X" by the "All of the time" end of the scale. Point out that this behavior might represent assertive or aggressive behavior, depending on the way in which the behavior was carried out and the impact it had on the other person.
7. Use **OH 10: Passive-----Assertive-----Aggressive** continuum to point out that we all tend to move from style to style, depending on the situation.
8. Provide an example by referring to item #1. We may state our own point of view in a way that is overbearing and defensive (aggressive), or we may express our views and still allow others to have their own perspective.
9. Refer to **OH 11: Win-Win** and remind participants about Covey's Habit 4: Think Win, Win. Explain that assertive management supports approaching all situations in a way in

which **both you and the staff person can "win."** Both people can feel that their needs are being met, even when there is a disagreement.

10. Explain that most of us have learned to approach situations with a "win-lose" attitude. One person will get what they want by overpowering or out-maneuvering the other person. Or, we accept that we must lose in certain situations. For example, any "X's" that were placed on the continuum near "Never" indicate that we become the loser. Our own needs are not being met.
11. Explain that win-win solutions are focused on cooperation, working things out with the other person. Helping both people to grow is the goal.
12. Ask if someone can offer an example of a situation in which they and one of their caseworkers were able to work out a win-win agreement.
13. Suggest that sometimes it is very difficult, maybe impossible, to work out a solution in which both people feel satisfied. Facilitate a discussion concerning this issue with questions such as:
  - **What types of situations make it difficult to think about win-win?**
  - **When it is necessary to be forceful with staff, what supervisory behavior can help to "soften" this forcefulness?**
  - **When do workers make it difficult to achieve a win-win solution?**
14. Summarize that the win-win approach is a frame of mind to always seek solutions that are beneficial to **both** worker and supervisor. This is critical for managing assertively. We will be presenting a variety of techniques for helping to maintain this frame of mind.
15. Often what gets in the way of a win-win approach is that we are too aggressive or too passive. In other words we don't feel good about the other person (we become aggressive) or we don't feel good about ourselves (we become passive).
16. Point out that the place in the process where we have an impact is when our internal dialogue begins. **We can have 100% control over our thoughts, if we choose to do so.** By changing our thoughts, we change our resulting behavior or negative feelings about ourselves - or others.
17. Share with the participants that we speak at about 160-200 words/minute, but our "self-talk," the dialogue in our minds, is about 400-600 words/minute. When that talk includes a lot of negatives, imagine what we are doing to ourselves
18. Refer the group to **HO 4: 5 Steps To Mastering Negativity**. Review the points, and ask if anyone can share an experience they may have had with following such steps. Trainers should share their own experience with using positive "self-talk."
19. Summarize by stating that this ability to turn negative thoughts into positive ones is critical to gaining win-win solutions to problems, and to managing assertively.

## TOPIC 1.3: EMOTIONAL BANK ACCOUNTS

**RECOMMENDED TIME: 60 minutes**

\*\*\*\*\*

### **Training Focus**

- ♦ Examine the concept of "Emotional Bank Accounts" and the need to have more deposits than withdrawals.
- ♦ Emphasize that giving supportive feedback is a critical skill needed by all supervisors in order to foster productive staff.
- ♦ Discuss retention strategies supervisors can implement to retain good workers.

\*\*\*\*\*

1. Discuss that Kenneth Kovach (1995) of George Mason University conducted a national study that compared employees' rankings of what they wanted from their jobs with what their bosses thought was important to them.
2. Pass out **loose handout** and display **OH 12: What Do Workers Want?** Ask that each table work together on the following: "How do you think workers rank these job factors? Rank each item, with 1 being the most important factor and 10 being the least important."
3. Allow just a few minutes for each group to come up with their estimate of employee rankings. Ask each group to share their ranking and write their numbers next to each job factor. Then write the actual numbers given by workers in the national study.

Employees' Rank	Item	Employers' Rank
1	Interesting work	5
2	Appreciation of work	8
3	Feeling "in on things"	10
4	Job security	2
5	Good wages	1
6	Promotion / growth	3
7	Good working conditions	4
8	Personal loyalty	6
9	Tactful discipline	7
10	Sympathetic help with problems	9

4. Emphasize that management studies continually show how important it is to staff that their contribution is appreciated. The studies also show that what motivates staff is different from what supervisors think staff want:
  - Positive feedback is a **key** motivating factor.
  - Positive feedback is what makes staff learn to be competent.

5. Display **OH 13: Are You Overdrawn With Your Staff?** Begin by saying that it is just as important to be positive with our staff, as it is to be positive in our own thoughts. Rapport with staff is essential, just as in working with clients (or providers in CCL). In this case, it is the supervisor's responsibility to develop the rapport.
  
6. Refer to **OH 14: Emotional Bank Accounts** and explain/remind that in his book *The 7 Habits of Highly Effective People* (1989), Stephen Covey presents the concept of "Emotional Bank Accounts."
  - This term is a metaphor that describes the level of trust we have built up in a relationship.
  - We make "deposits" with behavior such as: courtesy, kindness, honesty, empathic listening, and acknowledging positive behavior.
  - We make "withdrawals" with behaviors such as: disrespect, over-reacting, ignoring, being arbitrary, threatening, and criticizing. Even a suggestion to do something differently can be felt as a withdrawal since most people are very sensitive to such comments.
  - We must keep making deposits, especially in on-going relationships.
  - Ask participants if they remember to make "deposits" with the workers in their unit who are viewed as "difficult workers," or do those people get mainly "withdrawals"?
  
7. Continue that humans need to be seen as being significant. Refer to **OH 15: I Am - listened to, taken seriously, needed as a unique contributor in this relationship**.
  
8. Add that we all know that when people do not get enough positive recognition, they will act in certain ways to at least get negative attention. In this way, problem behavior is supported.
  
9. Refer to **OH 16: The key to developing people is to catch them doing something right. In the beginning - approximately right. (One Minute Manager)**. Point out that doing something exactly right is made up of a whole series of approximately right behaviors. We learn in small steps.
  
10. Suggest that we are all conditioned to see mistakes, and to quickly say something about them, but we do not often look for positive behavior and tell people that we noticed. We are trained to look for what's wrong.
  
11. State that there are specific guidelines to follow that will result in supportive feedback having more of an impact on workers, and ask participants to turn to **HO 5: Giving Supportive Feedback**.
  
12. Trainers then read aloud the parts in the three scenarios presented on the handout. Have a brief discussion about **why** the second version of each is more effective. **Emphasize that the reason for being specific is to enable the worker to know exactly why their behavior is positive so that the worker can try to replicate the actions.** Specific

feedback is a powerful teaching technique. Also emphasize that making the statement personal helps to strengthen the supervisor/worker relationship.

13. Handout index cards. Ask participants to think of a recent instance when they thanked a worker. Direct them to write out how they would thank the person now, using the three criteria on the handout.
  14. Ask participants to team up with another person for the following activity:
    - The purpose of the activity is to practice the skill of giving specific, sincere, supportive feedback.
    - Direct them to try out their feedback they develop in #13 above with their partner, including the three criteria.
    - Allow a few minutes for the teams to practice.
    - Discuss any reactions or comments.
  15. Mention that this "formula" may feel artificial at first, but it is a matter of developing new habits through practice. Once the habit is learned, the process will become spontaneous.
  16. Ask for two or three volunteers to come forward and to select a magic marker. Direct them to draw a horizontal line on a flip chart page you have taped to the wall. Casually say, "Draw the line as high as you can reach." Then say, "Now draw a line REALLY as high as you can reach." The second line will be inches higher than the first.
  17. Make the point that supervisory encouragement and belief in the potential of staff is greatest motivator of all. **Supervisors must help staff see their strengths and then build on these strengths.** Getting in the habit of verbalizing support, **forces** us to look for strengths.
- Trainers: It is important that you model this technique of giving positive feedback by making specific comments to participants during the training.*
18. Show: **OH 17: Love'Em or Lose'Em**. State that we covered a number of points and techniques for motivating, recognizing, and rewarding staff in general. Make the point that a good supervisor is conscious of retention issues from the first day someone joins the unit.
  19. Go over **HO 6: "Love'em or Lose'em" Retention Strategies**. Have participants go around the room reading these out loud. Clarify that retention strategies should target staff you truly want to keep, which may be different from a generic concern for motivating your entire unit. Ask participants to pick 3 of these strategies to use when they go back to the office.
  20. Have participants turn to **HO 7: Retention Probability Index** and complete this.

21. Besides verbal feedback and acknowledgement, as a supervisor you might devise methods for physically rewarding your staff. Brainstorm a list of ways that supervisors can reward and recognize their staff:

<i>Certificates</i>	<i>Articles in bulletins</i>
<i>Post-Its</i>	<i>Praise a Peer</i>
<i>Anniversary Dates</i>	<i>Select Day Off</i>
<i>Birthdays</i>	<i>Pancake Breakfast</i>
<i>Roving Trophies</i>	<i>Regular going to Lunch</i>
<i>Lunch</i>	<i>Pizza on Fridays</i>
<i>Peppermint Award</i>	<i>Welcome to New Worker</i>
<i>Bronze Star</i>	<i>Worker Days</i>
<i>Breakfast</i>	<i>Treats for Break</i>
<i>Treats on On-Call Days</i>	<i>Memos</i>
<i>Memos from RD/PA</i>	<i>BBQ</i>
<i>Banquets</i>	<i>Candy Bars</i>
<i>Speed memos</i>	<i>E-Mail</i>
<i>Retreats</i>	<i>Star on the Door</i>
<i>Merit Badge</i>	<i>Donuts</i>
<i>Ice Cream</i>	<i>Watermelon</i>
<i>Frozen Pops</i>	<i>Recognition Bulletin Board</i>
<i>Weekly Breakfast Treats</i>	

22. Tell participants to turn to the Action Ideas page and write down a few items they will try.
23. Break for the day.

## **TOPIC 2.1: PERFORMANCE PROBLEMS: IDENTIFY THE PROBLEM**

**RECOMMENDED TIME: 30 minutes**

\*\*\*\*\*

### **Training Focus**

- ♦ Introduce the concept of “Corrective Intervention” for employee problems.
- ♦ Provide guidelines for identifying true performance problems.
- ♦ Present a process for analyzing performance problems.

\*\*\*\*\*

1. Begin the day with **OH 18: Review** and remind participants of the activity they were doing at the end of the first day.
2. Explain that the training session is now going to be directed towards the issue of employee performance problems, or "challenges."
3. Tell participants that you will be reading a list of 14 common employee problems. Ask people to raise a hand if they have, or have had, employees who are demonstrating such behavior. Read the list given on **HO 8: 14 Common Warning Signs**.
4. Ask participants to turn to the handout in their packets, and explain that consultants working with supervisors and managers have identified this list as the **behaviors employees commonly exhibit when a performance problem is developing**.
5. Point out that the significance of being aware of these warning signs is that they tell supervisors that there is a need for **corrective intervention**. Reinforce this with **OH 19: Corrective Intervention**. Employees, just like clients (or providers), need intervention when there is a problem. Most employees want to know when and how to improve their performance. Supervisors must respond in a certain way, based on what the employee needs from them. Continue that the best approach is to take action right away before the problem intensifies.

### **Identify The Problem**

6. State that before intervening, supervisors must first identify the performance problem.
7. Ask that everyone think about an employee performance challenge they are experiencing now, or have experienced recently, with a worker or a support staff employee. They should write the problem in one sentence, **being as specific as possible**.
8. Tell the trainees they will have 5 minutes to share their problem with their group (not the whole story, just what they wrote), and ask the groups to quickly select one of the problems for their group to work with. The group leader should record this problem. Request that group leaders report on their group's problem **while a trainer records all**

**the groups' problems on one flip chart page.**

9. Refer participants to **HO 9: Performance Quadrants** and ask the small groups to determine which quadrant gives the best information regarding performance, and why. After a few minutes, find out what the groups have determined by asking the leaders to report.
10. Briefly discuss each quadrant on **HO 9**. Trainer uses the information provided at the end of this section to describe the benefits/difficulties of each quadrant. **The main focus for this activity is to help participants recognize the need to move to a higher measure for determining performance problems. Their assessment must be based on observable and measurable information, rather than on judgment.**
11. Point out that while the information in the upper right-hand quadrant is observable and measurable, the focus is **not** on performance. It is still necessary for supervisors to make the link between this behavior and the person's actual performance.
12. Ask the participants to examine the problems recorded on the flip chart in step #7 above, and determine if these problems, as stated, are indeed performance problems. Request suggestions for modifications to the problem statements. Emphasize that it is necessary to begin dealing with performance problems by being very clear about what the problem is, and being able to state the problem in observable and measurable terms.
13. Reinforce this point with **OH 20: Performance Problems Must Be Observable and Measurable**. If we cannot move the problem into the lower right quadrant, then we might not have a **true performance problem**. The other quadrants often get our focus, so we need to purposefully attempt to keep our focus on performance.

## QUADRANT ANSWER KEY

### S = STATE OF MIND

Manager has not described a performance problem. He has described his best guess as to what is occurring in the employee's mind.

Difficulties: Could be inaccurate. Usually involves supervisor making personal judgment about the employee's inner personality. Not conducive to focusing on solutions, partly for emotional reasons (employee feeling put down, defensive), partly because the specific performance problem has not been named. Poor documentation.

### C = CONTRIBUTORY PROBLEM

Usually observable and/or measurable, but focus is misplaced. Manager has named what she feels is keeping the employee from completing legitimate work, but has not named the effect this has had on the work. Some of these should not be ignored since they may involve policies or rules, but they should not be called performance problems.

Difficulties: Employee may feel picked on. Conversations may become "wild goose chases" – excuses, comparisons with other workers, etc. (It's possible that your best performers may have some of these problems but still get the job done extremely well.) Fairly good documentation may be possible, but the question really comes down to: how is the person's performance? **NOTE:** These items are best mentioned only as contributing factors to a real, bottom line performance problem.

### G = GENERAL

Manager probably has a performance problem in mind, but has not been specific enough. Manager has summed up performance in one or two meaningless words or phrases.

Difficulties: Employee does not know exactly how to begin improving. Sometimes functions similarly to an "S" in that employees may feel judged or put down. Weak documentation.

### M = MEASURABLE/OBSERVABLE

Numerically quantifiable or clearly measurable by a "yes/no". Also, these items are directly related to productivity objectives and/or agency policy.

Benefits: Conducive to finding solutions. Helps remove emotions, personal judgments and perceptual differences from the problem-solving process. Obviously work-related, so supervisor's need to discuss it is unquestioned. Excellent for documentation purposes.

## TOPIC 2.2: PERFORMANCE PROBLEMS: ANALYZE THE PROBLEM

RECOMMENDED TIME: 30 minutes

\*\*\*\*\*

### Training Focus

- ♦ Present a process for analyzing performance problems.
- ♦ Consider the role supervisory behavior has in performance problems.

\*\*\*\*\*

### Analyze The Problem

1. Explain that the next step is to understand the reasons for poor performance of employees. Ask participants to turn to **HO 10: Why Employees Don't Do What They're Supposed To Do.** Point out that a 25-year study has identified 16 common reasons for poor employee performance, regardless of the field of work.
2. Allow a few moments for participants to read the items, then point out that while these reasons might seem to be obvious or simplistic at first glance, after some analysis, they lead to a deeper understanding of what is actually going on when there are problems with employees.
10. Add that the study draws the conclusion that if supervisors intervene appropriately, **most performance problems can be prevented or resolved** (Fournies, 1999).
11. Explain that they will now take a closer look at these reasons for nonperformance, and focus on possible supervisor interventions.
12. Ask the groups to go back to the problem identified earlier. Request that they use their own experience to complete an analysis of the problem. They can follow the format given on **HO 11: Performance Assessments.** First they should choose one of the 16 reasons listed on **Handout 9.** Then suggest possible causes, and supervisory interventions. A group leader can record the information. Allow 10 minutes for this activity.
13. Ask each group to share its information. Ask if other participants have additional suggestions.
14. Direct participants to look at **HO 12: Supervisor Interventions.** Point out that the handout includes the 16 reasons for non-performance, and suggestions for interventions. This is information that has been collected from managers and supervisors.
15. Ask groups to check their work against the recommendations of management experts, and allow them a few moments to look through the rest of the packet as this is excellent material.
16. Suggest that supervisors can refer to this material in the future when handling problems

in their unit.

17. Summarize that it is the responsibility of supervisors to provide corrective intervention to prevent or improve performance problems. However, it is the employee who must be responsible for doing the job appropriately.
18. The next section will address the issue of giving corrective feedback when it is needed.

-- BREAK --

## TOPIC 2.3: GIVING CORRECTIVE FEEDBACK

**RECOMMENDED TIME: 60 minutes**

\*\*\*\*\*

### **Training Focus**

- ♦ Review the barriers to giving corrective feedback.
- ♦ Facilitate a skills practice session using the DESC approach.
- ♦ Prepare participants for handling defensive responses to feedback.

\*\*\*\*\*

1. Begin with an activity regarding "change" which makes the point that change occurs in very small steps, but the resources for change are greater than we think.

- Ask participants to choose a partner.
- Direct partners to stand facing each other and to study each other for 30 seconds.
- Tell participants to turn their back to their partner, and to change 5 things about how they look. Allow 30 seconds.
- Tell partners to again face each other and to identify what has changed.
- Direct partners to again turn their backs to each other and to change 10 more things. Allow 30 seconds.
- Again ask partners to identify what has changed.

Most people are able to change 5 things about themselves, but have difficulty with 10 additional changes. Someone may realize that they could borrow items from other person to make the changes.

2. Recall with the participants that they earlier explored the need to analyze performance problems. State that this analysis will often lead to the point of needing to give corrective feedback to a worker or other staff. When we give corrective feedback, we are asking people to change to a new set of behaviors. **We need to keep in mind how difficult it can be to change, and therefore to ask for changes in reasonable increments.**

3. Explain that this session will focus on a specific approach for giving corrective feedback. Show **OH 21: Dilbert Comic Strip**.

4. Explain that the trainer is going to present several typical supervisory comments regarding the barriers to giving corrective feedback. Ask people to have a small piece of paper handy, and to make a check mark each time they hear a statement they themselves have made. (Or have participants make an audible sound when they hear a statement they themselves have made.)

- If I wait long enough, the situation will probably resolve itself. So, I don't have to get involved.

- Since I don't like to receive criticism I can't imagine anyone else would. Therefore, I choose to ignore the problem.
  - I correct indirectly by using sarcasm or jokes.
  - There never seems to be a "right" time to criticize, and I keep putting off giving the feedback.
  - It takes so much time to give feedback effectively. I'd rather pick up the slack than take the time to correct another's behavior.
  - I'm unsure of how the other person is going to respond to my criticism; so, I avoid giving it at all.
  - I'm not perfect, so who am I to judge anyone else's behavior?
  - I've let the problem go on for too long now, and I'm so angry that I'm sure I'd blow up and mishandle any confrontation.
5. After the presentation, ask participants if they have any other comments they would like to add. Facilitate any discussion.
  6. Refer to **HO: 13 Guidelines for Giving Corrective Feedback** as being a summary of this topic. Suggest that the resource be reviewed from time to time to help supervisors assess how they are doing with giving corrective feedback. Affirm that providing corrective feedback is uncomfortable for most people, but DFPS supervisors must be able to correct their staff since the outcome of mistakes or poor performance can have a significant impact on children, adults and families.
  7. Refer to **OH 22: DESC and Reflective Listening** and explain that we will discuss giving corrective feedback in two stages: the DESC approach and listening reflectively to reach a win-win agreement.
  8. Turn to **OH 23: DESC: Describe, Express, Specify, Consequences** and state that the DESC approach uses a patterned script for speaking directly to staff that need to correct their performance or behavior (Bower & Bower, 1991). This approach follows these four steps:
 

<u>Describe</u>	What is the behavior of the worker?
<u>Express</u>	How does this behavior affect the job, clients, agency, or you, the supervisor?
<u>Specify</u>	What changes in behavior do you want to see, and what things are you willing to do to help bring them about?
<u>Consequences</u>	What are the positive consequences for making the change? What are the negative consequences for not changing?

9. Ask participants to turn to **HO 14: DESC Scripts**. Present the four DESC criteria. With each stage, the trainer should demonstrate the “poor script” and the “better script.” Each time, ask participants what elements make the “better script” more effective. Also ask for alternative ways of phrasing better scripts.
10. Emphasize that this approach includes giving “I-messages” rather than blaming the other person for specific behavior. This is another technique for working towards a win-win solution. (You may also want to point out that the supervisor's demeanor may be affected by the number of times she has had to deal with the worker on this issue. A first-time problem will allow for more patience than a situation that has been discussed on three previous occasions, for example.)
11. Clarify that in terms of consequences, it is best to refer to the reward that the worker will receive. Punishments are less useful, but the situation may make it necessary to mention them. Both rewards and punishments should be concrete, realistic, and believable. And the supervisor should be ready to implement them.
12. Explain that the approach includes writing a specific script for the following reasons:
  - Confronting a worker about behavior is a tense situation for both parties.
  - It is easy to be too aggressive and distort the communication by harshness to cover the anxiety.
  - Conversely, there can be a tendency to apologize and thereby fail to be firm and unambiguous.
  - By writing a script we clarify what we really want. **We are assertive.**
  - By rehearsing aloud we get to practice the best way to present the information.
  - We do not write out what we want to say word for word. Just the major points are sufficient.
13. Explain that this process is essentially the basis for **behavior modification**. Changing someone's behavior requires that we be very specific about each step of the process.
14. Next ask them to think of one of their staff who displays a specific problem behavior. Then ask them to use **HO 14** to write notes for themselves for each of the four criteria.
15. Once most people are ready, direct participants to pair up with another person. One person is to describe their situation to the other and then say their script aloud. The person listening should help to critique and clarify the language so that the “supervisor” can edit the script. Then they switch roles and the second person describes the situation and says the script aloud. At this point participants should only deal with what the supervisor will say. Allow 5 minutes for this activity.
16. Suggest that the process they have worked through so far is really just the introductory step. Next they must be prepared for handling the response.

17. Refer to **OH 24: Push/Push Back** and state that when we give corrective feedback, we are being assertive. Even if we are careful to word our assertion objectively and non-judgmentally, the tendency is for the recipient to be defensive. The assertion is felt as a "push" and the receiver "pushes" back. We must be ready for the defense. (Bolton, 1986)
18. Ask participants to turn to **HO 15: Handling Responses To Feedback** and present the steps in the response process.
19. Explain that this process has to occur several times, until the listener is able to get past their defensiveness and be able to actually hear what is being said. Reflective listening diminishes the defense.
20. Emphasize that experience has shown that reflective listening does have a powerful impact on a defensive listener. Results do not happen right away. It is necessary to persistently reflect and reassert. The goal is for the recipients to eventually come up with a solution. But first they need the space to get through their defenses.
21. Direct the participants to **HO 16: Defensive Responses**. Explain that there are five common defensive reactions to be prepared for when giving corrective feedback.
  - Briefly review the guidelines for dealing with these defenses, and ask participants if this material seems appropriate to them.
  - Also ask which defense is the most difficult for them to deal with.

-- LUNCH BREAK --

## TOPIC 2.4: NEGOTIATION, MEDIATION, AND COLLABORATION

**RECOMMENDED TIME: 45 minutes**

\*\*\*\*\*

### **Training Focus**

- ♦ Prepare participants for conducting negotiations with workers.
- ♦ Discuss conflict management styles.
- ♦ Practice conducting mediations between workers, and discuss the benefits of mediation.
- ♦ Define what collaboration is and how to use this method in supervision.

\*\*\*\*\*

#### 1. Show **OH 25: Negotiation, Mediation, & Collaboration**

*Define these terms as:*

- Negotiation – the act of conferring with another or others in order to come to terms or reach an agreement.
- Mediation - intervention between conflicting parties to promote reconciliation, settlement, or compromise; the act of occupying a middle position.
- Collaboration – the act of working together.

Explain that to be an effective leader and manager, a supervisor must learn how and when to negotiate, mediate, and collaborate with her or his employees, as well as to model these for the worker.

2. Show **OH 26: Negotiation**. Explain that negotiation in supervision is based on the premise that the supervisor and the employee each have something of equal value to exchange, such as information or points of view. Both must recognize the other's value. The employee has the firsthand information and presents this to the supervisor, and the supervisor guides the worker based on their experience and the position they hold.
3. Continue that every supervisor must have the ability to negotiate with clients, employees, the court system, and treatment providers. When an employee has a conflict with one of these parties and is unable to resolve that conflict, the supervisor may need to problem-solve and thereby model for the employee how to negotiate to resolve the conflict.
4. Explain that in a negotiation, both positions must have clearly stated goals. The negotiation then takes place around what both parties have to offer in order to come to common terms. Both parties must agree to the final terms of the negotiation. Final terms should be written down with timeframes and the person responsible included.
5. Have participants turn to the scenario in **HO 17: Negotiation Exercise**. Instruct them to read it through and see what you what they might negotiate if they were the supervisor.

Tell them they can confer with others at their table to come up with a solution.

[*Make sure the following questions are addressed:*

- *The amount actually needed to pay the bills. (How much less is the son being paid while on disability? When is he expected to be able to return to work?)*
- *Providing food for the family – Are there other alternatives? (Is cash the best solution? What about providing groceries to ensure food is actually acquired?)*
- *What about the brother? (Should he be allowed to stay? What can be terms for his stay?)*
- *What happens next month? (Are there any pre-conditions for further assistance to the family?)*

6. Summarize the case: Through the process of negotiating with the worker, the supervisor has helped the worker learn new things about their case, available resources, and looking at the bigger picture. Because the supervisor listened to her worker and allowed the worker to advocate for the family, this family will have better service. The worker feels valued and will trust the supervisor's judgment in the future.
7. Show **OH 27: Mediation**. Explain that mediation involves negotiation, but involves a third party, someone who takes a neutral position to assist in resolving differences and coming to a mutually satisfactory agreement.
8. Continue that mediation assumes that conflict is a natural occurrence and that everyone will not always see things the same. A supervisor must know their employees well enough to know how each handles conflict.
9. Show/turn to **OH 28/HO 18: Conflict Management Styles**. Discuss the four typical conflict management styles (Crawley & Graham, 2002): accommodating, avoidant, controlling, and collaborating. These styles are resistant to change as they are influenced by an individual's concept of the importance of personal goals and relationships with others.
10. Explain that one who accommodates has a strong need to maintain relationships. When conflict occurs this person doesn't consider that their own goals are important. They want to be accepted and liked by others, and they want to resolve the conflict quickly to create harmony. They give up their own goals to preserve relationships. An employee who accommodates others all the time does not have their own needs met and may feel frustrated and under-appreciated.
11. Tell that one who avoids sees conflict as something to be feared, and often feels frustrated and hopeless when they cannot achieve their goals. During conflict they frequently give up their personal goals and stay away from the issues over which the conflict is taking place and from the people they are in conflict with. These people find it

is easier to withdraw than to face the conflict.

12. Explain the 3<sup>rd</sup> conflict management style: controlling. A person who controls pursues their own goals at the expense of others because relationships are of minor importance to him or her. They assume conflicts are settled by one side winning and the other losing, and that they achieve a higher status by winning. Since they like to win, they will attack, overpower, overwhelm, and intimidate to defend their position.
13. Discuss that one who collaborates places a high value on goals and on relationships. She or he views conflict as a problem to be solved and way for people to become more aware of one another's needs. They are good at seeing other people's point of view but don't forget their own goals. They are sometimes not satisfied until solutions are found and tensions and negative feelings have been resolved.
14. Pose the following questions:
  - What might a supervisor do in dealing with workers with an accommodating conflict style?
  - How might the supervisor deal with a worker with an avoidant style?
  - How about a controlling conflict style?
  - Are there any problems in dealing with a worker who is a collaborator?

*[A supervisor can encourage a conflict avoidant employee to assert herself/himself before the conflict requires mediation. A supervisor can help a controlling employee to step back and see the big picture before the conflict progresses and the need to win takes over.]*

15. Present the steps used in mediation. Show/turn to **OH 29/HO 19: Steps in Mediation**.
  1. Both parties agree to try mediation to resolve the disagreement
  2. Set ground rules
  3. Parties describe their positions
  4. The mediator restates the positions highlighting the relevancy of each
  5. Brainstorm options
  6. Choose a solution
  7. Identify what can be done the next time to avoid disagreement
16. Have participants turn to **HO 20: Mediation Exercise**. Read the scenario out loud. Have participants take the parts of Worker 1, Worker 2, and Supervisor (provided to them on index cards or a separate paper) and read their parts, in turn. Discuss the results of the mediation, and facilitate any other discussion around this process.
17. Discuss that the mediator's role is to assist the parties in reaching the agreement they might have reached if an impasse had not developed. He/she is there to help parties agree with each other, not to propose the solution he/she thinks they should reach (Kheel, T.W., 1999). Supervisors who learn how to mediate will be able to manage different demands, personalities, and behaviors, while setting a positive example.

18. Show **OH 30: Benefits to Mediation**. State that the benefits to mediation are (Crawley & Graham, 2002):

1. Cutting the cost of the conflict – stress, illness, staff loss
2. Diverting conflicts away from costly adversarial procedures (grievances)
3. Getting working relationships back in line
4. Enhancing communication
5. Stimulating healthy change and avoiding stagnation
6. Fostering dignity at work
7. Improving understanding of how to prevent costly conflict
8. Enhancing people’s handling of their own disputes

19. Say that another technique to use in supervision is collaboration. Collaboration, the act of working together, allows the supervisor to model good practice while remaining informed about the case. Supervisors collaborate with workers in order to ensure clients are provided the best care possible, as well as to ensure workers are growing and learning.

20. Show/turn to **OH 31/HO 21: Collaboration**. Collaboration involves:

- Active listening
- Asking informed questions
- Mutual respect
- Two-way communication
- A plan of action
- Task assignment
- Accountability

Say that these last two, task assignment and accountability, are important aspects of collaboration. When two individuals are working together, it is important they agree to tasks assigned to specific service providers in order to avoid overlap and maximize efficiency.

21. Explain that collaboration can be done in many ways. Ask:

- A. Can you think of people you, as a supervisor, collaborate with?
- B. Who do your workers collaborate with?

- *Supervisor with employee to share knowledge about more resources and interventions*
- *Two team members share information about the same case when a case is reopened by a new team member*
- *Case manager with a teacher or mental health provider to ensure all of the needs of the client are being met*

22. Continue that service provision is strengthened through collaboration. Strength-based supervision relies on collaboration to be effective because it recognizes the value of the employee. It places a value on what an employee has to offer and assumes the supervisor can only help as much as he/she is willing to value what the employee brings to the process.

## TOPIC 2.5: LISTEN FIRST TO UNDERSTAND

RECOMMENDED TIME: 30 MINUTES

\*\*\*\*\*

### Training Focus

- ♦ Discuss the importance of seeing each person's individuality.
- ♦ Emphasize the importance of coping with people through understanding our own behavior.
- ♦ Review strategies for responding to difficult people.

\*\*\*\*\*

1. Facilitate the activity: "Differences and Commonalities."
  - Give each group a piece of flip chart paper.
  - Ask the group leader to draw a large circle in the middle and to put the names of each participant somewhere in the space outside of the circle.
  - The group does a ten minute interview to discover:
    1. One thing that is unique about each person. They are the only person in the group that it is true for. Write it by their name.
    2. At least two to five things that the group has in common, things that are true for everyone in the group. Example: They all have two children, or birthdays in June, or were all born in Texas. Write them in the circle.
    3. The group leader briefly records these items.
  - Ask the group leaders to share with the full group one of the things the members of the small group have in common, and **one** of the unique items.
3. State that there are so many different styles and personalities in the workplace. And each one of us is a part of this strange assortment of characters.
4. Refer to **OH 32: I need to be seen as someone significant.**
5. Inform the group that today we will look at various types of behavior, particularly behavior that can be called "difficult." And we will explore what supervisors can do, and are doing, to cope with this behavior.
6. State that in every interaction with people, the most significant skill to master is that of listening well. We need to learn to really hear what people are trying to tell us.
7. Refer to **OH 33: Listen first to understand, and then to be understood.** Explain that this is a suggestion offered in the book, *The 7 Habits of Highly Effective People* (Covey,

- 1989), describing how we need to listen to the people we supervise. (Or anyone for that matter!)
8. Ask participants to add ideas to their action ideas page.
  9. State that occasionally there are people who always express themselves in a way that is very difficult to work with on a daily basis. These people are often referred to as "difficult people." This session will take a closer look at this topic.
  10. Refer to **OH 34: Whose Difficult Person Are You?** State that the first thing we need to realize is that every one of us is somebody's "difficult person." We need to realize that we play a key role in all of our relationships!
  11. State that the place to begin for coping with the "difficult person" is to assess the situation. We need to be clear about what the problem is and what change we want to see.
  12. Ask participants to turn to **HO 22: Who's The Difficult Person?**. Each person should identify their own "difficult person" at work and then answer the questions. Ask participants to try to be as specific with the answers as possible. It is not easy to be specific about what people do to make them difficult for us, but it is very important to do so. Allow time for most people to finish.
  13. Ask participants to keep their responses in mind as you discuss **HO 23: 6 Steps to Effective Coping.**
  14. Explain that this method for coping with difficult people was developed by Robert Bramson, a psychologist who observed people in work settings for many years. He found that difficult people have behavior that fits into specific categories like the ones mentioned earlier. He also found that no matter how difficult some people may be, there are always people who are able to cope with them.
  15. Refer to **OH 35: Effective Coping** to emphasize what is meant by coping.
  16. Explain further that he studied how the people coped, and the results are the six steps shown on the handout. Discuss the steps with the participants, particularly focusing on how to implement these steps with their staff.
  17. Remind participants that all of the techniques we are discussing are part of assertive management. We want to be sure that we are able to be "in charge" in a positive, helpful way. One of the hardest things about dealing with difficult people is that we can feel so "off-center" ourselves.
  18. Ask participants to think about the many times they have had to cope with difficult behavior from others. Ask, "What have you done to cope?" and have participants share their success stories.

19. Discuss Stephen Covey's Habit 1: "Be Proactive." The proactive approach is to focus on things they can do something about.

[Note: Supervisors may suggest that some behaviors can not be "coped with" but instead must be stopped. This is true if the behavior is affecting performance.]

## TOPIC 2.6: MAXIMUM USE OF STYLE

**RECOMMENDED TIME: 60 Minutes**

\*\*\*\*\*

### **Training Focus**

- ♦ Identify participants' social styles and the styles of the staff they supervise.
- ♦ Provide experiences that validate the usefulness of knowing social styles.
- ♦ Clarify ways to adapt one's style by "flexing."

\*\*\*\*\*

### Part I: Style Identification

1. Ask participants to turn to **HO 24** which appears to be a series of numbers randomly printed on the entire page. Tell them they will have 30 sec. to circle the numbers in chronological order, beginning with number one. Most people will search around for each number, but some may start to see that there is a pattern. The numbers fall into quadrants, starting in the top, left quadrant, and moving, in order, around the page.
2. Point out that a similar pattern exists with the behavior of people. Behavioral scientists have found that there are four basic social styles, which can also apply to working styles (Bolton & Bolton, 1996; Merrill & Reid, 1999).
3. Each person has a dominant style. While we see parts of ourselves in each style, one will be dominant. You can't change your dominant style. This is a fundamental part of who you are.
4. Refer to **OH 36: Style Is Determined By Observable Behavior** to make the point that we determine style based on the behavior we can see. It is not based on personality or by inferring motives or feelings. Instead, we carefully watch what people do.
5. Explain that we can also use a checklist to help us get started, and ask people to turn to **HO 25: Behavioral Inventory**. They should select one statement from each of the pairs. Put a check mark in the box across from the more accurate statement.
6. When they have completed all 18 pairs, tell them to count the number of boxes they checked in each column and record the total. The column farthest to the left is where you tallied the less assertive behaviors that characterize you. The column next to it is where you tallied behaviors that are more assertive. Based on the greater of these two totals, check the box for either left or right. The column farthest to the right is where you tallied more emotionally responsive behaviors that characterize you. The column just to the left of it is for the less emotionally responsive or more reserved behaviors. Check the box, upper or lower, based on the greater score.
7. Refer to **OH 37: Analytical, Driver, Expressive, Amiable** to explain that there are four

styles. None are better or worse than the others. Each style has its strengths and its weaknesses. It is important to recognize these styles. The best managers are those who can be flexible with their staff and who can work with all types of people. Understanding social styles helps us to do that.

8. Ask participants to turn to the four handouts **HO 26: Typical Behaviors of the Four Styles** and **HO 27: Style Characteristics** in order to get more information on each style.

## Part II: Style Verification

9. State again that social style is based on how others perceive us, not on what we think about ourselves. Direct participants to pair up with a person they know and who knows them. Suggest they spend 3-4 minutes discussing their styles, and seeing if they agree on the identification of their styles.
10. Form new small groups by grouping people together by style; a group of "Drivers," a group of "Amiables," etc. Groups should ideally contain 4-7 people. If some groups are too large, split them into two smaller groups. Participants will need their handouts. Determine leaders for each group.
11. Ask the groups of like styles to share experiences they have had, or situations they have been involved in, which exemplify their style. Direct each group to pick an outstanding example. Give the groups about 10 minutes, and then ask them to present the example to the full group.
12. Ask the groups to now discuss experiences with their "opposite" style. They should again select a unique example of how the two styles had difficulty working together. After 5 minutes, ask the groups to share this example with the full group.

## Part III. Social Style in the Work Place

13. Direct the groups in the following activity:
  - Assign one of the four styles to each group. Be sure that the style is different from the group's style.
  - Ask the group to create a description of a worker with that style. The groups can consider how the worker will: **OH 38: Relate to supervision, Interact with clients, Prepare documentation, Handle themselves in a meeting, and Communicate with peers.**
  - Allow 5 minutes then ask the groups to share their descriptions.
14. Explain that knowing social styles will:
  - Give us insight into differences between people.
  - Help us understand potential trouble spots in relationships with people whose behavior patterns are different from our own.

- Improve working relationships by increasing acceptance of different styles. Being different does not mean being "wrong."
15. Remind people that since the four styles are evenly spread among people, that means that **75% of the people you work with are different from you.**
  16. Refer to **OH 39: Use time differently**  
**Make decisions differently**  
**Relate to people in different ways**  
**Have different styles of communication**

These differences are what cause the problems at work, and are often the cause for a difficult relationship with an employee.

17. Refer to **OH 40: Watch out! You're in backup!** Explain that stress causes a predictable shift in behavior. When people are under excessive stress, they move into more extreme forms of their dominant style. A Driver becomes more "driving," an Expressive might begin to really "act out," Since DFPS can be a very stressful environment, people are often going to be in the "backup" mode.
18. Show **OH 41: Backup Styles**. Briefly discuss how the various styles use backup to cope with stress. After people shift into backup, their tension often decreases over time and they return to their normal behavior. However, if the stress continues to build, they are likely to shift into a secondary backup style, which is quite different from their normal style or their primary backup style. Secondary backup style is normally directly across the assertion continuum from their primary backup style.
18. Explain that it is best not to prevent another person from using their backup behaviors since this behavior is one way of protecting ourselves from the stress. It would be best to:
  - help relieve some of the stress
  - adjust your own style to meet the needs of the other person
  - carefully point out the behavior to the person
19. Explain that sometimes it is necessary to adjust our style. We have all four styles in our repertoire, and there are moments when we need to consciously move into another style when something important is at stake. This movement is called "style flex."
20. Explain that in order for supervisors to be "in charge" of a variety of situations involving people with different styles, it is necessary for the supervisors to be able to be flexible with their own style.
21. Refer participants to **HO 28: Interpersonal Flexibility** and explain that this handout includes ways we can adapt to working with people with other styles.

Note: flexing is not meant to be manipulative, phony or dishonest. The purpose of flexing is to work towards harmony. The goal is to do the job well. People need to be flexible

with each other's styles in order to be productive.

22. Conclude that we should be careful to not rigidly categorize people. Social styles should be used to help understand others and ourselves so that we can more productively work together.

## **2.7: TAKING CARE OF YOURSELF**

**RECOMMENDED TIME: 20 MINUTES**

\*\*\*\*\*

### **Training Focus**

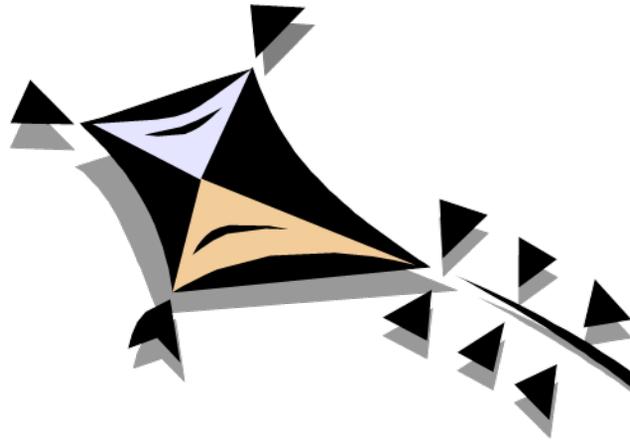
- ♦ Provide a review of the 2-day workshop.
- ♦ Encourage participants to make a commitment to apply new skills.
- ♦ Go over proactive approaches to stress management.

\*\*\*\*\*

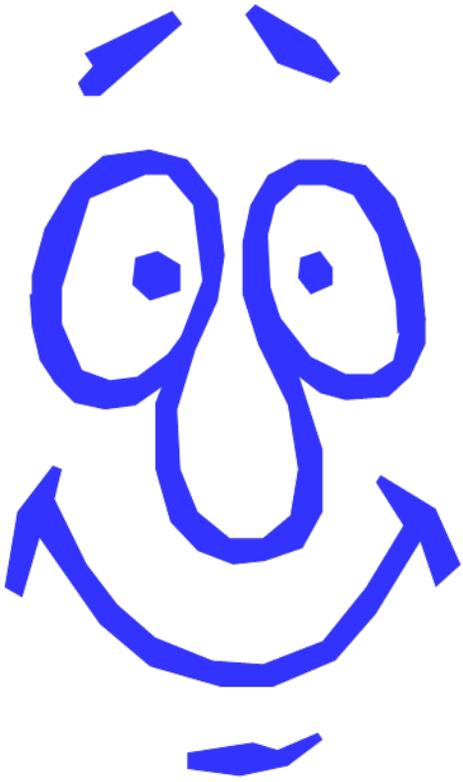
1. Review the workshop content by showing and briefly discussing **OH 42: Review**.
2. Ask participants to write down one thing they plan to do as a result of attending this workshop.
3. State that while this curriculum focuses on knowledge and skills for you, as a supervisor, to possess that can impact retention of staff you supervise, it is also important to be aware of and take steps to care for yourself. Covey calls this “Sharpening the Saw.” Much of what social service supervisors do is stressful. Supervisors need to recognize how they respond to stressors and know techniques for stress reduction.
4. It also is important to take a proactive approach to stress management and to engage in activities to prevent its build up. Using the skills taught in this workshop can help with these. Briefly discuss **OH 43 / HO 29: Proactive Approaches to Stress Management**.
  - Varying tasks in the routine work schedule;
  - Making the office pleasant and cheerful;
  - Developing a strong teamwork atmosphere within the unit;
  - Creating an open and trusting work environment;
  - Instituting new networks of support with other supervisors;
  - Streamlining paperwork;
  - Using time management techniques;
  - Taking time off from work;
  - Delegating tasks that others can do;
  - Establishing and maintaining a relationship with the manager to manage up effectively.
5. By demonstrating and encouraging a proactive approach to stress management, supervisors can serve as a role model for staff in learning how to take better care of themselves physically and psychologically.
6. Show **OH: 44: Thank You!** Ask participants to complete the evaluation forms in their packets. Pass out training certificates. If anyone is graduating, recognize these persons.

## References

- Blanchard, K., & Johnson, S. (1983). *The one minute manager*. New York: Berkley.
- Bolton, R. (1986). *People skills* (p. 160). New York: Simon & Shuster.
- Bolton, R., & Bolton, D.G. (1996). *People styles at work*. New York: American Management Association.
- Bolton, R., & Bolton, D.G. (1984). *Social style / management style*. New York: American Management Association.
- Bower, S.A., & Bower, G.H. (2004). *Asserting yourself: A practical guide for positive change*. Cambridge, MA: Da Capo Press.
- Bramson, R.M. (1988). *Coping with difficult people*. New York: Doubleday.
- Brounstein, M. (1993). *Handling the difficult employee*. Menlo Park, CA: Crisp Publications.
- Burley-Allen, M. (1995). *Managing assertively*. New York: John Wiley & Sons.
- Covey, S. R. (1989). *The 7 habits of highly effective people*. New York: Free Press.
- Crawley, J., & Graham, K. (2002). *Mediation for managers: Resolving conflict and rebuilding relationships at work*. London: Nicholas Brealey Publishing.
- Fournies, F.F. (1999). *Why employees don't do what they're supposed to do and what to do about it*. New York: McGraw-Hill.
- Garrison, M. (2004). *Growth oriented supervision*. [Curriculum].
- Kaye, B.L., & Hordan-Evans, S. (1999). *Love 'em or lose 'em: Getting good people to stay*. San Francisco: Berrett Koehler.
- Kheel, T.W. (1999). *The keys to conflict resolution: Proven methods of settling disputes voluntarily*. New York: Four Walls Eight Windows.
- Kovach, K. (1995). *Employee motivation: Addressing a crucial factor in your organization's performance*. *Employment Relations Today*, 22(2), 93-105.
- Merrill, D.W., & Reid, R.H. (1999). *Personal styles and effective performance*. Boca Raton, FL: CRC Press.
- Salus, M.K. (2004). *Supervising Child Protective Services caseworkers*. Washington, DC: Department of Health and Human Services.



# Supervising For Retention



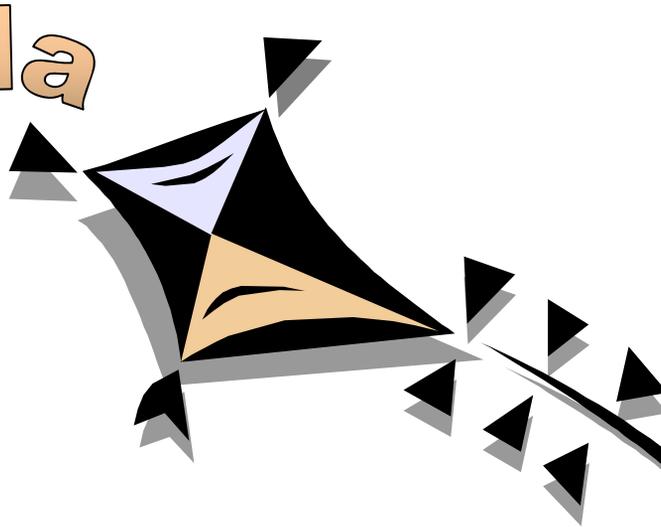
Satisfaction

---

Frustration



# Agenda



- ★ Supportive Supervision
- ★ Staff Retention
- ★ Assertive Management
- ★ Emotional Bank Accounts
- ★ Performance Problems
- ★ Corrective Feedback
- ★ Negotiation, Mediation, & Collaboration
- ★ Listen to Understand
- ★ Maximum Use of Style
- ★ Taking Care of Yourself

# Supportive Supervision



***Workers:***

- \* Understand expectations***
- \* Feel supported***
- \* Feel accomplishment***

# Retention of Social Workers

## External Factors

Supervisors

Co-workers

## Personal Factors

- Goodness of fit
- Commitment
- Personal fulfillment
- Coping strategies
- Having an MSW

Clear Expectations

Mentoring

# Covey's 7 Habits

Habit	Effect on Retention
Be Proactive	Model trustworthiness, action, forward momentum
Begin with the End in Mind	Build relationships; clarify worker/agency match
Put First Things First	Model that staff needs are a priority
Think Win-Win	Mutual support and respect
Seek First to Understand, Then to Be Understood	Help staff feel heard and valued
Synergize	Value differences
Sharpen the Saw	Self-renewal

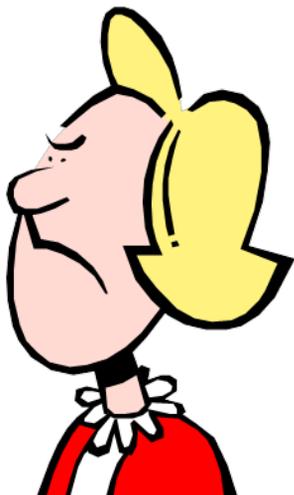
*The 7 Habits of Highly Effective People*, S. R. Covey, 1989, New York: Free Press;

*Growth Oriented Supervision* [curriculum], M. Garrison, 2004.



**Support good performance**

**Coach staff**



**Cope with difficulties**



**There is a Direct Relationship  
between a Supervisor's Actions  
and  
an Employee's Performance.**



# ASSERTIVE MANAGEMENT

Positive  
Influence

Caring

Non-Judgmental

Responsible for Self

Active

Self-Expression

Clear, Honest  
Communication

**Passive**



**Aggressive**



*“It’s not your way or  
my way;*

*it’s a better way, a  
higher way.”*

**S.R. Covey, *The 7 Habits of Highly Effective People*, 1989, New York: Free Press.**

# National Survey:

## What Do Workers Want?



- \_\_\_ Good wages
- \_\_\_ Job Security
- \_\_\_ Promotion & growth
- \_\_\_ Good working conditions
- \_\_\_ Interesting work
- \_\_\_ Management loyalty to workers
- \_\_\_ Tactful disciplining
- \_\_\_ Full appreciation of work done
- \_\_\_ Help on personal problems
- \_\_\_ Feeling "in on things"

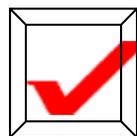
*Employee Motivation: Addressing a Crucial Factor in Your Organization's Performance*, K. Kovach, 1995, *Employment Relations Today*, 22(2), p. 95.

# Are you Overdrawn with your Staff ?

**Deposits**



**Withdrawals**



# Emotional Bank Accounts

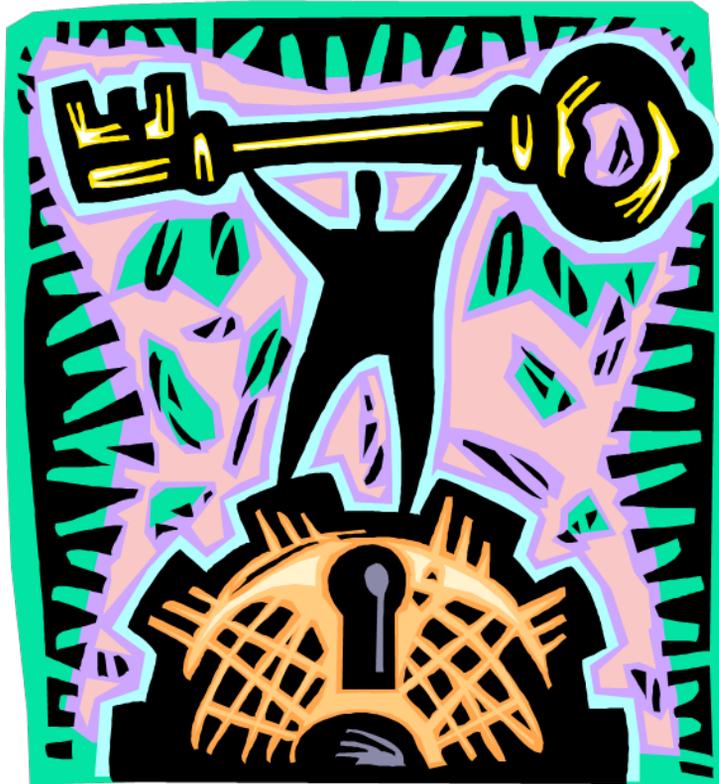


# *I am.....*

Listened to

Taken seriously

Needed as a  
unique contributor  
in this relationship



The key to developing people  
is . . .  
Catch them doing something  
right.

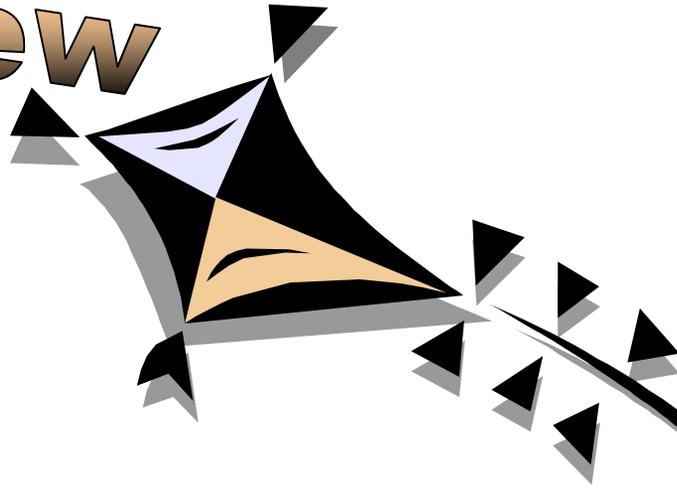
In the beginning, approximately right.

*The One Minute Manager*, K. Blanchard & S. Johnson, 1983, New York: Berkley.

# Love 'Em or Lose 'Em Getting Good People to Stay

- Ask**      What keeps you?  
*Do you know what they want?*
- Buck**     It stops here.  
*Who's in charge of keeping them?*
- Dignity**   Show respect  
*Could your prejudices be affecting your employees?*
- Family**    Get friendly.  
*Avoid making your employees choose between work and family life.*
- Goals**     Expand options.  
*There are other career than up.*
- Passion**   Encourage it.  
*Find the work they love-without leaving.*
- Reward**    Provide recognition.  
*Which matters more-praise or pay?*
- Space**     Give it.  
*Are your people on a short leash?*

# Review



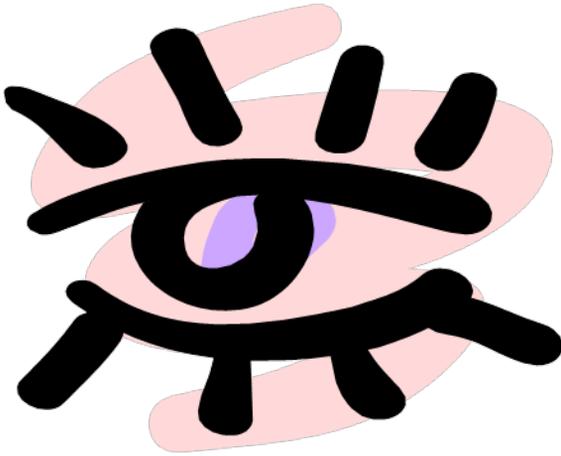
- **Challenges of Supervision**
  - **Supportive Supervision**
  - **Retention**
  
- **Assertive Management**
  - **Win-Win**
  
- **Emotional Bank Accounts**
  - **Supportive Feedback**
  - **Rewards**

# Corrective Intervention



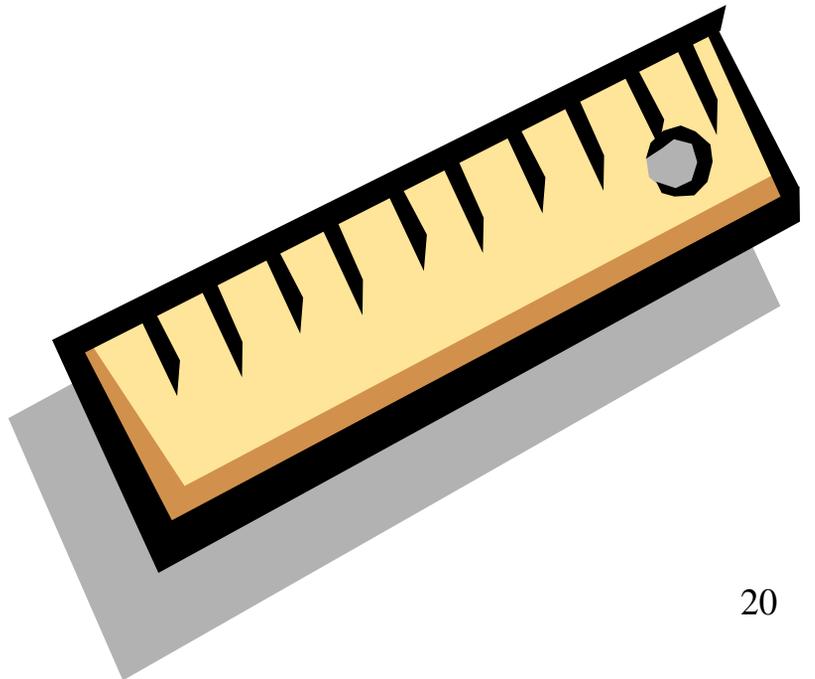
# Performance Problems Must Be:

Observable



&

Measurable



# Dilbert

YOUR BIGGEST DEFECT CONTINUES TO BE YOUR INABILITY TO HANDLE CRITICISM.



www.dilbert.com scottadams@aol.com

I CAN'T ARGUE WITH HIS STUPID MISPERCEPTION WITHOUT PROVING IT TRUE.



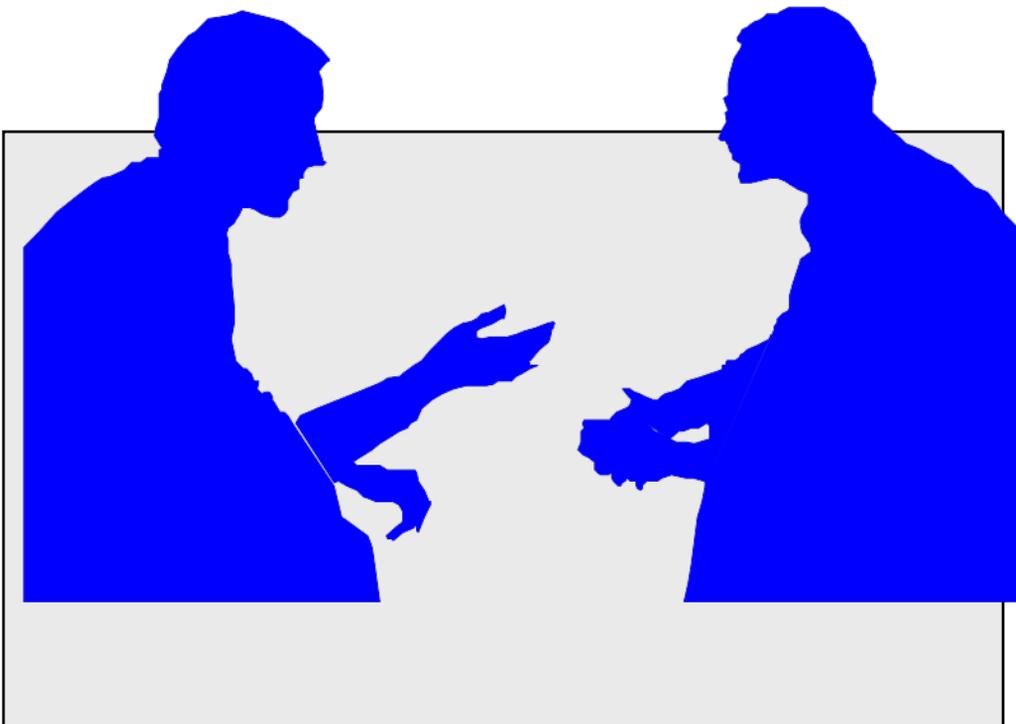
11-16-04 © 2004 Scott Adams, Inc./Dist. by UFS, Inc.

AND YOU ARGUE WITH PEOPLE WHO ARE MUCH SMARTER THAN YOURSELF.



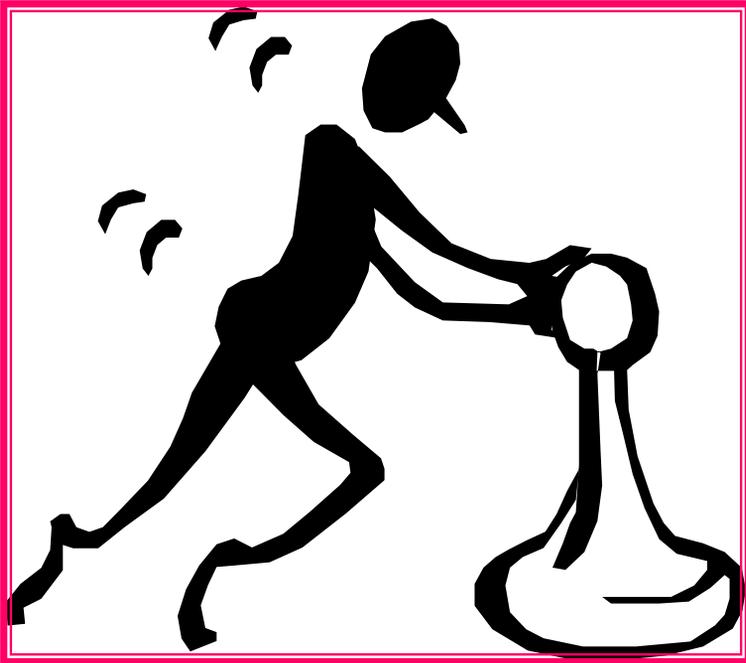
# DESC

## Reflective Listening

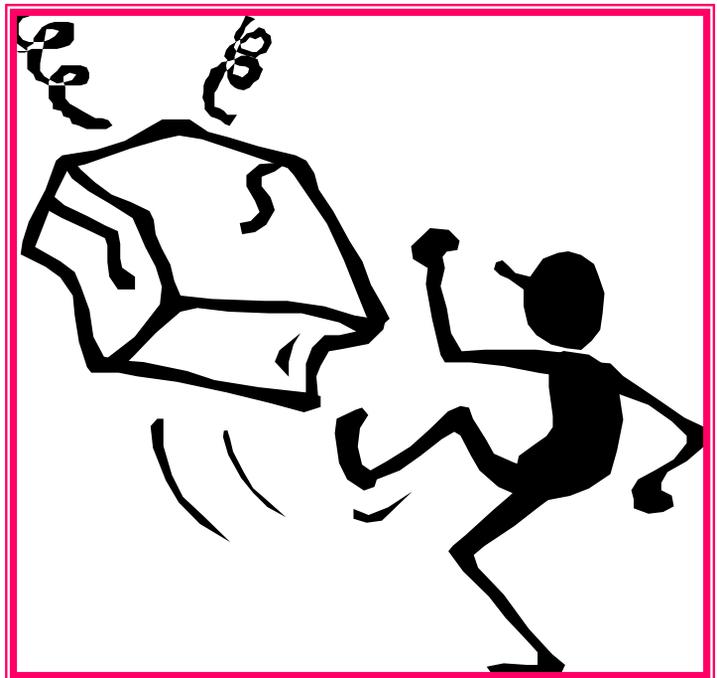


# DESC

- Describe
- Express
- Specify
- Consequences



**Push -- Push Back**



## Negotiation

The act of conferring with another or others in order to come to terms or reach an agreement

## Mediation

The act of occupying a middle position; intervention between conflicting parties to promote reconciliation, settlement, or compromise

## Collaboration

The act of working together

# Negotiation



Clearly stated goals

Common terms

Agreement

Timeframes

# Mediation

**Neutral third party**

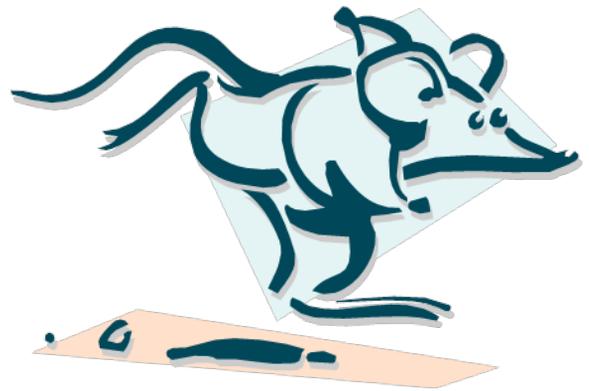
**Conflict is natural  
occurrence**

**Know workers  
conflict styles**

# Conflict Management Styles



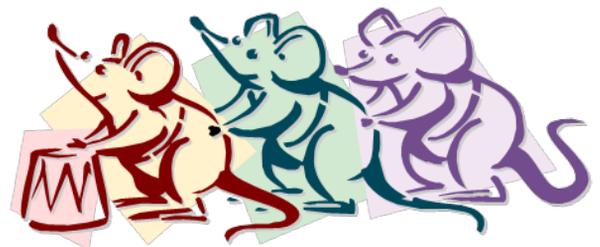
**Accommodating**



**Avoidant**



**Controlling**



**Collaborative**

# Steps in Mediation

1. Both parties agree to mediation

2. Set ground rules



3. Parties describe positions

4. Mediator restates positions

5. Brainstorm options

6. Choose a solution

7. Identify what can be done in the future to avoid disagreement

**Divert  
conflict**

**Enhance  
communication**

**Cut  
costs**

**Benefits  
to  
Mediation**

**Better  
relationships**

**Foster  
dignity**

**Healthy  
change**

**Mutual  
respect**

**Active  
listening**

**Task  
assignment**

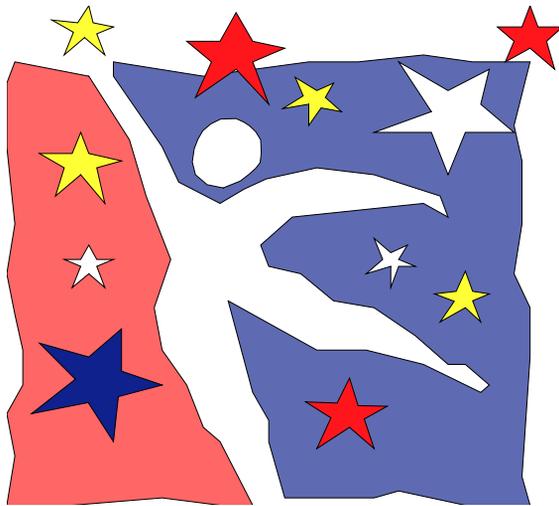
# **Collaboration**

**Plan of  
action**

**Accountability**

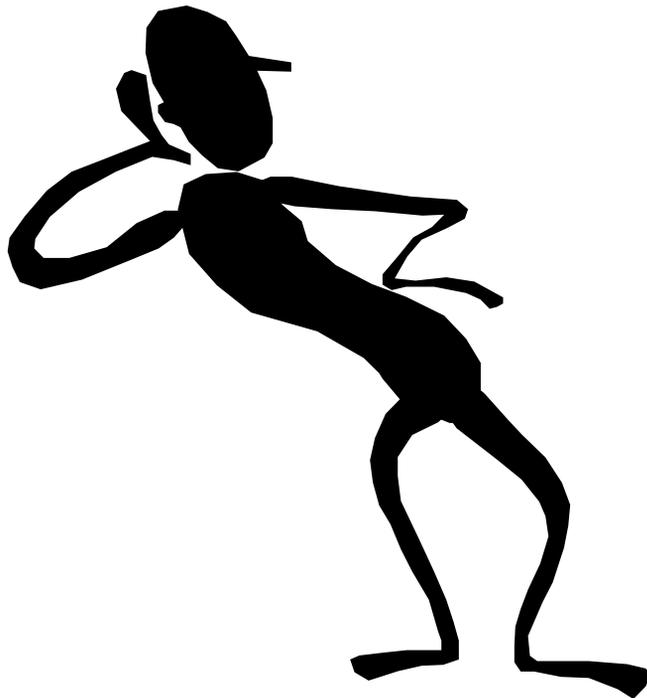
**Two-way  
communication**

**Informed  
questions**

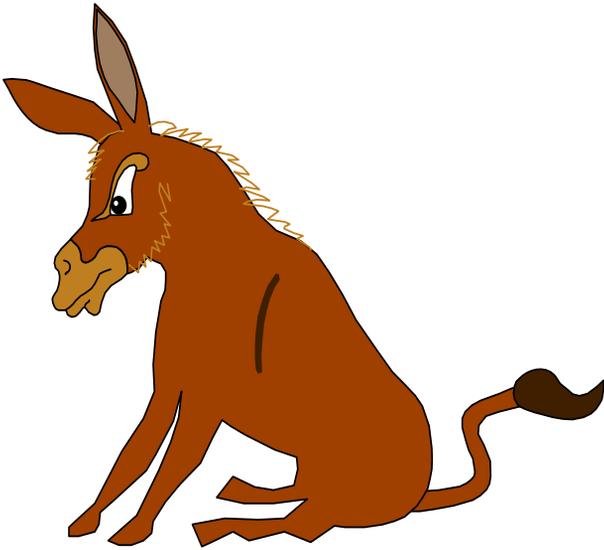


**I need to be seen as  
someone significant.**

**Listen first to  
understand, and then  
to be understood.**

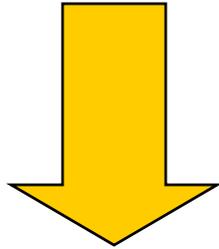


*The 7 Habits of Highly Effective People, S. R. Covey, 1989,  
New York: Free Press*



**Whose  
Difficult  
Person Are  
YOU ?**

# Effective Coping



- Minimizes the impact of others' difficult behavior
- Enables the ability to get on with the business at hand





**Style is determined by observable behavior.**





Analytical

---



Driver

---



Amiable

---



Expressive

---

## How does a person with that style ...

- Relate to supervision
- Interact with clients
- Prepare documents
- Handle herself/himself during meetings
- Communicate with peers

# Problems may arise at work because each style....



Uses time differently



Makes decisions differently



Relates to people in different ways



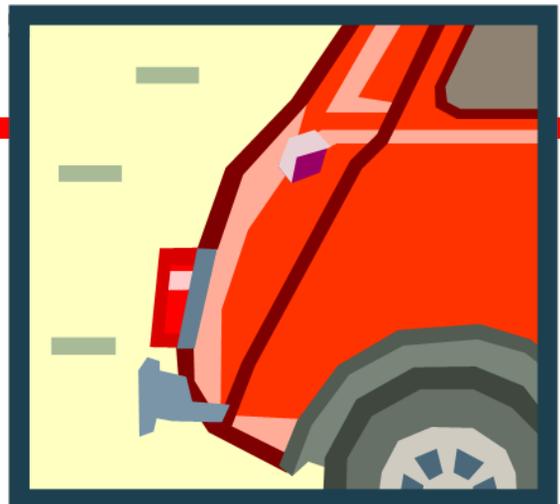
Has different styles of communication



# *Watch out!*

**You're in backup mode !**

**Under stress, people move into extreme forms of their dominant style.**



# Backup Styles

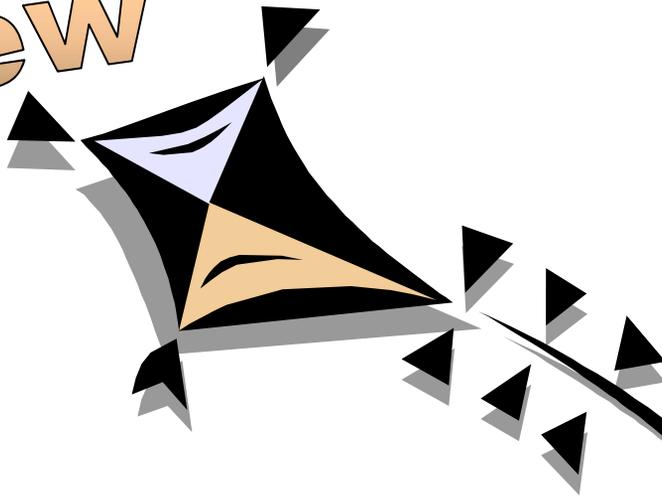
Expressive..... Attacking  
..... Acquiescing

Driver..... Autocratic  
..... Avoiding

Amiable..... Acquiescing  
..... Attacking

Analytical..... Avoiding  
..... Autocratic

# Review



- ★ Supportive Supervision
- ★ Staff Retention
- ★ Assertive Management
- ★ Emotional Bank Accounts
- ★ Performance Problems
- ★ Corrective Feedback
- ★ Negotiation, Mediation, & Collaboration
- ★ Listen to Understand
- ★ Maximum Use of Style

# Proactive Approaches to Stress Management

- ✿ Varying tasks in the routine work schedule
- ✿ Making the office pleasant & cheerful
- ✿ Developing teamwork within the unit
- ✿ Creating an open & trusting environment
- ✿ Instituting new networks of support with other supervisors
- ✿ Streamlining paperwork
- ✿ Using time management techniques
- ✿ Taking time off from work
- ✿ Delegating tasks that others can do
- ✿ Establishing and maintaining a relationship with your supervisor



***Thank You!***