QUARTER 1
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MODULE 1

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Marsha lus, MSW

EFFECTIVE LEADERSHIP: MAKING THE TRANSITION FROM CASEWORKER TO SUPERVISOR

AGENDA

DAY 1

9:00-9:45	WELCOME AND INTRODUCTIONS
9:45-10:45	LEADERSHIP STYLE AND ITS IMPACT ON PERFORMANCE
10:45-11:00	BREAK
11:00-12:00	WHAT MAKES AN EFFECTIVE LEADER
12:00-1:00	LUNCH
1:00-1:30	WHAT MAKES AN EFFECTIVE LEADER (Cont.)
1:30-2:30	USING POWER EFFECTIVELY
2:30-2:45	BREAK
2:45-4:00	EXAMINING MY LEADERSHIP STYLE

DAY 2

9:00-9:15	JOURNAL
9:15-10:30	MAKING THE TRANSITION FROM CASEWORKER TO SUPERVISOR
10:30-10:45	BREAK
10:45-12:00	CREATING A VISION OF PRACTICE
12:00 – 1:00	LUNCH
1:00-1:15	CREATING A VISION OF PRACTICE (Cont.)

MODULE 1

1:15-2:30	FOSTERING OWNERSHIP OF THE AGENCY MISSION, VISION, GOALS, POLICIES, AND PROCEDURES
2:30-2:45	BREAK
2:45-3:30	FOSTERING OWNERSHIP OF THE AGENCY MISSION, VISION, GOALS, POLICIES, AND PROCEDURES (CONT.)
3:30-4:00	JOURNAL, ACTION PLAN, EVALUATION, AND CLOSURE

MODULE 1

MASTERING THE ART OF CHILD WELFARE SUPERVISION

MODULE 1

WORKSHEET: EXPERIENCES IN SUPERVISION

1. When I became a supervisor/manager I never thought I'd.....

2. The most difficult part of my job is.....

3. The most rewarding part of my job is......

4. My greatest strengths in supervision are.....

COMPETENCIES OF SUCCESSFUL LEADERS

- Management of Attention
- Management of Meaning
- Management of Trust
- Management of Self

MANAGEMENT EFFECTIVENESS ANALYSIS*

- **Communication.** Supervisors who score high on communication clearly define performance expectations for staff. The supervisor assures that a staff person knows exactly what he/she wants and expects. They also emphasize the mission of the agency, the goals and objectives, and the values that drive the work. They provide staff with the context within which they work and how their job fits into the bigger picture. In addition, supervisors who score high on communication believe that the more information staff have the more effectively they will work. Consequently they are likely to use a lot of memos and meetings to keep staff well informed.

  Supervisors who score low on communication assume that because someone is in a particular position, he/she knows what needs to be done. In addition, his/her philosophy is that information is disseminated based on a "need to know" basis. So, this supervisor is likely to provide information to help the person complete the job, but not likely to provide any extra information.

- **Control.** Supervisors who score high on control understand the need to have mechanisms in place to monitor whether things are actually occurring the way they want them to. These people use computer print outs, tickler files, etc. to inform them whether the expectations for performance and the goals of the unit are being carried out. Supervisors who score low on control do not see these techniques as being important, do not understand the benefits of using them, and ultimately do not use them or do not use them effectively. Low control supervisors expect staff and others to keep them informed of ongoing progress. They are often caught off guard by things and typically act reactively rather than proactively.

- **Feedback.** Feedback consists of the supervisors' assessment of actual performance. The feedback process includes providing positive reinforcement when a job is done well and constructive negative feedback when it is considered less than adequate. Supervisors who score high on feedback are comfortable providing positive and negative feedback regarding an individual's performance. They give feedback frequently and timely and it is based on expectations.

  Supervisors low on feedback, are not likely to provide much feedback -- either positive or negative. Their philosophy may be based on the principle "no news is good news." These supervisors may save up negative perceptions and, once a year, unload them in a caseworker's annual performance evaluation.

- **Management Focus.** One of the underlying assumptions of the Management Effectiveness Analysis (MEA) is that the most critical role of the supervisor is to ensure that subordinates are successful in performing their jobs. Consequently, the role of a supervisor requires facilitation of performance through behavior of caseworkers. Management focus really deals with the level of comfort with the management role. This relates to satisfaction of supervisors. The elements of management focus are the level of comfort with power; willingness to recognize and deal with conflict; getting the work done through others; and comfort with being in the glass bubble, that is, comfort with having decisions scrutinized. Supervisors who score high on management focus not only understand these things but they are comfortable with them and gain job satisfaction from them.

People who are low on management focus are not comfortable with the concept of power. Their tendency in dealing with conflict is to close their eyes and pray real hard that it will go away; and they are uncomfortable when people analyze and question every decision they make. A low management focus may suggest greater comfort with the role of individual contributor. Low management focus is often seen in new supervisors, those whose role is split between managing and doing, or those whose job satisfaction in the role is low.

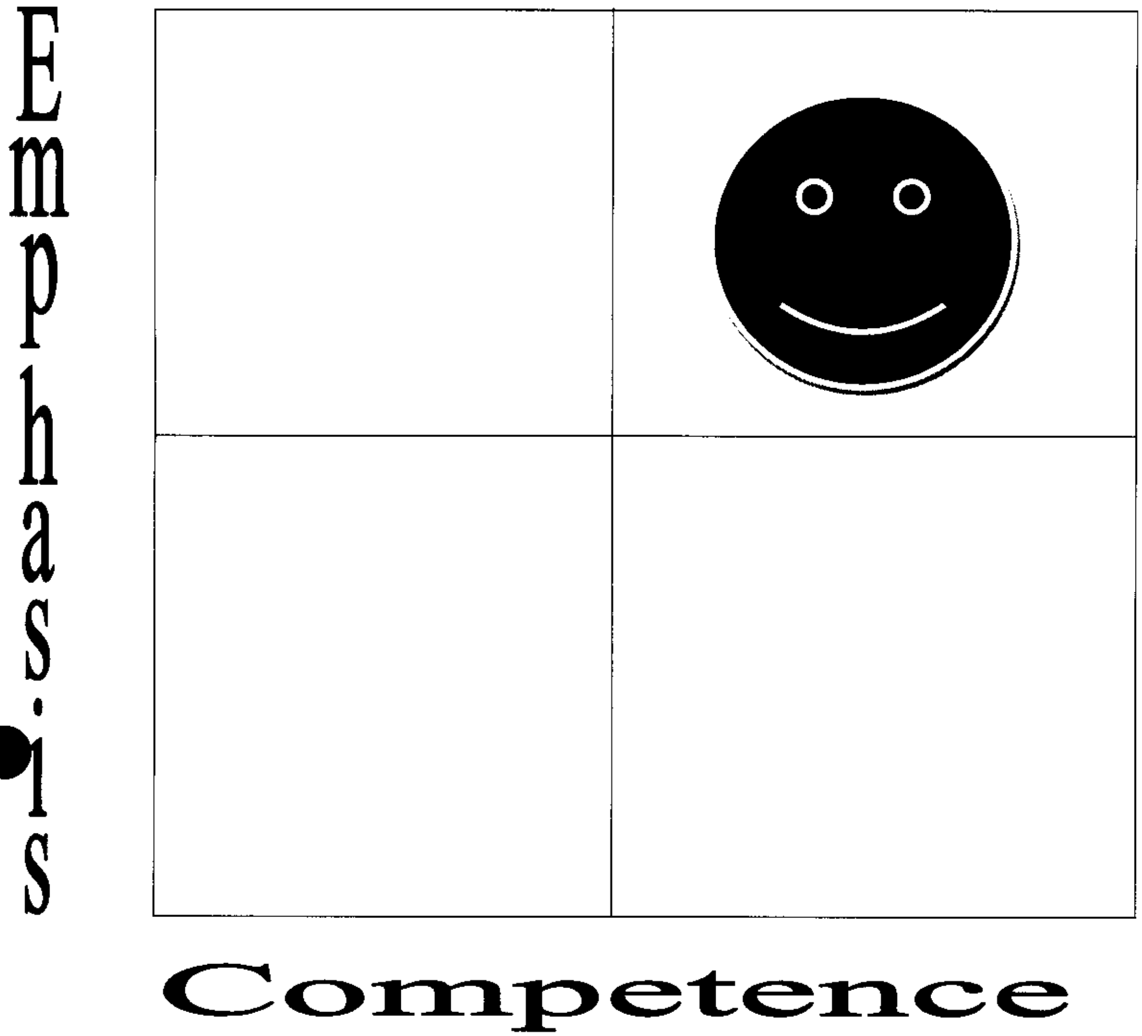
- **Production.** Supervisors who score high on production are bottom-line, results-oriented people. They are interested in getting the job done, and generally set high standards as well. When standards are achieved this supervisor is very likely to re-examine them and raise them. They model excellence and expect it from their staff and communicate a sense of urgency around results.

  Low production supervisors tend to be laid-back in their approach to getting things done. They do not put a great deal of overt pressure on staff to get the task accomplished or set requirements at an unreasonably high level. They tend to accept compliance standards. The climate they set is characterized by a lack of urgency or even complacency. They do not emphasize deadlines. The low production supervisor frequently has difficulty making tough people decisions, and is inclined to ignore them or to make them in favor of people, with insufficient consideration to organizations need to get the job done.

- **People.** High scores on people show sensitivity toward the needs and feelings of staff. These supervisors are likely to pride themselves on their sensitive and empathetic treatment of staff. They are likely to be influenced by what they perceive to be the needs and feelings of others and they are very concerned about creating a humanistic and caring environment. People who score very high (a liability) on people often have strong needs to be liked and well thought of by others.

  Supervisors who score low on people are more likely to take a more objective and detached view of their staff. They often see people as resources that need to be managed in the same way as physical resources. They are not likely to demonstrate much overt warmth or empathy and may be perceived as uncaring.

SUPERVISORY EFFECTIVENESS



SUPERVISORY EFFECTIVENESS: CASE STUDY

Teresa had worked as an Investigator in the agency for five (5) years before she was promoted to a supervisor. She loved working with the children and their families, so she was somewhat hesitant to take on the supervisory role. However, she wanted to move up within the agency so she gladly accepted the position. Over the last six months she has felt anxious and has been struggling to grow into the position.

Her managers feel her judgment is very sound. When committees are formed to address problems/issues in the unit she is always asked to participate. Her managers have always liked her and staff hold her in high respect. They feel she is creative and innovative; she can be given an assignment and run with it. She is able to develop ideas and maintain a steady course to their completion. She has very high standards for herself and others. She seems driven by her work and has a commitment and dedication to everything she does. The Agency Director/Regional Manager noted that "When the chips are down she gets things done."

Teresa is responsible for supervising six caseworkers. She sets very high goals for her staff and she provides positive feedback and lots of creative recognition when the results are achieved. She becomes impatient when staff fail to achieve at levels she believes is possible. Teresa has little tolerance for staff who do not perform well or who don't seem to have the commitment or passion for the work.

Most of Teresa's staff trust and admire her and have a strong loyalty to her. They feel she supports them in their work. However, she is experiencing difficulty with one of her caseworkers. The worker, who has historically "done enough to get by," believes that if Teresa would stop pressuring her she could get the work done. Teresa told the worker that if she can't meet her standards she might want to consider looking for another job. The other caseworkers believe that this 1 worker makes contributions in other ways and that Teresa is not considering this.

Teresa values open communication and likes to be kept informed about what happening with the cases. The one area she feels most comfortable with is clinical supervision. If she feels that a worker has missed something in their assessment or intervention plan with a client she has a tendency to become directive in her approach to supervision.

TYPES OF POWER

SOURCE OF POWER	***POWER BASE***	***INFLUENCE EFFECT***
POSITION (Provided by the organization)	*AUTHORITY*	*COMPLIANCE*
	REWARD	*COMPLIANCE*
	DISCIPLINE/COERCIVE	*RESISTANCE*
PERSONAL (Developed by the leader)	INFORMATION	COMMITMENT
	EXPERTISE	COMMITMENT
	GOODWILL/REFERENT	COMMITMENT

CASE SCENARIO: USING POWER EFFECTIVELY

CASE SITUATION #1

You are a supervisor focusing on permanency and are staffing the Arenas' case with the caseworker. The sibling group, James and Jerome, have been living with the Tucker foster family for 3 years. An adoptive family has been found who will take both boys. You are talking with the worker about preparing the foster family and the boys for the move. The worker says that the Tuckers are going to be a problem. He says that they are going to be resistant because they wanted to keep the boys, but didn't want to adopt them. He feels the best strategy is to keep the Tuckers off to the side and out of the way to prevent them from sabotaging the move. You feel it is important for them to be involved and for them to help the children with the loss. In your discussion with the worker it is clear through his nonverbal behavior that he doesn't agree. You provide him with information about best practice, but you sense he isn't swayed. You feel very strongly about this and tell him what he needs to do with the foster family and when it needs to be accomplished.

1. What type of power has the supervisor been using with this caseworker? How effective was it?

2. What type(s) of power would be most effective in influencing this caseworker?

3. What specifically would you say to this caseworker to influence his behavior?

PERSONAL STYLE INVENTORY

Check the word or phrase in each set that is most like you.

1. _ Competitive 2. _ Joyful 3. _ Considerate 4. _ Harmonious	1._ Tries new ideas 2._ Optimistic 3._ Wants to please 4._ Respectful	1. _ Will power 2. _ Open-minded 3. _Cheerful 4. _Obliging	1. _ Daring 2. _ Expressive 3. _ Satisfied 4. _ Diplomatic
1. _ Powerful 2. _ Good mixer 3. _ Easy on others 4. _ Organized	1. _ Restless 2. _ Popular 3. _ Neighborly 4. _ Abides by rules	1. _ Unconquerable 2. _ Playful 3. _ Obedient 4. _ Fussy	1. _ Self-reliant 2. _ Fun-loving 3. _ Patient 4. _ Soft-spoken
1. _ Bold 2. _ Charming 3. _ Loyal 4. _ Easily led	1. _ Outspoken 2. _ Companionable 3. _ Restrained 4. _ Accurate	1. _ Brave 2. _ Inspiring 3. _ Submissive 4. _ Timid	1. _ Nervy 2. _ Jovial 3. _ Even-tempered 4. _ Precise
1. _ Stubborn 2. _ Attractive 3. _ Sweet 4. _ Avoids	1. _ Decisive 2. _ Talkative 3. _ Controlled 4. _ Conventional	1. _ Positive 2. _ Trusting 3. _ Contented 4. _ Peaceful	1. _ Takes risks 2. _ Warm 3. _ Willing to help 4. _ Not extreme
1. _ Argumentative 2. _ Light-hearted 3. _ Nonchalant 4. _ Adaptable	1. _ Original 2. _ Persuasive 3. _ Gentle 4. _ Humble	1. _ Determined 2. _ Convincing 3. _ Good-natured 4. _ Cautious	1. _ Persistent 2. _ Lively 3. _ Generous 4. _ Well-disciplined
1. _ Forceful 2. _ Admirable 3. _ Kind 4. _ Non-resisting	1. _ Assertive 2. _ Confident 3. _ Sympathetic 4. _ Tolerant	1. _ Aggressive 2. _ Life of the party 3. _ Easily fooled 4. _ Uncertain	1. _ Eager 2. _ High-spirited 3. _ Willing 4. _ Agreeable

Scoring for Personal Style Inventory

How to Score

1. Count the number of "ones" that you marked. Write that number in the Tally Box marked 1. Do the same with the number two, three, and four.

2. On the first scale, draw a line through the number on the bar graph that corresponds with your total number of "ones." This is the end line for your bar graph.

3. Beginning at the left end, shade in the space on the bar up to your end line on the first bar graph.

4. Do the same for the second, third, and fourth graphs.

5. The longest bar is your predominant style. The second longest bar is your secondary style.

Tally Box

1		**0 1 2**	**3 4 5 6**	**7 8 9 10 11**	**12 14 16 18**
2		**0 1 2**	**3 4 5**	**6 7 8 9 10**	**11 12 14 16**
3		**0 1**	**2 3 4**	**5 6 7 8 9**	**10 11 12 14 16**
4		**0 1**	**2 3 4**	**5 6 7 8**	**9 10 11 12 14**

_______ **Total (Equals 24)**

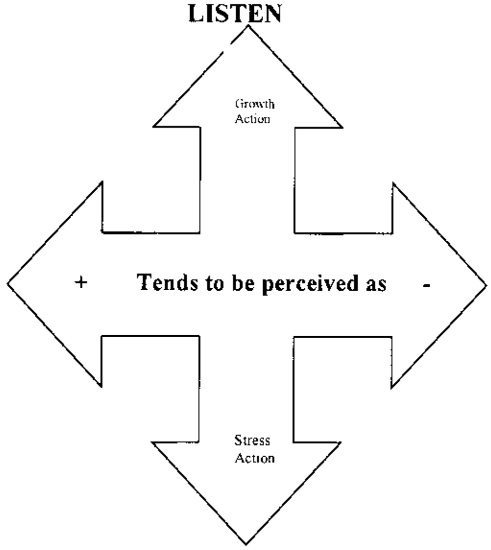
Style Descriptors

Driver	Expressive	Amiable	Analytical
action oriented	verbal	patient	diplomatic
decisive	motivating	loyal	accurate
a problem solver	enthusiastic	sympathetic	conscientious
direct	gregarious	a team person	a fact finder
assertive	convincing	relaxed	systematic
demanding	emotional	mature	logical
a risk taker	impulsive	organized	conventional
forceful	generous	questioning	analytical
adventuresome	influential	supportive	sensitive
competitive	charming	stable	controlled
self-reliant	confident	considerate	orderly
independent	inspiring	empathetic	precise
determined	dramatic	persevering	disciplined
an agitator	optimistic	trusting	deliberate
results oriented	animated	congenial	cautious
HIGH WANTS	**HIGH WANTS**	**HIGH WANTS**	**HIGH WANTS**
challenges	social recognition	guarantees	high standards
authority	freedom from details	security	details
power	to be with people	appreciation	perfection
freedom from controls	to provide service	quality control	traditional procedures
options	group activities	specialization	

The Driver: Take Charge Specialist

The DOER

LISTEN



Autocratic Power

Strong
willed
Independent
Practical
Decisive
Efficient

Pushy
Severe
Tough
Dominating
Harsh

Behaviors

Verbal/Vocal	**Non-verbal**
Faster	Points at others
More statements	Leans forward to make point
Louder	Direct eye contact
Monotone	Closed hands
Focuses on task	Rigid posture
Uses facts/data	Controlled facial expression

Recognized by

Swift reaction time
Maximum effort to control
Minimum concern for caution in relationships
Present time frame
Direct actions
Tendency to reject inaction
Need for control/results/achievement

Drivers: How Others Respond to your Style

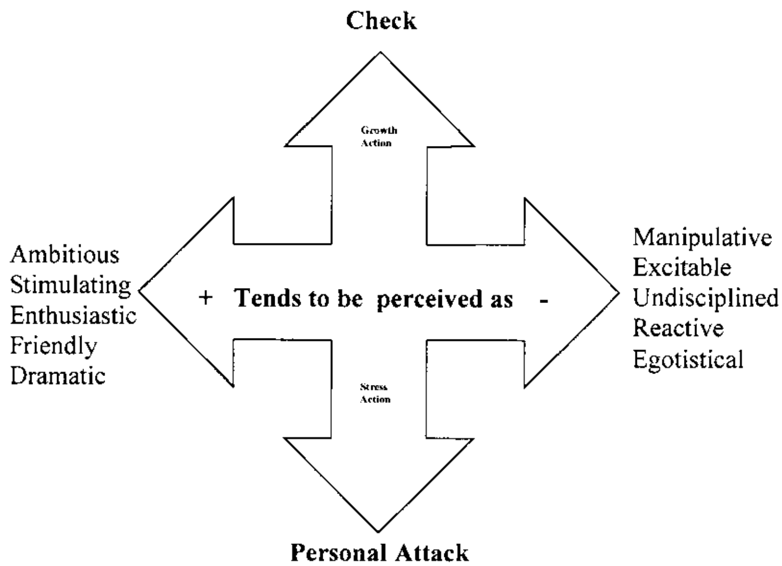
Analyticals	Other Drivers
Relate to Driver's efficiency, logic, command of data and task orientation. Question Driver's haste, bossiness, risk taking, decisiveness, and competitiveness. *To work better with Analyticals, Drivers need to:* • Bring them detailed facts and logic in writing. • Be patient while Analyticals evaluate and check the accuracy of the data. • Help Analyticals reach conclusions by encouraging them to set deadlines after you have provided time for review.	Perceive you as action oriented, in a hurry, bossy, commanding, efficient, stubborn, disciplined, tough, independent, secretive, logical, demanding, non-listening, quick, decisive and unfeeling. *To work better with fellow Drivers:* • Agree in advance on specific goals and provide freedom to work within these limits. An unproductive deadlock can occur when there is too much dominance and no allowance for independence and individuality.

Checklist for Interacting with **DRIVERS**

DO'S	DON'T'S
1. Be clear, specific, brief, and to the point.	1. Don't ramble on, or waste their time.
2. Stick to business.	2. Don't try to build personal relations.
3. Come prepared with all requirements, objectives, support material in well-organized "package."	3. Don't forget or lose things; don't be disorganized or messy; don't confuse or distract their mind from business.
4. Present the facts logically; plan your presentation efficiently.	4. Don't leave loopholes or cloudy issues- if you don't want to be zapped.
5. Ask specific (preferably "what?") questions.	5. Don't ask rhetorical questions or useless ones.
6. Provide alternatives and choices for making their own decisions.	6. Don't come with a ready-made decision, and don't make it for them.
7. Provide facts and figures about probability of success or effectiveness of options.	7. Don't speculate wildly or offer guarantees and assurances where there is risk in meeting them.
8. If you disagree, take issue with facts, not the person.	8. If you disagree, don't let it reflect on them personally.
9. If you agree, support results, not the person.	9. If you agree, don't reinforce with "I'm with you."
10. Motivate and persuade by referring to objectives and results.	10. Don't try to convince by "personal" means.
11. Support, maintain.	11. Don't direct or order.
12. After talking business, depart graciously.	12. Don't do an "epilogue" bit after finishing business.

The Expressive: Social Specialist

The INTUITOR



Behaviors

Verbal/Vocal	Non-verbal
Faster	Points at others
More statements	Leans forward to make points
Louder	Makes direct eye contact
Uses voice inflection	Displays open palms
Focuses on people	Casual postures
Uses opinions/stories	Animated expressions

Recognized by

Rapid reaction time
Maximum effort to involve others
Minimum concern for routine
Future time frame
Impulsive actions
Tendency to reject isolation
Need for excitement/personal approach/acceptance

Expressives: How Others Respond to Your Style

Analyticals*	**Drivers**
Relate to Expressives imaginative, stimulating and thought-provoking nature. Question Expressive's ability to perform as stated, your follow- through, and your loud, flashy, emotional side. *To work better with Analyticals, Expressives need to:* • Talk about facts, not opinions; break down component parts, preferably in writing. • Back up facts with proof from authoritative sources. • Be quietly patient while Analyticals discover for themselves what you already know. **Working with this style will require you to exercise your versatility.*	Relate to Expressive's outgoing, imaginative, competitive and personable aspects. Question Expressive's rah-rah, demonstrative, impulsive, emotional side. *To work better with Drivers, Expressives need to:* • Back up your enthusiasm with actual results; demonstrate that your ideas work. • Be on time and keep within agreed limits; provide materials promptly. • Provide choices of action whenever possible and let the Drivers select the course of action.
Amiables	**Other Expressives**
Relate to Expressive's warmth, enthusiasm, stimulating and personable nature. Question Expressive's outgoing, loud, dramatic, impulsive side. *To work better with Amiables, Expressives need to:* • Slow down the pace and volume; allow time to build a relationship. • Work on one item at a time in detail; avoid the confusion of too many tasks or ideas at one time. • Encourage suggestions, participation in team activities and supportive roles.	Perceive you as outgoing, enthusiastic, warm, opinionated, talkative, intuitive, emotional, stimulating, imaginative, impulsive, excitable, loud, flashy, dramatic, personable, competitive and caring. *To work better with fellow Expressives:* • Provide the discipline in this relationship, or all the fun and creativity might accomplish nothing. Keep on track and emphasize the basics, allowing carefully limited experimentation as a reward for results.

Checklist for Interacting with Expressives

DO'S

1. Plan interaction that supports their dreams and intentions.
2. Leave time for relating, socializing.
3. Talk about people and their goals; opinions they find stimulating.
4. Don't deal with details; put them in writing, pin them to modes of action.
5. Ask for their opinions/ideas regarding people.
6. Provide ideas for implementing action.
7. Use enough time to be stimulating, fun loving, fast moving.
8. Provide testimonials from people they see as important, prominent.
9. Offer special, immediate and extra incentives for their willingness to take risks.

DON'TS

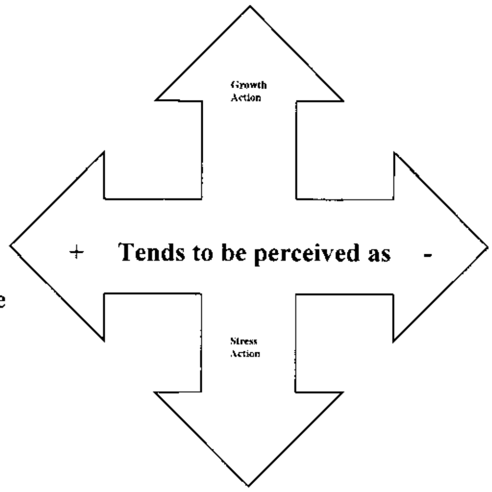
1. Don't legislate or muffle.
2. Don't be curt, cold, or tightlipped.
3. Don't drive on to facts and figures, alternatives, abstractions.
4. Don't leave decisions hanging in the air.
5. Don't waste time trying to be impersonal, judgmental, task-oriented.
6. Don't "dream" with them or you'll lose time.
7. Don't kid around too much or "stick to the agenda" too much.
8. Don't talk down to them.
9. Don't be dogmatic.

The Amiable: Relationship Specialist

The FEELER

Initiate

Supportive
Respectful
Willing
Dependable
Agreeable



Conforming
Unsure
Pliable
Dependent
Awkward

Compliance

Behaviors

Verbal/Vocal	Non-verbal
Slower	Hands relaxed or cupped
Fewer statements	Leans back while talking
Softer	Indirect eye contact
Uses vocal inflection	Open palms
Focuses on people	Casual posture
Uses opinions/stories	Animated expressions

Recognized by

Unhurried reaction time
Maximum effort to relate
Minimum concern for effecting change
Present time frame
Supportive actions
Tendency to reject conflict
Need for cooperation/personal security/acceptance

Amiables: How Others Respond to Your Style

Analyticals

Relate to Amiable's cooperative, careful, quiet, thoughtful and willing ways.
Question Amiable's soft-hearted, easygoing nature, emotional responses and compliance with others.

To work better with Analyticals, Amiables need to:

- Stress the need for facts and data rather than emotions to build a case, and let Analyticals do the work-up with a time limit.
- Provide added opportunities for course work or study in return for meeting activity standards.
- Build confidence in the relationship through demonstrated technical competence.

Drivers*

Relate to Amiable's supportive, helpful, team-oriented and careful nature.
Question Amiable's lack of initiative, need for detail, contained thinking and responsive side.

To work better with Drivers, Amiables need to:

- Be businesslike; let Drivers tell you how to help and what they want. Do not try to build a relationship or friendship.
- Stay on schedule, stick to the agenda, and provide factual summaries.
- Let them make decisions based on options you provide.

**Working with this style will require you to exercise your versatility.*

Other Amiables

Perceive you as supportive, quiet, friendly, shy, retiring, team oriented, helpful, kind, thoughtful, slow to act, non-threatening, soft-hearted, easygoing, complying, responsive, open, willing, careful and cooperative.

To work better with fellow Amiables:

- Be hard nosed, insistent, and directive (an uncomfortable role, but a necessary one in this situation); otherwise, it is likely that no one will take the necessary initiative, and the end result can be unsatisfactory.

Expressives

Relate to Amiable's supportive, friendly, responsive, and helpful characteristics.
Question Amiable's slowness to act and careful, complying, non-competitive stance.

To work better with Expressives, Amiables need to:

- Bring Expressives definite opinions, backed by third party endorsement; do not waver.
- Publicly recognize and praise Expressive's accomplishments.
- Stand your ground when challenged about rules and previously established procedures.

Checklist for Interacting with AMIABLES

DO'S

1. Start, however briefly, with a personal comment. Break the ice.
2. Show sincere interest in them as people; find areas of common involvement; be candid and open.
3. Patiently draw out personal goals and work with them to help achieve these goals; listen; be responsive.
4. Ask "how?" questions to draw their opinions.
5. Watch carefully for possible areas of early disagreement or dissatisfaction.
6. If you disagree. Look for hurt feelings, personal reasons.
7. Move casually, informally.
8. Define clearly (preferably in writing) individual contributions.
9. Provide guarantees that their decision will minimize risks; give assurances that provide them with benefits.
10. Provide personal assurances, clear, specific solutions with maximum guarantees.

DON'TS

1. Don't rush headlong into business or the agenda.
2. Don't stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal.
3. Don't force them to respond quickly to your objectives; don't say, "Here's how I see it."
4. Don't be domineering or demanding; don't threaten with position power.
5. Don't debate facts and figures.
6. Don't manipulate or bully them into agreeing because they probably won't fight back.
7. Don't patronize or demean them by using subtlety or invective.
8. Don't be abrupt and rapid.
9. Don't be vague; don't offer options and probabilities.
10. Don't offer assurances and guarantees you can't fulfill.
11. Don't keep deciding for them or they'll lose initiative; don't leave them without backup support.

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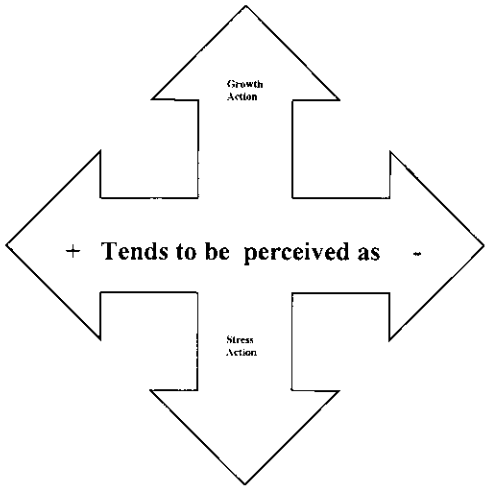
The Analytical: Technical Specialist

The THINKER

Declare

Industrious
Persistent
Orderly
Exacting
Serious



Critical
Indecisive
Stuffy
Picky
Moralistic

Avoidance

Behaviors

Verbal/Vocal	Non-verbal
Slower	Hands relaxed or cupped
Fewer statements	Leans back while talking
Softer	Indirect eye contact
Monotone	Closed hands
Focuses on task	Rigid posture
Uses facts/data	Controlled facial expression

Recognized by

Slow reaction time
Maximum effort to organize
Minimum concern for relationships
Historical time frame
Cautious action
Tendency to reject involvement
Need for accuracy/ being right/achievement

Analyticals: How Others Respond to Your Style

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<u>Other Analyticals</u>

Perceive you as thoughtful, wanting more facts, conservative, quiet, critical, logical, cool toward others, thorough, cooperative, distant, reserved, stern, austere, dependable and accurate.

To work better with fellow Analyticals:

- Recognize the need for making timetables and for reaching decisions. Reinforcing one another's desire for more information may form a self-perpetuating cycle that does not produce results.

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<u>Drivers</u>

Relate to Analytical's logic, command of data, accuracy and dependability.
Question Analytical's over abundance of facts, and lack of decisiveness and risk taking.

To work better with Drivers, Analyticals need to:

- Summarize the facts and various outcomes; let the Driver decide.
- Depend on self-discipline rather than on excessive reports or precise instructions.
- Recognize Driver's results with monetary rewards.

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<u>Amiables</u>

Relate to Analytical's cooperative and conservative nature, accuracy and patience.
Questions Analytical's lack of warmth and close relationships, and dependence on figures.

To work better with Amiables, Analyticals need to:

- Show your interest in them as people, rather than as workers.
- User the Amiable's skills as mediators to build relationships inside the organization.
- Help them perceive the big picture and how they relate to it.

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<u>Expressives*</u>

Relate to Analytical's cooperativeness and dependability.
Question Analytical's dependence on facts, criticalness, stuffy nature, impersonal approach and lack of fun.

To work better with Expressives, Analyticals need to:

- Spend informal time with them
- Recognize Expressive's need for package sales, incentives and contests.
- Ask for Expressive's opinions and input on a non-critical, accepting basis.

**Working with this style will require you to exercise your versatility.*

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Checklist for Interacting with ANALYTICALS

DO'S

1. Prepare your "case" in advance.
2. Approach them in a straight forward, direct way, stick to business.
3. Support their principles; use thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
4. Make an organized contribution to their efforts; present specifics and do what you say you can do.
5. Take your time, but be persistent.
6. Draw a scheduled approach to implementing action with step-by-step timetable; assure them that there won't be surprises.
7. If you agree, follow through.
8. If you disagree, make an organized presentation of you position.
9. Give them time to verify reliability of your actions; be accurate, realistic.
10. Provide solid, tangible, practical evidence.
11. Minimize risks by providing guarantees over a period of time.
12. When appropriate give them time to be thorough.

DON'TS

1. Don't be disorganized or messy.
2. Don't be giddy, casual, informal, loud.
3. Don't rush the decision-making process.
4. Don't be vague about what's expected of either of you; don't fail to follow through.
5. Don't dilly-dally.
6. Don't leave things to chance or luck.
7. Don't provide special personal incentives.
8. Don't threaten, cajole, wheedle, coax, whimper.
9. Don't use testimonies of others of unreliable sources; don't be haphazard.
10. Don't use someone's opinion as evidence.
11. Don't use gimmicks or clever, quick manipulations.
12. Don't push too hard or be unrealistic with deadlines.

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CRITICAL FIRST STEPS IN MAKING THE TRANSITION FROM CASEWORKER TO SUPERVISOR*

DO AN ASSESSMENT

One of the critical first steps is conducting an accurate initial assessment of individual and group functioning, strengths, and needs. This is similar to assessment with children and families. In this case, assessment means determining what each caseworker needs in the supervisory relationship to be able to do the job. Some caseworkers require more feedback than others. Likewise, some individuals need more information. Whether the supervisor believes the individual 'should' need these things is not important. Meeting these needs is the key to influencing caseworkers' behavior, and influencing caseworkers' behavior is the key to effective supervision. In addition, caseworkers who have experienced deprivation of their professional needs will require consistent and persistent attention before patterns of behavior and feelings will change.

The assessment process also considers the reaction of individual staff to a new supervisor. Caseworkers naturally feel vulnerable when a new supervisor enters the unit. The predictable pattern of interaction with the previous supervisor no matter how ineffective is being replaced.

New supervisors must also examine the functioning of the unit. First, new supervisors must examine the culture and climate in the unit. For example, does the culture support good practice and excellence in performance? Second, new supervisors must examine the structures in place that assure the unit achieves its goals/outcomes in an efficient and effective manner. Third, the new supervisor should evaluate the cohesiveness of the work group.

MAKE CHANGES SLOWLY!

When a new supervisor is promoted in a unit it is a change for staff. Because of the change staff are feeling vulnerable. It is recommended that supervisor conduct an assessment first; identifying strengths and needs. The supervisor should reinforce the strengths and discuss the needs identified with staff. Finally, new supervisors should involve staff in problem solving and identification of solutions as much as possible. Do not make any major changes quickly.

MEET WITH MANAGER

New supervisors should meet with their immediate manager to clarify: the manager's expectations; the information the supervisor needs to communicate on a regular basis; a structure for meeting with the manager; and the manager's assessment of the unit's current functioning, including strengths and needs; any immediate initiatives the supervisor is expected to undertake; and sources of supervisory support.

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Create a Relationship with Staff

If the supervisor is promoted from outside the unit, he/she must establish a relationship of trust, openness and respect with staff.

Clarify Expectations

It is essential for new supervisors to clearly communicate their performance standards and expectations. This increases staff security because there is clarity regarding what is expected. In addition, supervisors should determine what individual staff expect of and need from them. This demonstrates the supervisors desire to meet staff needs.

Create a New Support Group

Being promoted to supervisor means becoming part of administration/management. One of the consequences of the promotion is a change in relationship with previous peers. There will come a time when a new supervisor walks into a room and the caseworkers' discussion stops. Consequently, new supervisors must create a new support system for themselves.

CASE SITUATIONS: MAKING THE TRANSITION FROM WORKER TO SUPERVISOR

CASE SITUATION 1

Julie Stein was promoted to supervisor of a unit focusing on in-home cases approximately 2 ½ months ago. She has been with the agency for three years. She worked for one year in an CPS unit and for two years in a different In-Home Unit. Julie is 28 years of age and has her M.S.W. She is very bright and highly regarded in the agency. She took over an In-Home Unit of mostly experienced caseworkers. Three have been with the agency over 10 years. Two have been in the unit for 3-4 years and one worker has been there only 6 months. The 3 most experienced caseworkers are 42 years of age, 40 years of age, and 38 years old, respectively. The two with 3-4 years of experience are in their late 20's, early 30's and the new worker is fresh out of college.

Celia Varga, the worker with the most experience in the unit (14 years) also applied for the supervisory position. This is the third time she has been passed over for a promotion to supervisor in the agency. She has never been given specific information as to why she did not receive the promotions. She is angry. She really believed she should have been promoted in her own unit, and consequently she is considering talking to an attorney about a discrimination lawsuit.

The three most experienced caseworkers in the unit are a clique and have been for some time. They have gotten stronger because of Celia being turned down for promotion. These three caseworkers have shown a great deal of resistance toward Julie. They have been late to or not attended weekly unit meetings. They are extremely negative to any new requirement or idea raised by Julie. Celia is clearly the leader of the group.

Julie has talked to Celia individually. Julie acknowledged to Celia that she knew she also had applied for the supervisor's position and encouraged her to discuss any feelings or concerns. However, Celia was not forthcoming. Julie has confronted each of the resistant caseworkers and attempted to negotiate how they will work together, but has been unsuccessful.

The other caseworkers in the unit like and respect Julie. Unfortunately, the unit has become polarized. Julie does not know what else to do.

1. What are the problems/issues present in this situation?

2. What are the possible causes for the problems?

3. What did Julie do that may have contributed to the problem?

4. What would you suggest Julie do to work through this situation?

SITUATION 2

Rudolfo, is a Panamerican-American took over an Adoptions Unit approximately four months ago. Rudolfo has worked for the agency seven years in various units. He worked in a CPS Unit as well as a In-Home Unit, he has never done adoptions before. The supervisor he replaced had been with the agency for 28 years. She had been a supervisor for 18 of those years. She had been the supervisor of this Adoption unit for 12 years. She retired because of health reasons. She would have continued in her position, but the last several years her health has been failing.

The unit consists of Caucasian women, all of whom have worked for the previous supervisor for some time. The previous supervisor respected the expertise of her staff and served primarily as a consultant to them. She ran a fairly "loose ship," giving her workers the autonomy they deserved.

Rudolfo acknowledged to the caseworkers that he had never done adoptions before, but made a commitment to the staff that he was going to learn the "ins and outs" of doing adoptions. Keeping his own supervisor apprised of his progress, Rudolfo, reviewed department policy, caseworkers' case files, went out on field visits with the caseworkers, he attended recruitment and screening meetings, etc. As he was reviewing the caseworkers' case records and the policy and procedural guidelines, he made some disturbing findings.

He found that, despite the agency policy, many children had been freed for adoption, but no adoptive family had been located for them. In addition, caseworkers were not meeting the required adoption deadlines in many cases. What he found was that these problems had been going on for years. It seemed that the previous supervisor never read the records or kept up with what was happening in cases.

When he started as supervisor, he made an expectation of meeting with each worker in individual conferences once a week and that unit meetings would be held monthly. Some of the caseworkers did not regularly show up at conferences. When he confronted them about it they always had some excuse. He also began to address the delays in placing children in adoptive homes.

The caseworkers were not pleased, and made their concerns known to Rudolfo's supervisor. In fact, a member of the staff suggested to Rudolfo's supervisor that he did not understand the lack of resources for these children. Essentially, they were communicating that they were the experts and he did not know the realities of the job. In addition, they were concerned that as a Latino male, perhaps his concerns with their job performance were that he did not expect women to be competent professionals and did not respect their work.

1. What are the problems/issues present in this situation?

2. What are the possible causes for the problems?

3. What did Rudolfo do that may have contributed to the problem?

4. What would you suggest Rudolfo do to work through this situation?

PRINCIPLES FOR CREATING COMPELLING VISION STATEMENTS[2]

- ***Forget about being the best.*** The vision statement is an expression of what you seek to contribute, not how the rest of the world will evaluate your contribution. The choice of greatness is an act of service and an expression of our enlightened self interest. We commit to a vision because it is worth pursuing for its own sake. If we get rewarded for making the vision happen, we will accept the recognition -- but that's not why we pursue it.

- ***Don't be practical.*** A preferred future comes from the heart, not the head. Our desire to be practical works against creating a vision. That's why creating vision is so hard. Remember a vision is a beacon of light pointing us in a direction. We create a vision knowing we may never get there.

- ***Begin with your clients.*** The success of the agency depends on how well you serve its external and internal clients. Some examples of vision statements about what greatness looks like when dealing with clients are:

  ✓ "Our clients leave us feeling respected."

  ✓ "We treat all clients as we wish to be treated."

  ✓ "We don't force solutions on our clients."

  ✓ "We're here to help, not to police."

- ***Members of the unit cannot treat their clients any better than they treat each other.*** The way they treat each other is the clearest representation of how caseworkers are treating their clients. For example, sales people in a department store treat us pretty much in the same way they treat each other. So, if we are ignored or treated badly, so are the employees.

- ***If your vision sounds like motherhood and apple pie and is somewhat embarrassing, you are on the right track.*** Vision is an expression of hope and idealism. Vision is a reflection of our deepest values. You know you have created a great vision when it has three qualities:

  ✓ **It comes from the heart.** Remember it is un-reason-able.

  ✓ **We alone can make this statement.** It needs to be personal. Your friends would say this is uniquely yours. They would know you wrote it.

  ✓ **It is radical and compelling.** It dramatizes what we want; our deepest values.

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[2]Block, P (1987) *The Empowered Manager*. CA: Jossey-Bass Publishers.

EXAMPLES OF VISION STATEMENTS

- Adolescent Services ... preparation for a lifetime.
- Building strength and independence in our youth.
- To touch a child is to touch the future.
- Foster values, foster dreams, become a foster parent.
- We relentlessly pursue quality in all we do.
- We strive to make each team member's unique contribution successful, appreciated, and rewarded.
- The bridge to better families is built with fairness, respect, and dignity.
- We cherish diversity of people and ideas.
- The ladder of success is measured in small steps ... one at a time.
- Everyone is treated with fairness, respect, and dignity.
- Children are like trees, they need to be protected and have roots.
- All of us in the agency work together effectively to help families change.
- Together we bring the tools to rebuild families' lives.
- Recognize achievement and celebrate each person's successes.
- Envision the future, help them find theirs.
- Investing in families ... counting our gains with children.
- Children are the seeds of the future, water them with love.
- Clients can change if we listen to them and involve them in the decisions that affect them.
- We don't force solutions on our clients, we help them find theirs.

VISION EXERCISE

1. Each supervisor will share their vision statement with the group. The group will critique each vision statement and make it better (if necessary.)

2. Reach consensus on a vision statement for your program and write it on newsprint.

3. Discuss what practice would look like if staff embraced the vision of greatness.

COMMUNICATING POLICY AND PROCEDURES

1. Determine the rationale or the purpose for the policy, procedure, or directive.

2. Identify the positive aspects of the policy, procedure, or directive, including the benefits to caseworkers, clients, and the agency.

3. Identify the potential problems that may result from the implementation of the policy, procedure, or directive.

3. Anticipate the concerns staff may present regarding the implementation of the policy, procedure, or directive.

4. Determine the best method to present the policy, procedure, or directive. For example, in a unit meeting, a memo, etc.

5. Plan your presentation. Should you distribute copies of the policy ahead of the meeting? Should you prepare flip charts outlining the key points of the policy?

6. Consider the timing of your presentation.

7. Remember that what you say (the actual words), your nonverbal messages, and your paraverbal messages (tone, pitch, and pacing of your words) impact on the message caseworkers receive. And, what they receive influences caseworkers' implementation.

8. Allow time for ventilation, questions, etc. Address those concerns constructively. And, develop a system for monitoring those concerns and presenting them to administration.

9. Be clear about your expectations regarding the implementation of the policy, procedure, or directive.

10. Provide a means and time for follow-up.

Communicating a Change[3]

Describe the Change and the Reasons for It

- Describe the change as quickly and clearly as possible
- Convey the rationale/reason/purpose for the change
- Even if staff don't like the change, they may be more accepting if they understand why

Explain Who Is to Do What

- Plan ahead of time
- Remove as much complexity as you can
- Be more "matter of fact" you make the change and its implementation sound, the higher probability staff will take it that way

Respond to Questions

- Staff will resist because they have no input in this type of change
- You can minimize the negative effects by encouraging open expression of feelings
- It is important to give staff the opportunity to state what they don't like about the change. Do not let it become a "bitch" session

Honor Resistance

- Acknowledge uncertainty and negative feelings as understandable reactions to something new

Define Possibilities

- Look for ways you can provide support and assistance to staff in implementing change
- Look for ways you can track their concerns and advocate for them to administration
- Provide a means to get back together to follow up
- It's all right for them not to like everything about the change.
- Management respects the diversity of viewpoints and appreciates the cooperation.
- In the interest of continued improvement, you will be studying the effects of the change and looking for ways to improve it.
- Point out that you realize that not everyone may see it the way you do
- Point out that you need to hear the group members' opinions of the change and that no one is at risk for speaking honestly listen to what people tell you what's wrong with what you want; it is in your best interest to ask for and hear it all

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[3] Adapted from Karp, A.B.(1996) *The Change Leader.* CA: Jossey-Bass Publishers.

- Never use this as an opportunity to resell the change. Be sure to thank each person for his/her input
- When someone is openly stating resistance, he/she is telling you two important things
- He/she is giving you vital information about what may not be workable in the change you want
- He/she are telling you what is important to them. Do nothing to reinforce your demand, here; just listen
- It lets staff know they have been heard
- It tells them that they have a right to their concerns
- Maintain eye contact, restate any important points, ask questions to increase clarity
- Do not agree or disagree with the resistance
- Keep reinforcing the fact that they are safe in stating their resistance and that you appreciate their honesty
- This establishes a safe and effective way of dealing with change and the resistance to it

Explore the Resistance: Authentic and Pseudoresistance

- Authentic resistance is directly focused on the change and has no objective other than to block or stop the change
- Pseudoresistance has nothing to do with the change being demanded. It usually is grounded in experiences and attitudes from the person's past. If the resistance is pseudo, it will dissolve into mumbling

Explore the Resistance: Probe

- If the resistance is authentic, you can explore some ways to deal with it. For example, "I didn't realize that you had a time problem; is there something we can do to create more time for you?"

BUILDING THE FOUNDATION FOR STAFF PERFORMANCE COMPETENCIES

- Supervisors will be able to assure clarity in performance expectations and performance standards for staff.
- Supervisors will be able to evaluate the quality of individual worker performance.
- Supervisors will be able to provide effective feedback to achieve excellence in performance.
- Supervisors will be able to will be able to provide recognition/rewards to staff that motivate them to achieve excellence.
- Supervisors will be able to determine the cause of a performance problem and coach staff to reach agreement on actions to take to enhance performance.

BUILDING THE FOUNDATION FOR STAFF PERFORMANCE AGENDA

DAY 1

8:30-9:00	WELCOME AND INTRODUCTIONS
9:00-10:15	DEFINING PERFORMANCE EXPECTATIONS
10:15-10:30	BREAK
10:30-11:00	CLARITY OF EXPECTATIONS
11:00-11:45	ESTABLISHING STANDARDS OF PRACTICE
11:45-12:45	LUNCH
12:45-1:30	MONITORING: EVALUATING THE QUALITY OF CASEWORKER INTERVENTION WITH CLIENTS
1:30-2:45	GIVING EFFECTIVE FEEDBACK
2:45-3:00	BREAK
3:00-3:30	GIVING EFFECTIVE FEEDBACK (CONT.)
3:00-4:00	RECOGNITION OF PERFORMANCE

DAY 2

8:30-9:15	RECOGNITION OF PERFORMANCE (CONT.)
9:15-10:00	UNDERSTANDING THE PERFORMANCE MANAGEMENT PROCESS
10:00-10:15	BREAK
10:15-11:45	ANALYZING THE CAUSE OF PERFORMANCE PROBLEMS (CONT.)
11:45-12:45	LUNCH
12:45-1:15	THE PERFORMANCE COACHING PROCESS
1:15-1:45	UNDERSTANDING EMOTIONAL INTELLIGENCE

MODULE 2

1:45-2:15	DEMONSTRATING EMPATHY TOWARD THE NEEDS AND FEELINGS OF STAFF
2:15-2:30	BREAK
2:30-3:30	PRACTICE DEMONSTRATING EMPATHY
3:30-4:00	JOURNAL, ACTION PLAN AND EVALUATION

WORKSHEET: SUPERVISORY FUNCTIONS AND STAFF PERFORMANCE

1. What I do that contributes to excellence in staff performance……

2. What I do that helps me determine whether my staff are performing effectively…….

3. What my staff need to achieve excellence in performance……..

PERFORMANCE MANAGEMENT EQUATION

ABILITY + MOTIVATION + CLARITY = EFFECTIVE PERFORMANCE

CLARITY

- **Performance expectations:** the duties, responsibilities, tasks, activities or functions for which caseworkers are responsible.
- **Performance standards:** the quality with which the performance expectations are fulfilled and measures of performance.

MODULE 2

CORE EXPECTATIONS FOR STAFF

KEY COMPONENTS TO COMMUNICATING EXPECTATIONS*

- **The reason/purpose for the task.** This component is essential because it communicates the rationale for the performance or why the performance must be completed.
- **The outcome of the task.** This component specifies how much must be accomplished or how much the worker must do to achieve the purpose.
- **The time frame for the task.** This component refers to when the task must be started and when it should be completed.
- **The completion of the task.** This component refers to how the task should be completed or the specific steps/activities the worker must complete.
- **The responsibility for the task.** This component refers to who should be involved in the completion of the task, who should take the lead, and who should be consulted and at what point.
- **The benefits of the performance.** This component focuses on the benefits to the child, the family, the caseworker, and the agency.

* Adapted from Morton. T. and DePanfilis, D. (1989) *Supervisory Effectiveness Training.* Atlanta, GA: Child Welfare Institute.

CLARITY OF EXPECTATIONS: CASE SITUATION

Jim has been a Permanency supervisor for 2 ½ years. He uses a rotation schedule for case assignments. Clarice was on rotation and she was scheduled for the field in the morning. She was due back in the office around noon. The CPS unit placed a 13 year old female in foster care. She posed a clear runaway risk, so Jim felt Clarice needed to meet with the youth and the substitute care provider before the end of the day to hopefully prevent the run.

Jim affixed a 3M "post it" note to the front of the file. The note said "Clarice this is a priority." He put the file on Clarice's chair. Clarice decided to go to lunch before coming back to the office and she arrived at 1:00 PM. Jim was called into an emergency meeting and was not in his office for the remainder of the afternoon.

Clarice reviewed the file and determined that the cases she had scheduled for the afternoon were more pressing than the new case and decided to see the youth and the foster family the first thing in the morning. That evening the 13 year old girl ran away from the foster home and was picked up by the police and placed in detention. Jim was called that evening; he found out that Clarice had not visited the youth or the foster family.

Jim was angry with Clarice because he felt he told her this case was a priority. To Jim a priority means you put everything else aside and focus on this case and you take action immediately.

1. What did Jim do to contribute to the result?

2. What could Jim have done to communicate his expectation more clearly?

PERFORMANCE STANDARDS FOR CHOSEN ASPECT OF PRACTICE

MONITORING: EVALUATING THE QUALITY OF CASEWORKERS' WORK WITH CLIENTS

- Review of caseworkers' documentation
- Talking with caseworkers regarding their cases in individual conference
- Direct observation between caseworkers and clients

EVALUATING WORKER BEHAVIORS WHICH ESTABLISH RAPPORT AND A HELPING RELATIONSHIP

- Does the worker demonstrate empathy toward the client?
- Does the worker demonstrate respect to the client?
- Does the worker behave honestly and sincerely?
- Does the worker demonstrate warmth, caring, and concern to the client?
- Does the worker use self disclosure to reduce the emotional distance between him/herself and the client?
- Does the worker use effective listening skills?
- Does the worker use the technique of universalization to help normalize the client's feelings and experiences?
- Does the worker show sensitivity to the clients culture and background?
- Does the worker talk in language the client can understand?
- Does the worker help the client understand the worker's role and what the client can expect from him/her?
- Does the worker provide the client with specific information about the intervention process?
- Does the worker give the client back a sense of control?
- Does the worker demonstrate verbally and through his/her actions that they can help the client?
- Does the worker focus on and point out client strengths?
- Does the worker gain the client's perspective of the problems?
- Does the worker share his/her impressions and concerns?
- Does the worker involve the client in the decisions affecting the family?
- Is the worker's behavior congruent and consistent?
- Does the worker follow through with what he/she says he/she will do?

TYPES OF FEEDBACK

Nathaniel Rottenberg ~ December 9th, 2009

Evaluative feedback is what most people think of when they hear the word "feedback." It's the kind of feedback managers used to get in a performance review–a focus upon previous performance. Evaluative feedback is focused on the past. You need to understand your previous performance to improve. However, alone, it's not enough. You'll get a broad picture of your strengths and weaknesses, but you won't get the specific steps (actions) you should take to improve them. That's what really matters, knowing how to move forward.

Developmental feedback is very different. Rather than looking retroactively, it looks to the future. It emphasizes what "we" (the coach and the person being coached) can do to improve on the past and build needed skills and competencies for the organization as well as for the receiver's career.

Marshall Goldsmith, one of the world's best executive coaches calls this *feedforward*. The problem is that you often don't know how to act on the feedback you've received. Evaluative feedback could be "You need to improve your listening skills." Great, thanks for the insight! But how? Development feedback focuses on the "we" (you and your mentor(s)) which makes it much more valuable. Your mentor will help you overcome the big "how?" stumbling block. Knowing what to improve is important, knowing how is crucial.

HOW TO OFFER AND RECEIVE FEEDBACK

(Date published: 04 January 2002)

Phil Yates

Everything we do as an individual has an impact on other people. Our own behavior stimulates a variety of emotions in others, from excitement and happiness to anger and frustration. Some of us are more aware than others of how our actions affect the thoughts and feelings of those around us. However, whatever the state of our self-awareness, we all benefit enormously from receiving feedback. We also simultaneously help ourselves and grow as professionals when we consciously offer feedback to help others. Effective communicators must be able to offer and to receive feedback.

Offering feedback is analogous to holding up a mirror. Feedback helps individuals to see themselves as others see them. It is not telling people what is wrong with them nor telling them how they should change. Feedback is about offering your perceptions and feelings in a non-judgmental manner to another person. Feedback is important because past behavior is a reliable indicator of future behavior and unless something intervenes to alter our perspective, we will not change.

Joseph Luft and Harry Ingham developed the Johari window model to depict the relationship between what we know about ourselves and the things other people know.

	Things I know	Things I don't know
Things they know	ARENA	BLIND SPOT
Things they don't know	PRIVATE	UNKNOWN

The arena contains information that we know about ourselves and which others are also plainly aware of. Free and open exchange of information occurs and this window increases in size as we become more self-aware through receiving feedback from others. Disclosure of your feelings and opinions (when appropriate) can therefore help others to increase the size of their arena.

The blind spot represents information known by others but of which we are unaware. We may have habits or mannerisms that others notice and which surprise us, for example when we see ourselves on video. Asking others for feedback will help to reduce the size of this window.

We all have a private area containing information we choose not to disclose for reasons known only to ourselves and the unknown area contains the things that are below the surface of awareness to both ourselves and to others. In here for example, may reside our unrealized potential; to know ourselves completely is extremely unlikely.

The Johari window illustrates very clearly, the benefits of both offering and receiving feedback, and note that I use the term 'offering' rather than giving feedback. Whether people accept and act upon your feedback is up to them, it is their choice. The way in which you offer that feedback however may well influence what they decide to do with it.

Feedback in simple terms may be regarded as motivational or developmental. Motivational feedback lets the other person know what you liked whereas developmental feedback leads to a consideration of what could be done differently or better. Feedback enables others to learn and progress, which will ultimately improve their performance in the future. It is well accepted that feedback directs behavior and motivates performance at work - no matter how good or effective an individual is, they can always get better.

GUIDELINES FOR OFFERING FEEDBACK

1. Consider the receiver's readiness to hear your feedback. The primary reason for offering feedback should be to help yourself and others to grow. When this is not the motivation, feedback may be destructive. Feedback serves best when people seek it.
2. Encourage self-review. People are more willing to accept feedback when they have recognized their own strengths and weaknesses. Start by encouraging them to appraise themselves and then build on their own insights
3. Emphasize what <u>you</u> see and hear. Use "I" statements to <u>own</u> your feedback and make it descriptive rather than evaluative. Describe your observations without making judgments as to whether you regard the behavior as good or bad. For example, "*You interrupted me and that frustrates me because I get lost*" is descriptive. "*You were rude*" is judgmental).
4. Outline the positive points. By making feedback constructive you will be helping them to find out what needs to be done rather than just telling them what they are not doing right. Always look for areas of improvement rather than concentrating on what went wrong.
5. Suggest what could be done differently. Make your feedback practical so that the person can try out a different behavior and evaluate its outcome.
6. Timing - feedback carries more weight if it is offered soon after the observation. The recipient can then relate it to the specific situation and review the information more meaningfully. Also take time to deliver your feedback properly – do not

rush it! The individual will then understand what you have said and can discuss it with you.

7. Avoid overload – prioritize and focus only on what is most important, offering just enough information for the other to digest. Overloading someone with large amounts of information may give instant relief to the sender, but is very difficult for the recipient to learn from.
8. Check that your feedback is understood. Actively listen to any response you receive and help the person to appreciate your perception.
9. Avoid offering negative feedback in public. A useful principle is to criticize in private and praise in public
10. Be open to receiving feedback yourself. Your actions may contribute to the other's behavior.

The following guidelines can be simplified and remembered as **BOOST**. To ensure that your feedback motivates, make your feedback:

- **Balanced** - Strengths and areas for development
- **Observed** - Verbal and non-verbal
- **Objective** - Avoid judgements and inferences
- **Specific** - Provide examples to reinforce your feedback
- **Timely** - As soon as possible after you have observed the behavior
- **Offering negative feedback (avoiding the 'but' syndrome)**

It is a common mistake to always combine motivational and developmental feedback in one conversation or "burst." When you have developmental feedback to offer someone, it is sometimes tempting to "soften them up" with a positive comment or two, then use the infamous "but".

As soon as the person hears the "but" everything said before that is immediately disregarded and the developmental feedback that follows feels like an emotional punch in the stomach. The next time that person starts to compliment you, you cringe waiting for the "but"!

Try these simple guidelines:

1. Do not always mix motivational with developmental feedback. If you are offering frequent motivational feedback and catching people in the act of doing things right, then developmental feedback will be equally well received.

2. Be direct when offering developmental feedback. "John, I'd like to talk to you about a concern I have with your timekeeping." Don't waffle!

3. Try using the following five-part process:

- I feel.. (describe your feelings)
- when you .... (describe their behaviours)
- because .... (describe the effect it has on you)

-

How do you feel about that?

Now wait – silence at this point is vital - wait for them to respond

- *What can we do to move forward?*

4. Move to discussing alternative behavious as quickly as possible to keep the discussion motivational.

5. If it is necessary to combine motivational and developmental feedback, link the two with the word ***and*** rather than **but**. This creates the impression that the developmental feedback is building on the positive things you have said, rather than negating them

The ability and willingness to offer feedback, is a skill which requires conscious thought. The benefits to both parties however are significant. An open work environment which encourages such spontaneous feedback will lead to reduced tension, greater team-work and enhanced performance. By following the guidelines within this article, you will become a more assertive, professional and honest communicator – and effective communication leads to greater success!

CHARACTERISTICS OF EFFECTIVE FEEDBACK*

- **DESCRIPTIVE**

  Useful feedback is descriptive rather than evaluative. It describes the observable behaviors rather than evaluating the behavior. By avoiding evaluative language, you reduce the need for the receiver to respond defensively.

- **SPECIFIC**

  In order to be effective feedback must be specific rather than general. It needs to focus on the specific aspect of performance you want the person to continue doing or stop doing. To be told that "your assessment was superficial" will not be useful in helping the person change their performance. However, if you tell a worker "I do not have a clear picture of what is going in this family. You have described the problems in the family, but not their strengths. There are gaps in information, particularly about the children. For example, you did not describe the children's emotional adjustment, their school performance, and you did not provide specific information about the parent-child relationship."

- **TAKES INTO ACCOUNT THE NEEDS OF BOTH THE RECEIVER AND THE GIVER**

  Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the receiver. This means that the motives of the giver are "pure"; that is the feedback is given to be useful and helpful.

- **DIRECTED TOWARD BEHAVIOR THE PERSON CAN CHANGE**

  In order for feedback to be useful it needs to focus on behavior the person can change. You should not give feedback that focuses on assumptions, labels, or attitudes. For example, have you ever told anyone they have a negative attitude? People cannot change attitudes; they can change behaviors. So, you want to describe the things you saw and heard that led to the conclusion the worker had a negative attitude.

* *Structured Experience Kit.* San Diego, CA: University Associates, 1980.

❖ **WELL-TIMED**

In general, feedback is most useful when it is given as soon as possible after the observed behavior. That means it needs to be given on a frequent basis. There are some mitigating circumstances:

- o The worker's readiness to hear it;
- o The intensity of your feelings; and
- o The setting (never give negative feedback in front of other people.)

❖ **DIRECT FEEDBACK**

Feedback is most effective when it is something that the supervisor has observed and provides specific and descriptive feedback. There are two problems with direct feedback.

- o "Third party" feedback. This occurs when someone else has observed your worker do something and has complained to you. The problem is that you have not seen it and don't know if the feedback is accurate. In addition, people typically complain in generalities. And, when discussing it with the worker it could get into a he-said, she-said discussion.
- o Sometimes supervisors who do not feel comfortable giving negative feedback are not direct when giving the feedback. They go a circuitous route. This is experienced negatively by the worker; they feel like you are trying to "catch" them in a lie.

❖ **CHECKED WITH THE SENDER**

You always want to be sure that the worker understands what you have communicated. So, you may ask the worker to rephrase the feedback he/as received.

PRINCIPLES OF POSITIVE FEEDBACK*

- ✓ It is important to give as much positive feedback as possible. Everyone needs positive feedback. In fact, the more staff believe their efforts are acknowledged and recognized the more motivated they will be to perform.

- ✓ Positive feedback should be given more frequently than negative feedback. Behavior modification theory clearly indicates that positive reinforcement is more effective than negative reinforcement in sustaining or changing performance.

- ✓ When giving positive feedback it must be as specific as possible. People have a tendency to give positive feedback that is general, e.g. "Good job!" Everyone likes to receive that kind of recognition, however, the more specific the description of the behavior the more meaningful it is to the caseworker. Also, if one purpose of positive feedback is to maintain and/or enhance performance then it is essential to identify the specific behavior that needs to change or stay the same.

- ✓ Some caseworkers need help in identifying the positive aspects of their performance. Often caseworkers become overwhelmed with the number and severity of the cases in their caseload. Behavioral change comes in small incremental steps. And, progress with child welfare clients may be very small and very slow. Therefore, caseworkers may need your assistance in identifying client progress, no matter how small, and the caseworker's efforts that helped the client change.

* Adapted from MacDonald, J.R. Supervision in Child Welfare Services: A Training Program for Children's Aid Societies in the Province of Ontario. Canada: Social Services Consultation Limited, 1979.

PRINCIPLES OF GIVING NEGATIVE FEEDBACK*

✓ When giving negative feedback your attitude and purpose should be one of giving help. If we become angry as a result of the caseworker's performance we must take whatever action is necessary to be able to separate our feelings from the feedback. By doing this we will be able to maintain a helpful approach and engage in problem solving.

✓ When giving negative feedback tie it to the established expectations and the norm. Negative feedback should describe how the caseworker did not achieve an expectation. The caseworker's performance can also be compared to the norm. However, never compare one caseworker's capability to another.

✓ When giving negative feedback it must describe the behavior that needs to change in as much specificity as possible. You should identify the behavior that needs to change and break it down into its component parts. For example, telling a caseworker that his assessment is not thorough enough or that the caseworker has a bad attitude is extremely vague. It is unlikely that caseworker in either situation would know what he needed to change.

✓ Negative feedback should be provided in a private and safe environment. Negative feedback should be provided in an office or interview room, out of the earshot of other staff. It should not be given in an emotionally charged situation, during a crisis, or when staff are under particular stress. Wait for a more suitable time.

✓ Involve the caseworker in developing a plan for change. You should elicit the caseworker's view of the problem and engage him/her in a discussion of how to change the behavior. The caseworker should leave the feedback situation with an understanding of what he/she is supposed to do, when, and how it should be done and what you will do to follow up.

* Adapted from MacDonald, J.R. Supervision in Child Welfare Services: A Training Program for Children's Aid Societies in the Province of Ontario. Canada: Social Services Consultation Limited, 1979.

INEFFECTIVE FEEDBACK

- ✓ Evaluative or judgmental statements ("You're ineffective!") or general comments ("You have a bad attitude.")

- ✓ Delayed, saved up, and "dumped" feedback. The more time that passes between the behavior and the feedback, the more difficult it becomes for the caseworker to do something about it. Also, when we dump our feelings under the pretense of feedback the caseworker will likely become angry and may not engage in the process of change.

- ✓ Indirect feedback. The supervisor does not take responsibility for the feedback. Ownership is transferred to upper management, for example.

- ✓ Using "gotcha" questions. Asking a question when you already know the answer but you are trying to trap the caseworker. ("How many times have you been late this week?")

- ✓ Assuming that the feedback is understood. When the feedback is not checked the caseworker may leave not having understood what was being communicated.

- ✓ When vague consequences are provided. ("That kind of behavior is going to get you into trouble.") Or no consequences are specified.

- ✓ When feedback focuses on behavior over which the caseworker has little or no control.

EFFECTIVE FEEDBACK

1. Effective feedback always focuses on a specific behavior, not on a person or their intentions. (When you held competing conversations during the meeting, when Mary had the floor, you distracted the people in attendance.)

2. The best feedback is sincerely and honestly provided to help. Trust me, people will know if they are receiving it for any other reason.

3. Successful feedback describes actions or behavior that the individual can do something about.

4. Whenever possible, feedback that is requested is more powerful. Ask permission to provide feedback. Say, "I'd like to give you some feedback about the presentation, is that okay with you?"

5. Effective feedback involves the sharing of information and observations. It does not include advice unless you have permission or advice was requested.

6. Effective feedback is well timed. Whether the feedback is positive or constructive provide the information as closely tied to the event as possible.

7. Effective feedback involves what or how something was done, not why. Asking why is asking people about their motivation and that provokes defensiveness.

8. Check to make sure the other person understood what you communicated by using a feedback loop, such as asking a question or observing changed behavior.

9. Effective feedback is as consistent as possible. If the actions are great today, they're great tomorrow. If the policy violation merits discipline, it should always merit discipline.

TIPS FOR EFFECTIVE FEEDBACK

1. Feedback is communication to a person or a team of people regarding the effect their behavior is having on another person, the organization, the customer, or the team.

2. Positive feedback involves telling someone about good performance. Make this feedback timely, specific, and frequent.

3. Constructive feedback alerts an individual to an area in which his performance could improve. Constructive feedback is not criticism; it is descriptive and should always be directed to the action, not the person.

4. The main purpose of constructive feedback is to help people understand where they stand in relation to expected and/or productive job behavior.

5. Recognition for effective performance is a powerful motivator. Most people want to obtain more recognition, so recognition fosters more of the appreciated actions.

PERSONAL FACTORS INFLUENCING FEEDBACK EFFECTIVENESS

- Past experiences with giving and receiving feedback
- Attitudes and beliefs about feedback
- Internal versus external frame of reference
- Need for affiliation
- Comfort with conflict

ROLE PLAY SIMULATION: FEEDBACK SITUATIONS

1. You received a telephone call from a foster parent complaining about one of your workers. The foster parent said that a very difficult teenage boy had been placed in her home about a month ago. She and her husband have been having a great deal of difficulty with this particular child. The foster parent said she called the worker on three separate occasions and the worker has not returned her calls. The foster parent indicated that she and her husband are at their "wits end" and don't think they can continue to care for this child.

2. You request that your staff give you a schedule of their appointments each week. You implemented this policy because of worker safety and if there is a crisis and you need to get in touch with one of your staff. On Friday afternoon, you tried to get in touch with Chevone because there was an emergency placement and you needed her to transport two children. You tried to reach Chevone on her cell at 1:15 PM, she didn't answer so you left a message indicating that there was an emergency placement and she needed to call back immediately. At 2:15PM when you hadn't heard from Chevone you decided to call her 2:00PM appointment. Ms. Smith said that she hadn't arrived yet. You asked the client to have Chevone call you when she arrived at the house. At 3:00 you decided to call again, but Chevone still had not arrived. Feeling extremely frustrated and angry, you called Chevone's home but there was no answer. You had to scurry around to find someone to transport the two children.

3. One of your best worker's performance has begun to decline. She is respected by community professionals and the courts, she is able to develop effective relationships with her clients and she has kept fairly up-to-date with her documentation. However, over the last six months you have noticed that her documentation is becoming quite overdue. In addition, her case plans which were once very specific and truly addressed the reasons for agency intervention, now look like the universal case plan -- "Attend parent education classes." "Participate in mental health counseling." etc. You don't know why her performance is declining, but you are very concerned about it.

4. One of your workers was on vacation and you were covering her caseload for her. You had an urgent call from a therapist who was working with a child in your worker's caseload. The worker had been assigned the case about 6 months ago. You go into UNITY to obtain the necessary information for the therapist and you find that nothing had been documented. You know the worker has piles of documents in her office so you decide to go through them hoping to locate the information the therapist needs. You looked through the worker's in and out basket and her desk drawers in search of the document. What you found were lots of critical documents which should have been filed in many different cases.

OBSERVER WORKSHEET

1.	Descriptive	1..... 2..... 3..... 4..... 5.....	Evaluative
2.	Specific	1..... 2..... 3..... 4..... 5.....	General
3.	Takes into account needs of both	1..... 2..... 3..... 4..... 5.....	Doesn't take account Needs of both
4.	Directed to modifiable behavior	1..... 2..... 3..... 4..... 5.....	Directed at non-modifiable behavior
5.	Well timed	1..... 2..... 3..... 4..... 5.....	Poorly timed
6.	Direct	1....2......3......4......5......	Doesn't specifically say what the concern is
6.	Checked with sender	1..... 2..... 3..... 4..... 5.....	Not checked with sender

* *Structured Experience Kit.* San Diego, CA: University Associates, 1980.

INFORMAL, NO-COST REWARDS*

- Call a person into your office just to thank him/her; don't discuss any other issue.
- Post a thank-you note on a caseworker's door.
- Volunteer to do a caseworker's least desirable work task for a day.
- Answer the caseworker's telephone for the day.
- Have the agency director call or stop in and thank the caseworker for a job well done.
- Give written "Pat on the back awards" to staff who do an outstanding job and send it to their personnel file.
- Give "Bravo" or "Wonderful" cards. The front of the card says bravo, great, top notch, wonderful, and the inside you write the specific reinforcing remarks.
- Ask five people in your program to go up to a person sometime during the day and say "John (the supervisor) asked me to thank you for the (task or achievement.) Good job!"
- Write five or more "Post-it notes thanking the person for a job well done and hide them among the work on his/her desk.
- Always use your staff's name, for example:
    - ✓ always greet staff member by name when you pass them in the hall or pass their office or desk;
    - ✓ when discussing a staff or group's ideas with other people, make sure you give them credit;
    - ✓ acknowledge individual achievements when preparing reports; and
    - ✓ name a continuing recognition reward after an outstanding employee.

* Adapted from Nelson, B. (1994) *1001 ways to reward employees.* New York: Workman Publishing.

INFORMAL, LOW-COST REWARDS*

- Create a Hall of Fame wall with photos of outstanding employees.
- Make a photo collage about a successful project/outcome that shows the people involved.
- Reproduce an inspiring statement, e.g. "A hundred years from now, it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove .... But the world may be a different place because I was important in the life of a child" and frame it.
- Create a yearbook to be displayed in the lobby that contains everybody's photograph, along with his/her best achievement of the year.
- Establish a place to display memos, posters, photos, etc., recognizing progress toward goals/outcomes and thanking individual employees.
- Create "scratch off" cards. The cards are issued on the spot by a supervisor/manager and can be redeemed for a variety of rewards.
- Cover a person's desk with balloons.
- Find out a worker's hobby and give an appropriate gift.
- Buy the worker something to use in his/her hobby.
- Buy the worker something for his/her child.
- Buy the person lunch or leave a card for a lunch date at the worker's discretion.
- Put a flip chart by the elevator door where people can list thank-you's and successes for all to see. Or, put a dry erase board in a kitchen or employee break room for the same purpose.
- Offer a half day or day off.
- Bake a batch of cookies for the worker.
- Give a worker a copy of the latest relevant book on social work.

* Adapted from Nelson, B. (1994) *1001 ways to reward employees.* New York: Workman Publishing.

INFORMAL, RECOGNITION ACTIVITIES*

- Create a VIP Pass which allows the recipient free privileges for a week or a month, e.g. free parking in the parking garage, one-half day off every two weeks.
- Treat a female worker to a lunchtime manicure during an especially stressful period.
- Create a "Caught in the Act of Caring Award." If a staff member catches someone in the act of caring, the person gives the staff member a card that says "I was caught in the act of caring." After you have collected a specified number of the cards you can trade them in for various merchandise, etc.
- Create a "Good Tries" booklet to recognize those whose innovations didn't achieve their full potential. Be sure to include what was learned so that the information can benefit others.
- Create worker recognition days and provide certificates of appreciation, a breakfast in their honor or a recognition party.
- Have a pizza party for staff to recognize their efforts.

* Adapted from Nelson, B. (1994) *1001 ways to reward employees.* New York: Workman Publishing.

OTHER TYPES OF INFORMAL REWARDS*

PUBLIC RECOGNITION/SOCIAL REWARDS

- Publicly announce promotions and accomplishments.
- Invite workers to your home for a special celebration, and recognize them in front of their colleagues and spouses.
- Create "kudos" where peers recognize each other in meetings for helping them, for outstanding work, etc.
- Recognize and thank staff who recognize others. Be sure it's clear that making everyone a hero is an important principle in your unit/agency.

COMMUNICATION

- Plan for informal chats with each of your employees at least once a week. Find out how you can better assist them, and answer any questions they have.
- When you hear a positive remark about an individual, repeat it to that person as soon as possible. Seek the person out if necessary. If you can't meet, leave an email or voice mail message.
- Use posters or charts to show how well an employee or the unit is performing.
- Write a letter of praise to employees to recognize their specific contributions and accomplishments; send a copy to your boss or higher managers and to the personnel department.
- Ask your boss to send a letter of acknowledgment or thanks to individuals or groups who make significant contributions.
- Send birthday cards to your employees' homes. Have the cards signed by the Manager
- Write a congratulatory letter for special achievement that goes into the worker's personnel file.

TIME OFF

- Provide staff with an extra break.

Adapted from Nelson, B. (1994) *1001 ways to reward employees.* New York: Workman Publishing.

- Give the person a two hour lunch.
- Grant two-hour lunches for one week or for one day a week for one month.
- Grant a day off.
- Give a worker a three-day weekend.
- Give spontaneous time off for specific accomplishments.

RECOGNITION ITEMS/TROPHIES/PLAQUES

- Give a token that can be redeemed for a future favor.
- Purchase a unique pen to serve as a memento for a task well done.
- Design and present a plaque commemorating an achievement.
- Award personalized gifts that recognize distinctive interests or hobbies.

FUN/CELEBRATIONS

- Give employees Post-it notes with sayings appropriate to their personalities.
- Staple Kleenex to potentially stressful memos.
- Glue chocolate kisses to boring memos.
- Designate days when anyone who makes a negative comment forks over a small sum of money (25 cents) and use the money to start a Fun Committee Fund.
- Thank people by giving chocolate kisses, balloons, or other small items.
- Have a party for no reason at all.
- Take a daily humor break; designate someone to share a joke or funny story with the rest of the staff.
- Attach cartoons or humorous anecdotes to the more mundane memos.

TYPES OF FORMAL AWARDS AND RECOGNITION*

Many organizations tailor awards to specific achievements or behaviors. Most of these rewards recognize employee achievements that are desired in the organization. Studies have shown that formal reward programs are not as motivating to individual employees as the more specific, personal forms of recognition. However, that does not mean that formal programs are not important. These programs are useful for formally acknowledging significant accomplishments and they can lend credibility to more spontaneous, informal rewards used daily by managers in an organization.

OUTSTANDING EMPLOYEE AWARDS

This type of award must be based on specific criteria. It can be given for a single exceptional achievement or a great number of praiseworthy activities. The award is more meaningful when it involves selection by one's peers, not just by management. Examples include:

Host employee of the month awards for whatever you designate as most important. Display a photo of the person in a prominent place; honor the person throughout the month at a series of lunches or other events.

- Create a special award for a specific major accomplishment and name it something "cute."
- Create an ABCD (Above and Beyond the Call of Duty) Award for employees who exceed the requirements of their job.
- Have employees vote for the top Manager, Supervisor, Employee, or Rookie of the Year.
- Dedicate the parking space closest to the agency entrance to the outstanding Employee of the Month.

EDUCATION/PERSONAL GROWTH/SELF DEVELOPMENT AWARDS

A reward of additional training serves two purposes: reinforcing desired behavior and helping individuals gain skills to personally improve themselves. In a recent survey, 87 percent of American workers believe that special training is a positive incentive and that it is deemed most meaningful by employees with post-graduate education. Examples include:

* Adapted from Nelson, B. (1994) *1001 ways to reward employees.* New York: Workman Publishing.

- Pay membership dues for a professional organization, such as NASW.
- Show personal interest in an employee's development and career after a special achievement, asking how you can help him/her take the next step.
- Buy the person a subscription to a professional magazine, journal, or newsletter of his/her choice.
- Send employees to special conferences, workshops, or meetings outside the agency that cover specific topics they are interested in.

Advancement/Responsibility/Visibility

A long-term reward that can be used to acknowledge the long-term efforts of an employee is a promotion or an increase in responsibility. Short of a promotion, the responsibility and visibility of high achievers can be easily increased. Examples include:

- Give a special assignment to people who have shown initiative.
- Give the person more autonomy.
- Allow the person to serve on a task force.
- Make the responsibilities the person enjoys part of his/her job.
- Allow the person to choose his/her next case.
- Let the person attend meetings in your place when you are unavailable.
- Assign the person a more active role in training new employees.
- Ask the person to serve as a liaison with other agencies in the community.

Employee/Company Anniversaries

Celebrating anniversaries is an important way to acknowledge a long relationship between an organization and an individual. Although these rewards recognize tenure rather than specific behavior or accomplishments, having long-term employees is important to most organizations. Examples include:

- Give all employees one rose for each year of employment on the anniversary of their hiring.
- Present unexpected awards at award or appreciation dinners.
- Engrave on a plaque the names of employees who have reached 10, 15, 20 or more years of service. Acknowledge individual achievements during a agency meetings each quarter

Elements of Managing Performance

A sound performance management program is based on an accurate description of the duties and responsibilities of the position, clear standards of practice, an orientation to the job and effective use of the probationary period, pre-service training (if appropriate), performance appraisals, and corrective/disciplinary policy.

Establishing Work Standards

A supervisor has the responsibility of establishing work standards to ensure employee performance, motivation, and morale. These should be communicated uniformly and applied consistently. Work standards should be clear, reasonable, and attainable and should include specific, measurable performance targets. It is important to establish performance expectations and standards by which staff members are expected to conduct themselves. Work standards, rules and practices should be reviewed regularly and updated if necessary. Supervisors who administer these standards consistently and without discrimination earn the respect and trust of their staff.

Importance of a Probationary Period

The purpose of the probationary period is to assure that the staff member can satisfactorily meet the requirements of the position. The individual's work performance should be monitored throughout this "trial period" and measured against the agency policies, procedures, work rules, and performance standards. Once the probationary period is successfully completed, you should meet with the staff member to communicate the completion of the introductory period. During the course of the probationary period, you should provide the staff member with feedback regarding job performance/conduct. If this is done consistently, the staff member will have no "surprises" at the end of the probationary period.

If you see or anticipate a problem developing, formulate an improvement plan and implement it immediately. You should inform the staff member that there is a problem, and discuss ways to resolve it. The staff member should receive feedback over a reasonable period of time and be advised of the consequences of continued failure to correct the problem.

If the staff member continues to function below expectation, you may elect to extend the probationary period or terminate the individual following consultation with the divisional human resources staff or human resources manager. If the probationary period is extended, this action should be documented and reviewed with the divisional human resources staff or the human resources manager before informing the staff member of the extension. When you elect either extension of the probationary period or termination, the staff member must be notified prior to the expiration of the probationary period.

It is recommended that the following information be included in the document extending the probationary period: details about the performance deficiencies leading to the extension, expectations for improvement, resources available to the staff member to improve performance, and the duration of the extended probationary period. It is not necessary to take the full sequence of disciplinary steps before making the decision to terminate an introductory staff member, nor is it necessary that the full introductory period elapse.

BASICS IN ADDRESSING EMPLOYEE PERFORMANCE PROBLEMS

1. **Performance issues should always be based on behaviors that were actually seen, not on characteristics that you or someone else senses or intuits about the employee's personality.**

2. **Convey performance issues to employees when you first see the issues!** Don't wait until the performance review! Worse yet, don't ignore the behaviors in case they "go away."

3. **When you first convey a performance issue to an employee, say what you noticed and would like to see instead.** Be specific about what you saw that you have a problem with. Ask the employee for feedback. Ask the employee if there's any special training or more resources they need to do their job. Explore if the job is configured so that most people would probably fail, and so the job needs to be redesigned. Tell them that you want the behavior to improve. If they react strongly and claim they will quit, give them a day to think it over. In any case, remind them that you support them in their role.

4. **Consider special circumstances.** You can usually fire someone if they committed certain gross acts, such as theft, blatant insubordination, a major impropriety. However, if there is poor performance or chronic absenteeism because of potential verified alcoholism or depression, it's best to consult an expert to deal with this situation.

5. **Make notes about the first meeting and its results, and keep it in a file for yourself. You should keep your boss informed.** This note may come in handy later on if the performance problem persists. Administrators will likely be objective assets to dealing with this situation, especially if things with the employee get worse.

6. **If the problem occurs again over the next two months, immediately issue them a written warning. Also, update administrators.** In the memo, clearly specify what you saw, mention the previous meeting and its date, say the behaviors have not improved, warn them that if this occurs again over some period (e.g., the next month), they will be promptly terminated. Meet with them to provide them the memo. If you are convinced that the employee is trying hard, but can't improve, consider placing him or her elsewhere in the organization. Attempt to have this meeting on a day other than on a Friday. Otherwise, employees are left to ruminate about the situation without ready access to you for at least three days.

DEALING WITH DIFFICULT EMPLOYEES IN THE WORKPLACE

by Geoff Hart

Some of the more intractable problems we face on the job are the human ones. But what can you do in this situation? Start by recognizing that you have ethical and legal responsibilities, both to the employee and to your mutual employer. You owe the employee a chance to explain themselves and prove that they can solve the problem and continue working, yet you can't afford to let someone completely unsuited for the job continue working for your employer in that role. These responsibilities may conflict dramatically, and reconciling them may not always be possible. But even when you find yourself in a no-win situation, you can at least try to be fair to everyone concerned, including yourself. The process is simple to describe:

1. Sit down with the employee and explain the problem.
2. Work with the employee to correct the problem.
3. Document everything you do.
4. Resolve the problem--one way or another.

Before You Begin

As simple as this approach seems, it's rarely this simple in practice. Solving the problem may be a long and painful process even in a good situation. You should keep a few general principles in mind as you work through the procedure I've outlined:

- Recognize that you can't succeed if you don't develop a trusting relationship with the employee.
- Recognize that your own emotions will interfere with your judgment, and that you'll occasionally have to work to remain calm and objective. Moreover, by focusing narrowly on a problem, it's easy to see only the negative and fail to observe the good things the employee is doing.
- Devote your greatest efforts to the big problems, since solving them produces the biggest payback; once they're out of the way, the little problems often become much less noticeable. However, starting with one or two easy problems can let you establish credibility, and successes can help motivate the employee to tackle more complex problems.
- Recognize that every problem has two sides, and even where the employee is mostly the one at fault, other employees may be contributing to or exacerbating the problem. Expect to work with more than the problem employee to solve problems.
- Work *with* the employee to develop a plan for how to solve the problem and how to monitor the employee's progress; try to avoid imposing a plan or a solution.
- Actively collect feedback rather than waiting passively for information to filter back to you.
- Don't expect changes to happen overnight.

Sit Down and Explain the Problem

As you begin, realize that by the time the problem arrives on your desk, it's probably existed for a considerable time, and everyone involved is going to be stressed out and working with a short temper: Approach them the wrong way and they may explode, making it very difficult to put things back together afterwards.

To defuse this particular bomb, you need to be seen as a credible ally for the employee, and you can start obtaining this credibility by taking the employee aside and explaining the problem. If you're not the one who raised the supposed problem, make it clear that you're going to form your own judgment ("starting today, as if the employee had no history with the company") and that you're going to work with the employee to ensure the problem is either disproved (if it's not a real problem) or that it goes away.

Adopt this approach only if you're sincere about your efforts to help; insincerity is easy to detect, and a bad first impression may be impossible to correct once it's been created. Explain the problem as you see it, and try to convince the employee that it's a real problem. Give them a chance to justify their behavior, and try to set aside your own annoyance long enough to judge their response fairly. Sometimes they will have good reasons for what they're doing, and you might be perceiving a problem where none exists or blaming an employee for something that's simply not their fault. But no matter how reasonable the employee's justification, it's still your responsibility to decide how to handle the problem.

This initial conversation serves a crucial purpose: It establishes a collaborative relationship of the form "I'm going to do my best to help you solve this problem," rather than an antagonistic relationship that could be parodied as "you're a bad, immature person and I'm going to do my best to get you fired. If the person is trainable, wants to improve, and is worth keeping on, you can often work with them to solve the problem--maybe not quickly, but eventually.

Work to Correct the Problem

Once you've agreed that you're going to work together, you must jointly establish two things: An objective and measurable way of identifying whether there is a problem, and an objective plan with measurable outcomes for correcting the problem. Unfortunately, as is the case for most of the work we do, it can be very difficult to establish criteria that aren't subjective. But if you and the employee can reach a consensus on the perceived problem and how to measure the results of the steps you take to address the problem, then you have a sound basis for proceeding. That basis must give rise to a plan that includes regular communication, actively obtaining feedback, and carefully monitoring the results.

If the problem is relatively simple, such as an inability to write as well as the job requires, you can identify the most important areas of improvement and spend some time teaching a better approach to the employee or directing them to other training resources. Don't necessarily worry about small things at this point; you need to fix the most serious writing problems first, and you can't expect to solve all the problems at once. Choose problems that offer the greatest payback, both for the employer and the employee, since helping the employee to succeed greatly increases the chances that they'll continue working with you rather than giving up in despair.

If the problem is more complex, as is often the case for interpersonal relationships and inappropriate on-the-job behavior, quantifying things becomes much more difficult. Every problem has two sides, and even a truly problematic employee may be innocent in some situations; even when they're not, another person may be contributing to or exacerbating the problem and the problem may be insoluble without their cooperation. In such cases, you may need to work with the other employee as well to define the problem, get both people working together, specify steps both should take to resolve any problems, and specify when they should come to you. Sometimes, arranging a meeting between the employee and the person who considers them a problem can work wonders, particularly if you act as an arbitrator to ensure that both have a chance to explain their side of the problem and listen to the other person. Work through these disagreements and aim for consensus, but when you can't achieve consensus, remember that you're the manager and that if you've been diligent in assessing and understanding the situation, your opinion is the one that must prevail in the end.

Finally, especially for difficult or complex problems, involve HR department. Their staff have often received specialized training in these matters and may have expertise you can bring to bear on the problem.

DOCUMENT EVERYTHING

Every decision you make and every statistic you collect must be carefully documented and must be known to the employee. If you've developed a firm plan on how to proceed this plan should also specify what kinds of documentation you'll collect and how you'll collect it.

- **Good documentation should be objective to the greatest extent possible, and should be something that can be independently confirmed.** If you can document the problem, with confirmation from others, you're on reasonably secure ground. The HR department is a great source for this confirmation, since they can again serve the role of an objective outsider and can witness the fact that you've met with the employee, discussed the problem fairly and openly, and exercised due diligence in trying to correct the problem. They can also provide specific advice on the legal requirements for what you're doing; I can't do that because I'm not a lawyer, and more importantly, the requirements vary between jurisdictions.

- **Good documentation should include a clear statement of the problem and solution.** Again, the problem should be clearly defined and supported. Objectives should be measurable, and the plan should be a contract of sorts between you and the employee (and others, as necessary), with details of what each person is expected to do in working together to solve the problem.

- **Good documentation should document your conversations.** Make notes before scheduled conversations about what you plan to talk about, and make notes throughout the conversation, as needed. Then, immediately after the meeting, summarize your notes into a "minutes of the meeting" document, and distribute copies to everyone involved in solving the problem.

- **Good documentation should include regular progress reports on each objective, supported by data from other people.** Supporting information could take the form of "before and after" copies of projects, with these copies including the dates, your comments, and the employee's response to proposed changes. Supporting information could also include letters from those affected by the person's behavior--reporting progress, continued problems, or even compliments. Documenting both the negative and the positive provides a more balanced assessment of the situation, and will help you overcome the natural negative bias you'll develop by focusing on the negative aspects of the situation while working through a problem.

  Worth noting is that you should plan to actively collect information on the employee's progress rather than simply waiting passively for the information to come to you. For example, set up a time to regularly meet with the employee, and then keep those appointments! As needed, actively work with others who are affected by the employee's behavior to obtain the supporting information you need.

- **Good documentation should include signatures--yours, the employee's, and any other participating or witnessing parties'--and dates, at every step of the process.** Where obtaining a signature would be too confrontational or where the employee refuses to sign, make sure you have a witness from HR to confirm the objectives, the plan, the progress reports, and any supporting information you've provided.

  Gathering such documentation will gradually produce a clear record of improvement--or of failure to improve. Unfortunately, some employees can't be "saved" through such a process because they simply can't do the job or aren't willing to work to save themselves. In that case, you may eventually have to resort to firing the person outright or recommending a transfer to another job that they are more capable of doing. In this situation, the documentation that you've gathered provides justification for your decision and protects you to a considerable extent from legal action initiated by a disgruntled employee.

If you're worried about unethical behavior on the part of the employee--justifiably or otherwise--store copies of the documentation with the HR department or at home so the employee can't break into your file cabinet and dispose of the evidence if it becomes obvious that you're going to have to fire them. Of course, if things work out well and you succeed in saving the situation, you can ceremonially burn the evidence together--kind of like burning your mortgage document once the house is paid off. If you do that, be sure to create a summary document for the employee's permanent personnel file that describes the problem and states that it was resolved satisfactorily. Give a copy to the employee too.

Resolve the Problem

Thus far, you've established your objectives, demonstrated what things are unacceptable and why, and given the person a chance to correct the situation. Now it's time to judge the results and take action. The rule "three strikes and you're out" is often cited, but this rule comes from baseball and has no objective basis in human psychology--and thus has no place in the process of correcting a problem. Sometimes it's going to take a lot more than three strikes before a person corrects a problem, even if they're a willing and active participant. This is less true with things like writing skills, which are easier to master if you're a good teacher and have a willing, trainable student. Interpersonal problems may require considerably more time and effort, up to and including professional psychological counseling (often paid for by the employer's health plan). If that's the case, you'll have to bring the counselor into the team devoted to fixing the problem, and you'll have to be even more patient than you'd be with purely technical problems.

As you're working to resolve the problem, don't "spank" the person when they've failed; explain the problem patiently and calmly, without attacking the person and in a manner that suggests you're still willing to work with them. Clearly communicate what you expect them to do about the problem in moving forward, and as described in the previous section, put your instructions in writing so they can't claim they didn't see them. I've already mentioned that it may take a long time to fix the situation, but that message bears repeating; writing and other habits, which have often been acquired over the course of decades, won't change overnight.

How much time and effort should you put into trying to solve the problem? That's a judgment call, and only you can answer the question based on a level-headed assessment of your own workload, the employee's potential for improvement, and your manager's guidance. At some point, you'll have enough evidence to tell you whether the situation will continue to improve at an acceptable rate--or whether it won't ever improve, and the only solution will be to fire the employee or move them elsewhere.

The Bottom Line

As the manager of a problem employee, it's always best to start with a clean slate. You owe that person at least a fighting chance to clean up their act, and you shouldn't be unduly prejudiced by what's gone before; many problems result from simple or serious interpersonal incompatibilities rather than the employee's incompetence or intentional malice, and other problems stem from simple misunderstandings that have never been identified and corrected. For example, a former manager who gave up on the employee, never tried to explain and correct the problem, and never indicated a willingness to force them to work on solving the problem undoubtedly provided no incentive to improve.

On a human scale, saving someone else's job and giving them the tools they need to succeed in the workplace is an immensely satisfying accomplishment. But thinking selfishly for a moment, turning an unproductive problem into a productive worker also represents a large feather in your cap when it comes time for your own performance evaluation. If you fail--and success is by no means guaranteed--at least you can console yourself with the knowledge that you tried to make things better for someone, and can sleep easier knowing that you've exercised due diligence and protected yourself from a wrongful dismissal lawsuit.

Is all this just theory and sentiment? Some of it is. But I can also tell you that I've participated in exactly this approach to help a problem colleague on several occasions, and the approach has worked wonders. In each case, the problems weren't all solved, but we at least lowered the tension level enough to have good prospects for continuing to improve the situation. It takes patience and persistence, but what could be more important than making that effort on behalf of another person?

FRAMEWORK FOR ANALYZING PERFORMANCE PROBLEMS*

IDENTIFY UNSATISFACTORY PERFORMANCE

IS IT WORTH YOUR EFFORT?	**No**	DON'T WASTE YOUR TIME ON IT	**Yes**
DOES THE WORKER KNOW PERFORMANCE IS UNSATISFACTORY?	**No**	LET THE WORKER KNOW AND PROVIDE FEEDBACK	**Yes**
DOES THE WORKER KNOW WHAT IS SUPPOSED TO BE DONE AND WHEN?	**No**	LET THE WORKER KNOW—PLANNING	**Yes**
ARE THERE OBSTACLES BEYOND THE WORKER'S CONTROL?	**Yes**	REMOVE THE OBSTACLES	**No**
DOES THE WORKER KNOW HOW TO DO IT?	**No**	TRAIN WORKER AND/OR PROVIDE PRACTICE	**Yes**
DOES A NEGATIVE CONSEQUENCE FOLLOW PERFORMANCE?	**Yes**	CHANGE CONSEQUENCES OR TRANSFER THE WORKER	**No**
DOES POSITIVE CONSEQUENCE FOLLOW NON-PERFORMANCE?	**Yes**	CHANGE CONSEQUENCES	**No**
COULD THE WORKER DO IT IF HE/SHE WANTED TO?	**No**	TRANSFER, COUNSEL OUT OR TERMINATE THE WORKER	**Yes**

REDIRECT BEHAVIOR

*Fournies, F. (1987). *Coaching for Improved Work Performance*. PA: Liberty House.

The Performance Coaching Process

1) ***Fundamental rule:*** Standards **must** be specific, clear and agreed upon.

2) ***Identify the problem and need.*** Be specific – Is there a performance problem or a lack of motivation?

3) ***Map your strategy.*** Look at the big picture, consider your employee's goals and challenges, and plan all of the interventions you will use.

4) ***Plan your coaching.*** Plan structured meeting times, determine how progress will be observed and measured.

5) ***Recommend actions.*** Present the situation and facts, allow expression of concerns and feelings, describe the strategy, and recommend specific actions.

6) ***Obtain agreement.*** Work with the employee to gain their commitment to the plan.

7) ***View performance.*** Observe, evaluate and plan appropriately.

8) ***Evaluate.*** Using agreed upon measures.

9) ***Revise or reward.*** Acknowledge progress immediately; revise plan if needed.

EMOTIONAL INTELLIGENCE (EI)

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines four main EI constructs:

- **Self-awareness**— the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions, understand how your emotions affect your thoughts and behavior; know your strengths and weaknesses; and have self-confidence..
- **Self-management**— involves controlling one's emotions (impulsive feelings and behaviors), manage your emotions in healthy ways; take initiative; follow through on commitments; and adapt to changing circumstances.
- **Social awareness**— the ability to sense, understand, and react to the emotions, needs, and concerns of other people, pick up on emotional cues; feel comfortable socially; and recognize the power dynamics in a group or organization.
- **Relationship management**— ability to develop and maintain good relationships; communicate clearly; inspire and influence others; work well in a team; and develop others while managing conflict.

Goleman includes a set of **emotional competencies** within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

EMOTIONAL COMPETENCIES

The four dimensions and the nineteen emotional competencies are listed below:

- **Self-awareness –**
  - *Emotional self-awareness* – recognizing one's emotions.
  - *Accurate self-assessment* – knowing one's strength and limits.
  - *Self confidence* – a strong sense of one's self-worth and capabilities.
- **Self-management**
  - *Adaptability* - flexibility in handling change.
  - *Keeping disruptive emotions and impulses in check*
  - *Conscientiousness and reliability* – taking responsibility for personal performance; maintaining standards of honesty and integrity,
  - *Initiative and innovation-* readiness to act on opportunities, being comfortable with novel ideas, approaches, and new information,
  - *Achievement drive* – striving to improve or meet a standard of excellence; persistence in pursuing goals despite obstacles and setback;
- **Social awareness**
  - *Empathy* – sensing others feelings and perspectives and taking an active interest in their concern,
  - *Service orientation* – anticipating, recognizing, and meeting clients' needs,

- *Organizational awareness* – reading a group's emotional currents and power relationships,
- *Developing others* – sensing others' developmental needs and bolstering their abilities

Social skills

- *Leadership* – inspiring and guiding individual and groups; aligning with the goals of the group of the organization,
- *Influence* – wielding effective tactics for persuasion,
- *Change catalyst* – initiating or managing change,
- *Communication* – listening openly and sending convincing messages,
- *Conflict management* – negotiating and resolving disagreements,
- *Collaboration and building bonds* – working with others toward shared goals; nurturing instrumental relationships and
- *Team capabilities* – creating group synergy in pursuing goals.

Enhancing Empathy Mode of Nonverbal Behavior

- Communicate your feelings through you body posture, facial expressions, rather than using words.
- Maintain good eye contact and other attending behaviors.
- Put all of your work down and fully attend to what the worker is saying.
- Match or pace your nonverbal behaviors to the workers. (When your nonverbal behaviors are consistent with the workers he/she views you as empathetic.)
- Pay attention to the worker's nonverbal behaviors (remember that 66% of communication is nonverbal.)

ENHANCING EMPATHY MODE OF PERCEIVING FEELINGS AND LISTENING

- Slow yourself down, put everything aside, and really listen to what the person is saying.
- Do not jump in or interrupt when you think you understand; allow the worker to give you the whole picture.
- Use verbal following and minimal encouragers to show the worker you are listening and trying to understand.
- Tune into the feelings, recognize the nonverbal cues, and reach for hidden or indirect messages.
- Ask open-ended questions to show your desire to comprehend.

ENHANCING EMPATHY MODE OF RESPONDING VERBALLY

- Use feeling reflections to recognize and acknowledge the worker's feelings.
- Use content reflections (paraphrase) to convey your understanding of the content of the worker's message.
- Reach for and reflect the workers underlying emotions and thoughts. Reflect the implicit message, but not what is stated out loud.
- Respond to the ideas and feelings that are most important to the worker; do not introduce your own agenda.
- Help the worker reflect on his or her behavior in order to see things from a different perspective.
- Use open ended questions to help a worker gain awareness and responsibility.

Enhancing Empathy Mode of Respect of Self and Others

- Focus on and discover the strengths the worker brings to the situation.
- Recognize the worker's right to their own opinions; do not impose your own thoughts, values on the worker.
- Recognize the different style, background of the worker as you discuss issues.
- Communicate with each worker on a truly personal and individual basis.
- Validate the worker's perception of the situation.

ENHANCING EMPATHY MODE OF OPENNESS, HONESTY, AND FLEXIBILITY

- Communicate spontaneously; express yourself naturally without contrived or artificial behavior.
- Listen to workers comments without evaluating them or judging them.
- Communicate to workers through your verbal and nonverbal behaviors that you will listen to whatever someone wants to express.
- Be open to other points of views.
- Look at situations presented from many different perspectives.
- Be honest about your feelings and reactions as long as you do not cross any boundaries in your relationship with your staff.

ROLE PROFILES: DEMONSTRATING EMPATHY

SITUATION 1

Sienna has been a worker in your unit for three years. She has been very thorough in her work with clients and in her documentation in UNITY. You have had some recent concerns about her assessment abilities. You feel that most of her case plans with families are more general than they should be.

Sienna called you from the hospital very upset. An 18 month-old child had suffered a subdural hematoma. This is a case she had been working on for the last 4 months. She asks if you would come to the hospital. The doctors are not sure if the child will live. The mother of the child is at the hospital claiming that the child climbed out of her crib and hit her head on the floor. The doctors state that the injury the child sustained was caused by violent shaking; not by a fall from a crib.

You arrive at the hospital and Sienna is visibly shaken. The first thing she says to you is "I feel like it is my fault! What could I have missed?! What if the child dies? I'll never be able to live with myself."

1. What concerns you most about this situation?

2. What does Sienna need from you now?

3. What modes of empathy would you use in this situation?

SITUATION 2

You supervise the Permanency Unit. You have never seen staff morale be this low. Staff are having problems on a number of fronts. First, caseloads are the highest they have been since you have been at the agency. Your Permanency workers have as many as 25 cases. The documentation requirements are overwhelming them. They are not meeting their mandates/requirements, for example, monthly face-to-face contacts. You feel that the job has become impossible. When you have shared you concerns about staff overload, to your Manager they have fallen on deaf ears. You have asked what requirements can be loosened and the message you got was everything had to be done.

Second, the court work is overwhelming and staff feel that they get no respect from the court. Recently, in one of your worker's cases, the mother requested her children be returned home for Christmas. The mother had visited with the children only twice during the 9 months they have been in care. The worker's recommendation was not to return the children to the mother. The judge decided that the children should be returned home. The mother claimed that the worker had not been out to see her for three months and that her attempts to get the worker to help her with transportation for the visits had been unsuccessful. The judge reprimanded the worker in the court. The children were sent home and the toddler suffered a broken arm (spiral fracture) during the visit.

1. What concerns you most about this situation?

2. What do all of your workers and the one worker in particular, need from you now?

3. What modes of empathy would you use in this situation?

SITUATION 3

A 15 year old youth has been in the Department's custody for 3 years. He was placed in a residential facility approximately 1 year ago. According to the worker he had been adjusting quite well. Two weeks ago he committed suicide by hanging himself. The death review committee has been conducting an investigation and determined that the youth had not been seen by his worker for six months.

The youth's death and subsequent investigation has been in the local papers. The Director has been getting a lot of pressure. He released a new policy – every child in out-of-home care must be seen once a week to assure his/her safety. You know there was a problem in the case where the youth committed suicide, but you think the new policy is an overreaction. In addition, you know that with the caseload size your workers have this policy is impossible to fulfill. You know this will frustrate and demoralize your staff.

1. What concerns you most about this situation?

2. What do your workers need from you now?

3. What modes of empathy would you use in this situation?

4. How can you help your staff adjust to this situation?

OBSERVER WORKSHEET

1. Does the supervisor use nonverbal behavior to demonstrate empathy? If so, what does the supervisor use?

2. Does the supervisor demonstrate the ability and willingness to enter the worker's world? How does the supervisor communicate that he/she perceives the worker's feelings?

3. Does the supervisor verbally communicate the perceived feelings to the worker? If yes, what techniques does the supervisor use?

4. Does the supervisor demonstrate respect for the workers? If yes, what statements and behaviors communicate respect?

5. Does the supervisor communicate openness, honesty, and flexibility? If yes, how?

6. Which modes of empathy does the supervisor emphasize?

BUILDING THE FOUNDATION FOR UNIT PERFORMANCE: COMPETENCIES

- ✓ Supervisors will be able to evaluate existing structures and create new structures that assure successful operation of the unit.
- ✓ Supervisors will be able to develop systems to track data on the individual case level, the worker level and the unit level.
- ✓ Supervisors will be able to create group cohesion in their units.
- ✓ Supervisors will be able to assess the stage of development their team is in and facilitate enhanced development.
- ✓ Supervisors will be able to manage work related conflict effectively.

MODULE 3

BUILDING THE FOUNDATION FOR UNIT PERFORMANCE: AGENDA

DAY 1

9:00-9:30	WELCOME AND INTRODUCTIONS
9:30-10:45	BUILDING A STRUCTURE FOR SUCCESSFUL OPERATION OF THE UNIT
10:45-11:00	BREAK
11:00-12:00	CREATING SYSTEMS TO MONITOR PERFORMANCE
12:00-1:00	LUNCH
1:00-1:15	CREATING SYSTEMS TO MONITOR PERFORMANCE (CONT.)
1:15-2:15	EXPERIENCING TEAMWORK
2:15-2:30	BREAK
2:30-3:30	UNDERSTANDING HOW TEAMS DEVELOP
3:30-4:00	TEAM DEVELOPMENT PROBLEMS AND STRATEGIES FOR OVERCOMING THEM

DAY 2

9:00-9:45	TEAM DEVELOPMENT PROBLEMS AND STRATEGIES FOR OVERCOMING THEM
9:45-10:30	PLANNING TO ENHANCE THE FUNCTIONING OF MY TEAM
10:30-10:45	BREAK
10:45-12:00	UNDERSTANDING CONFLICT
12:00 1:00	LUNCH
1:00-1:45	DETERMINING CONFLICT MANAGEMENT STYLES
1:45-2:45	ENHANCING MY ABILITY TO MANAGE CONFLICT
2:45-3:00	BREAK
3:00-3:40	INTERVENING IN INTERPERSONAL CONFLICT

3:40 -4:00 JOURNAL, ACTION PLAN AND EVALUATION

WORKSHEET: THE POSITIVES OF GROUP COHESION

1. What are the behavioral indicators of group cohesion in the unit?

2. What are the benefits of having a cohesive work unit?

3. What problems have you encountered when developing and maintaining a cohesive work team?

MODULE 3

BUILDING THE STRUCTURE FOR THE UNIT

ESSENTIAL CASEWORK ACTIVITIES	PEOPLE PROCESSES

MODULE 3

LEVELS OF MONITORING

- ❑ Individual case level
- ❑ Individual worker level
- ❑ Unit Level

PURPOSES OF MONITORING ON THE INDIVIDUAL CASE LEVEL

- ❑ To determine whether policy requirements are being fulfilled in the case.
- ❑ To determine whether progress is being achieved in a timely and effective manner.
- ❑ To determine whether positive outcomes are being achieved for children and families.
- ❑ To determine if child safety is being accurately assessed and addressed.
- ❑ To determine the effectiveness, timeliness, and appropriateness of decisions in a case.
- ❑ To evaluate the quality of casework practice in a case.
- ❑ To determine whether the family has been integrally involved in the casework process.
- ❑ To determine whether the interventions selected best address the needs/risks in a family and build on their strengths.

PURPOSES FOR MONITORING ON THE INDIVIDUAL WORKER LEVEL

- ❑ To determine whether caseworkers are achieving the performance expectations and policy and procedural requirements.
- ❑ To identify strengths in a caseworkers performance.
- ❑ To identify training needs.
- ❑ To determine areas of problematic/unsatisfactory performance.
- ❑ To identify trends in a caseworker's caseload.

PURPOSES FOR MONITORING ON THE UNIT LEVEL

- ☐ To determine if the unit is achieving its goals.
- ☐ To determine if the unit is achieving the client outcomes.
- ☐ To determine how well the unit is functioning
- ☐ To identify trends you need to plan for.
- ☐ To identify problems you need to address.

CREATING A SYSTEM FOR MONITORING PERFORMANCE

- [ ] Determine the outcomes and performance indicators you need to keep track of.
- [ ] Determine the process for collecting your data.
- [ ] Determine the frequency of collecting the data.
- [ ] Determine a system for collating/organizing your data.

WHAT TO KEEP TRACK OF

OUTCOMES	PERFORMANCE INDICATORS

EXPERIENCING TEAMWORK: EXPERIENTIAL EXERCISE

Instructions

Please write an example of each of the following terms.

1. Verb ______________________________
2. Adverb ______________________________
3. Noun ______________________________
4. Pronoun ______________________________
5. Adjective ______________________________
6. Article ______________________________
7. Conjunction ______________________________
8. Preposition ______________________________
9. Infinitive ______________________________
10. Gerund ______________________________

EXPERIENCING TEAMWORK: GROUP EXERCISE

Rules Governing Poem Composition

1) All poems must have a theme.

2) You will compose a poem using ***only*** the words previous identified by your group members. No additional words may be used.

3) Your poem should contain at least 75 percent of the words identified by individual group members.

4) Words cannot be repeated unless they have been identified by more than one member.

5) Nouns may be changed from plural to singular and vice versa, and the tense of the verbs may be changed.

6) You have 20 minutes to compose your poem and write it on newsprint.

COHESION SCALE*

The following questions should help you reflect upon how your unit's behavior influences the cohesion of the groups to which you belong. Answer each question as honestly as possible.

1. We try to make sure that everyone enjoys being a member of the group.
Never 1 2 3 4 5 6 7 8 9 Always

2. We disclose our ideas, feelings, and reactions to what is currently taking place within the group.
Never 1 2 3 4 5 6 7 8 9 Always

3. We express acceptance and support when other members disclose their ideas, feelings, and reactions to what is currently taking place in the group.
Never 1 2 3 4 5 6 7 8 9 Always

4. We try to make all members feel valued and appreciated.
Never 1 2 3 4 5 6 7 8 9 Always

5. We try to include other members in group activities.
Never 1 2 3 4 5 6 7 8 9 Always

6. We are influenced by other group members.
Never 1 2 3 4 5 6 7 8 9 Always

7. We take risks in expressing new ideas and our current feelings.
Never 1 2 3 4 5 6 7 8 9 Always

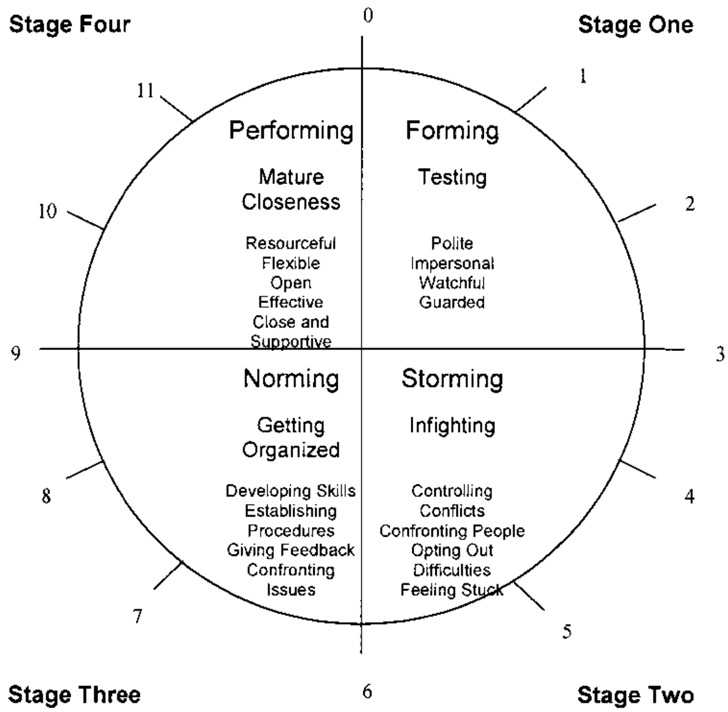
8. We express liking, affection, and concern for other members.
Never 1 2 3 4 5 6 7 8 9 Always

9. We encourage group norms that support individuality and personal expression.
Never 1 2 3 4 5 6 7 8 9 Always

These questions focus upon several ways of increasing group cohesion. The first question describes a general attempt to keep cohesion high. Questions 2 and 3 pertain to the expression of ideas and feelings and the support for others expressing ideas and feelings; such personal participation is essential for cohesiveness and for the development of trust. Questions 4 and 8 also focus upon support for, and liking of, other group members. Question 5 refers to the inclusion of other members, and Question 6 takes up one's willingness to be influenced by other members. Questions 7 and 9 center on the acceptance of individuality within the group. All these factors are important for group cohesion. Discuss your answers with another group member. Then add all your answers together to get a total cohesion score.

TEAM DEVELOPMENT WHEEL

Instructions: Place a mark on the circumference of the wheel to represent the present status of your team.



* Tuckman B. W. (1965). Development sequence in small groups. *Psychological Bulletin, 63*, pp. 384-399.

CHARACTERISTICS OF EFFECTIVE TEAMS*

- ***Participatory leadership.*** Members of a team participate in planning and decision making and openly collaborate with others.

- ***Shared responsibility.*** The team creates an atmosphere in which all members feel a professional responsibility for the performance of the team.

- ***Aligned on purpose.*** All members share a common purpose regarding the function that the team serves and the reason it was created.

- ***High communication.*** The team builds a climate of trust, as well as open and honest communication among team members.

- ***Focused on the future.*** Team members recognize and accept change as an opportunity for growth and improvement.

- ***Focused on task.*** Team members keep focus during meetings on performance toward stated goals and objectives.

- ***Creative talents.*** Team members apply individual talents toward the common goals of the team.

- ***Rapid response.*** Team members recognize and act on opportunities that arise than can help to move the team toward successful completion of its goals.

* Adapted from Buchholz, S. and Roth, T. *Creating the High Performance Team.* NY: John Wiley, 1987, p. 14.

GUIDELINES FOR ESTABLISHING AND SUPPORTING GROUP NORMS*

For members to accept group norms, they must recognize that they exist, see that other members accept and follow them, and feel some internal commitment to them.

Members will accept and internalize group norms to the extent that they see them as helping accomplish goals and tasks to which they are committed. Consequently, it is helpful for the group to clarify how conformity to norms will help goal accomplishment.

Members will accept and internalize norms for which they feel a sense of ownership. Generally, members will support and accept norms that they have helped set up.

Group members should enforce the norms on each other immediately after a violation. Enforcement should be as consistent as possible.

Appropriate models and examples for conforming to the group norms should be present. Members should have the chance to practice the desired behaviors.

Because norms exist only to help group effectiveness, they should be flexible so that at any time more appropriate norms can be substituted.

* *Patton, D.R., Giffin, K. & Patton, E. N. Decision-Making Group Interaction.* (3rd Edition) NY: HarperCollins, Publishers, Inc. 1989.

BEHAVIOR CONSISTENT WITH GROUP MAINTENANCE*

Harmonizing. Attempts to reconcile disagreements, reduces tension, and gets people to explore differences.

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Gate keeping. Helps to keep communication channels open by suggesting procedures that permit sharing remarks, facilitates the participation of everyone in decision-making.

Encouraging. Is warm, friendly, and responsive to others; indicates by a remark or by nonverbal communication the acceptance of others' contributions.

Compromising. Offers compromises that may yield status when one's own idea is involved in conflict, admits errors and is willing to modify beliefs in the interest of group cohesion or growth.

Standard setting and testing. Tests whether a group is satisfied with its procedures, points out the norms that have been set for evaluating the quality of group process.

Relieving tension. Introduces humor or other relief in a tense situation, helps relax the group.

* *Patton, B.R., Giffin, K. & Patton, F.N. Decision-Making Group Interaction.* (3rd Edition) NY: HarperCollins, Publishers, Inc. 1989.

FACTORS NEGATIVELY IMPACTING ON TEAM DEVELOPMENT

- ***Poor leadership.*** The team leader does not keep the discussion on the topic in meetings, fails to monitor and keep things moving in the appropriate direction, or does not motivate team members.
- ***Unclear goals.*** Team members are unsure about what they are supposed to accomplish or the outcome their work is directed toward.
- ***Lack of commitment.*** Team members do not take their tasks or assignments seriously, do not believe in the importance of working together as a team, or prefer to be an individual contributor.
- ***Ignore recommendations.*** People in decision making positions disregard recommendations made by the team.
- ***Unproductive discussion.*** Team members feel that their time is being wasted when discussions lead to no conclusion or decision.
- ***Lack of Follow-through.*** Team members do not follow through with tasks, assignments, agreements.
- ***Lack of resources.*** Sometimes lack of necessary resources can result in team members competing for scarce resources.
- ***Hidden agendas.*** People may have hidden agendas and may pay more attention to their personal goals rather than the team's goals.
- ***Plans with no action.*** The team spends time making plans, but no action is ever taken.

STRATEGIES FOR PREVENTING AND DEALING WITH TEAM PROBLEMS*

- ***Establish and maintain open communication.*** Creating and maintaining an open environment where team members can openly discuss their concerns and feelings without repercussion is a key ingredient to success of a team. Having regular meetings is an essential ingredient. Assuring that team members listen to and respect the opinions of others.

- ***Resolve issues when they arise.*** Obviously an open climate is essential for facilitating an open and honest discussion of issues. Conflict is healthy and inevitable when people work together collaboratively. The extent to which people feel comfortable with conflict and airing differences, consensus or an acceptable conclusion can be reached.

- ***Develop and promote trust.*** Creation of trust is essential to a successful team. Assuring that team members listen to and respect the opinions of others is one way to promote trust. Having an informal, relaxed atmosphere promotes trust. Getting to know the individuals on the team outside of the work setting also facilitates trust.

- ***Clear goals and a continual focus on outcomes.*** There needs to be a clear definition of the purpose of the team, including the goals and the roles and responsibilities of members. The leader needs to foster ownership, interest, and commitment to the goals of the team.

- ***Assuring adequate resources.*** Commitment to the team increases when there is careful control of the time and commitment necessary for team members and when there is enough time allowed to get the job done. In addition, there needs to be good preparation on the part of the leader/supervisor, to that the necessary tools/materials are available to staff.

- ***Recognition is emphasized.*** When recognition and appreciation for efforts and accomplishments are provided to team members, they feel they are making a positive contribution. This increases motivation to perform and commitment to the team.

- ***Continual evaluation.*** Records of team meetings and actions are kept and reviewed. And, the team must periodically stop and evaluate its performance, so that necessary changes and improvements can be made.

* Adapted from Salus, M. *Developing a Multidisciplinary Sexual Abuse Team.* Washington, DC: American Bar Association, 1992 and Dyer, W. *Team Building: Issues and Alternatives.* Reading, MA: Addison-Wesley, 1977.

CASE STUDY: TEAM DEVELOPMENT

Dave is a new supervisor in the CPS unit. He has worked with the agency for eight years and has a very strong reputation. He was promoted to supervisor about six months ago. He took over a unit whose supervisor retired. There are five workers, two with over 10 years of the experience in the unit, one with less than three years with the agency, one with about 9 months, and the other has been working with the agency for about 3 months.

Dave believes in the teamwork concept. When he became the supervisor of the unit, he told the workers he wanted to work together with the group to establish a team. He described the process for developing a team. He knew from their reaction that he was going to experience resistance from the most senior workers. He was right. They have put up roadblocks every step of the way. For example, they miss team meetings. Usually, they have an excuse -- a crisis in one of their cases. They are reluctant to staff their cases at the group case staffings. They rarely provide positive feedback to the other workers on the team. And, they tend to criticize the workers actions on cases. Often they communicate a lack of respect to workers who present cases.

The other workers who all seemed to buy into and support the team concept, are visibly frustrated. They have stopped discussing their concerns with Dave, because they believe that he can't work through the resistance with the senior workers.

Dave has addressed the problem with the senior workers on an individual basis. However, he has seen no change in their behavior. He knows the team concept can work, but he is not sure what to do next.

EVALUATING TEAM EFFECTIVENESS*

INSTRUCTIONS

Indicate on the scales below your assessment of your team, by circling the number on each scale that you feel is most descriptive of your team.

1. Goals

There is a lack of commonly understood goals. — Team members understand and agree on goals.

1 2 3 4 5 6 7 8

Comment [cf1]: Perhaps put topic title in italics to differentiate between topic and choices.

2. Openness and trust

There is little trust among members and a lack of openness. — High degree of trust and open and honest discussions.

1 2 3 4 5 6 7 8

3. Conflict

Conflict is evident, avoided; open competition between members. — Conflict is dealt with openly and worked through.

1 2 3 4 5 6 7 8

4. Leadership

One person dominates and leadership roles are not carried out. — Participatory leadership is clearly evident.

1 2 3 4 5 6 7 8

5. Control and Procedures

Little control and lack of procedures to guide team functioning. — Effective procedures to guide the team and members support them.

1 2 3 4 5 6 7 8

Comment [cf2]: Remove line below.

* Western Center for Drug-Free Schools and Communities

6. Problem-solving/Decision-making
No agreed approaches to problem-solving and decision-making. Competition between members.

Well established approaches to problem-solving and decision-making.

1 2 3 4 5 6 7 8

7. Experimentation/Creativity
Team rigid and does not experiment with how things are accomplished.

Team experiments with different ways of doing things and is creative in approaches.

Comment [cf3]: Inconsistent font typefaces.

1 2 3 4 5 6 7 8

8. Evaluation/Assessment
Team never evaluates/ assesses its functioning or processes.

Team integrates ongoing evaluation/assessment of its functioning and processes.

1 2 3 4 5 6 7 8

PLAN FOR ENHANCING TEAM'S EFFECTIVENESS

1. What stage of development is your team in? What tasks must it accomplish to move on to the next stage? What is your role in helping your team move to the next stage of development?

2. What are the strengths in your team?

3. What areas need to be addressed to enhance your team's functioning?

Strategies

1.

2.

3.

4.

5.

FACTS ABOUT CONFLICT

Conflict ...

- is *neither good nor bad.*
- can *consume the individual or the organization's energy.*
- may *have a positive effect.*
- has two primary components *content and feeling/need.*
- can be *insignificant to severe.*
- may have *one cause*, more often, it has *multiple causes.*

SELF ASSESSMENT: BELIEFS AND ATTITUDES ABOUT CONFLICT

1. The problem with conflict is that it usually .....

   a. Gets out of hand.

1	2	3	4	5
Strongly Agree				Strongly Disagree

   b. Is unexpected.

1	2	3	4	5
Strongly Agree				Strongly Disagree

   c. Drives people apart.

1	2	3	4	5
Strongly Agree				Strongly Disagree

2. The problem with conflict is that it usually .....

   a. Causes anger.

1	2	3	4	5
Strongly Agree				Strongly Disagree

   b. Causes hurt feelings.

1	2	3	4	5
Strongly Agree				Strongly Disagree

c. Negatively impacts on productivity.

1 Strongly Agree	2	3	4	5 Strongly Disagree

3. The best way to deal with conflict is to .....

a. Wait until it goes away.

1 Strongly Agree	2	3	4	5 Strongly Disagree

b. Wait until the situation cools down.

1 Strongly Agree	2	3	4	5 Strongly Disagree

c. Allow others to have what they want.

1 Strongly Agree	2	3	4	5 Strongly Disagree

d. Confront it as soon as possible.

1 Strongly Agree	2	3	4	5 Strongly Disagree

CAUSES OF CONFLICT

There are a number of potential sources of conflict, they include:

- *Needs/Interests.* These are personally based and influence a person's behavior. For example, one worker needs to discuss her cases with other workers and another worker needs quiet to get paperwork completed.

- *Values.* These are our beliefs, the things we prize the most. They are very powerful sources of conflict. An example, the agency holds the value that children grow up best in their family of origin if their needs can be met and they can be protected from harm. A foster parent believes that children who have been sexually abused should never return home.

- *Goals.* A goal is something we are striving to achieve; it directs our actions/behaviors. For example, if it appears that another person's goals will prevent us from achieving our goals, we tend to compete.

- *Knowledge.* Knowledge is the information we need to make decisions and to be effective in our role. For example, we lack accurate or complete information about a situation which may cause conflict.

- *Resources.* When resources are scarce and people feel they are competing for limited resources, conflict can occur.

- *Expectations.* These are things we consider probable, certain, reasonable, due, or necessary. They are things we anticipant will occur. For example, a new worker expects that the supervisor will be available to help them problem solve on cases, and when the supervisor cannot or doesn't provide the assistance conflict can occur.

- *Perceptions.* How we view situations, people, and/or circumstances can create conflict.

- *Trust.* Lack of trust in a relationship can be a source of conflict.

FIVE BASIC MODES FOR RESOLVING CONFLICT*

MODE	APPROPRIATE TO USE WHEN	INAPPROPRIATE TO USE WHEN
Avoiding **This mode is characterized by both uncooperative and unassertive behaviors. It does not address the issue and is indifferent to the other's needs and concerns.**	• The issue is relatively unimportant, timing is wrong, cooling off period is needed (for short-term use). • Others can resolve the conflict more easily, or more information is needed. • Selective avoidance is the best way to keep from becoming overwhelmed by conflict.	• The issue is important. • The issue will not disappear but will increase.
Accommodating **With this mode, differences are played down and surface harmony exists. It is characterized by cooperative and unassertive behavior. It means placing the other party's needs and concerns above one's own.**	• It is important to build good will and cooperative relationships. • One party is not as concerned as the other. • Preserving harmony and avoiding disruption are especially important. When one person has a great deal more power than the other.	• Reluctance to deal with the conflict leads to evasion of an important issue. • Those who use accommodation to excess may feel that their own ideas and concerns are not receiving the attention they deserve.
Competing **This mode reflects a desire to meet one's own needs and concerns at the**	• The situation is life threatening. • One needs to protect oneself from others	• Losers have no way to express needs. • It could result in

Comment [cf4]: Consider splitting table so that headers are on next page as well.

expense of the other party. The most assertive and least cooperative people use this style. One's authority, position, and power settle the conflict.	who tend to take advantage of noncompetitive behavior. • This method has been agreed upon.	future disruptions.
Compromising **Moderate amounts of cooperativeness and assertiveness are required. The outcome will be partial fulfillment of the needs, concerns, and goals of both people.**	• Temporary solutions are sought for complex issues or when time is short. • The goals of the parties are moderately important but not worth the effort and time required for collaboration. • Both parties have enough leeway to give.	• The solution is too watered down to be effective. • It results in a lose-lose situation.
Collaborating **This involves the maximum use of both cooperation and assertion. Requires more commitment than the other styles and takes more time and energy.**	• The needs and concerns of the parties are extremely important and cannot be ignored. • Time is available to complete the process. • Parties are committed to the process.	• The conditions of time, abilities, and commitment are not present. • Seeking resolution to conflict exceeds energy needed for other activities.

* Adapted from Rooney, R. H. (1984). *Advanced Supervision Course*, Wisconsin Dept. of Health and Social Services. WI.

ROLE PLAY SITUATIONS: MANAGING CONFLICT

SITUATION 1

Permanency Supervisor

You are a Permanency supervisor. You are very well thought of in the agency. You have always been concerned about the lack of information CPS workers include in the record when they remove a child. You developed a "check off sheet" which lists the information workers in your unit must have as soon as the case is transferred to your unit. You met with all of the CPS supervisors and gave them a rationale for the list. You requested that they give each of their workers the list to ensure that essential information is included in the record. There has been significant improvement in 3 of the 4 CPS units. You like and respect the supervisor of the unit where there has been no appreciable change. You decided to give the supervisor feedback regarding the lack of change and the implication of that for the children and families. The supervisor indicated that her workers had been overwhelmed with referrals and she felt holding them accountable for the other information would send them off the deep end. She apologized and said that things seemed to be calming down and she would discuss the list of information in the unit meeting on Friday. It has been 3 weeks and there is still no change. And, there was a significant problem for a child because the CPS worker did not determine if there were relatives in the area, etc. You are upset and have decided to talk with the supervisor again.

CPS Supervisor

You are a CPS supervisor. You are respected in the agency and admired by your staff. One of the things you feel is very important is to advocate for and protect your staff. At one of the supervisory meetings the Permanency supervisor complained about the lack of information CPS workers include in the record when they remove a child. She developed a "check off sheet" which lists the information Permanency workers must have as soon as the case is transferred to their unit. She gave your unit a rationale for the list. She requested that you give each of your workers the list to ensure that essential information is included in the record.

Because your workers were so overwhelmed you decided it was not the time to request more of them. Then, the Permanency supervisor met with you to discuss the lack of change in your unit. You explained the problem, but indicated that things were calming down and that you would discuss the list of information in the unit meeting on Friday. When you did the workers were really upset. They vocally complained about the lack of time to do the critical investigative tasks and felt that they couldn't add another responsibility. So, you backed down.

SITUATION 2

CPS Supervisor

You are a supervisor of an In-home CPS Unit. One of your workers transferred into the unit about 6 months ago. He had not been making the required contacts with children, youth and families in a number of cases and his documentation is very overdue. After talking with him and developing a plan to get his documentation up-to-date you saw some improvement. He was making all of the required contacts and he had gotten his documentation up-to-date. You have just realized that he has falsified some of his records. Several of the visits with families he recorded never took place. Upon further examination you find a contact was listed when the youth was on the run and no one knew where she was. You are furious. You need to address this with the worker.

CPS Worker

You transferred into the In-home CPS unit about 6 months ago. You had been doing investigations and felt burned-out. You wanted a slower-paced unit. Your new supervisor has very high expectations. She confronted you about not making the required visits and not getting your documentation done on time. You agreed to a time frame for completion of the backlogged documentation as well as a schedule for assuring the required visits. You found that in order to get the documentation done, you can't get out for all of the required visits. So, you have screened your cases in terms of those children and youth who have the least safety concerns. You put off making all of the visits for these children and youth. You are afraid of the consequences, so you recorded visits in the records that never took place.

SITUATION 3

Permanency Supervisor

You have had many complaints from your workers about the Quality Assurance reviewer. They all report that when she gives feedback to them, it is often in a condescending manner. They also feel she lives in an ivory tower and that the things she recommends take place for children, could never happen given the resources and size of caseloads. You sat in on several reviews and have noticed that she seems somewhat condescending to your workers. You think the recommendations she makes reflect good practice. However, the caseload size sometimes prevents workers from completing her suggestions. You decide you need to discuss these concerns with her.

Quality Assurance Worker

You have recently been reassigned to review new units within the agency. You have serious concerns about the practice in one of the units. It appears that they are simply doing enough to get by, but not really focusing on the needs of the case and going out of their way to get the services the family needs. For example, rarely are birth families involved in the reviews. In addition, when foster parents attend the reviews, it is clear that they are not part of a teamwork relationship on behalf of the children. You have pointed out the problems in practice and the workers are always defensive.

OBSERVER WORKSHEET

1. What modes of conflict management did the supervisor use?

2. Which mode(s) did the supervisor emphasize?

3. How did the supervisor introduce the issue/problem?

4. What were the strengths in the supervisor's handling of the conflict?

5. What areas could the supervisor improve upon?

RESOLVING CONFLICT IN SUPERVISION*

CONFLICT

In any organization, friction of some kind is usually present. The behavior of individuals, personal jealousies, prejudices, personality conflicts, and differing work habits often produce friction. They may range from relatively minor conflicts, such as how wide a window should be opened, the scheduling of lunch hours, or whether smoking should be restricted to certain areas, to more serious ones. You may wonder when it is appropriate for you to get involved in conflicts among your staff. Sound advice would be for you to stay out of minor conflicts unless they are negatively affecting operations. When this occurs, it is your responsibility to recognize the conflict and attempt to minimize or offset it before it develops into a major problem. You must exercise judgment as to when or in what manner you should get involved in the conflict. In some situations, such as office procedures, a minor supervisory decision can avert a conflict. However, with some personality conflicts, the better course may be to let the workers resolve it themselves. As a rule of thumb, you probably should become involved in a conflict when it is interfering with, or has the potential to interfere with, your unit's operations by adversely affecting either clients or other employees in your unit or in the agency. Once you recognize it as a problem, then you must act. Remember—ignoring a problem will often make it worse!

ARBITRARY APPROACH

If you become involved in the conflict, you have a number of strategies from which to choose. One is to arbitrarily decide the course of action that the workers must follow. Usually you either choose one side of the argument or come up with your own approach. This may get the particular job done, but it does not resolve the differences between the staff members. Either one of the workers, or both, may feel slighted that you did not take their side of the argument and that you used your authority to force a settlement. Their conflict may continue to crop up as they work together.

INFORMAL APPROACH

Sometimes you may wish to resolve the problem informally. You do this by discussing it with each worker separately and by making some suggestions for improving the situation. You must remember to ask each worker for his/her cooperation. The use of the informal approach often is successful in neutralizing hostile feelings. It enables each person to make concessions without losing face in a way that could not be achieved.

*Adapted from Callahan, C., Callahan, and Carrera, J. (1979). *Income Maintenance Supervision: On the Firing Line*. DHEW, Washington, DC.

Timing

There are a number of points you should keep in mind when you attempt to resolve a conflict informally. One of these is timing. It is wise not to discuss a problem when emotions are highly charged. Instead, you may wish to approach the workers individually when they have had time to quell their emotions.

Be Sensitive

How you approach a problem is another factor for you to consider. It is essential that you treat your workers with sensitivity. There may be times when you are irritated with a worker and feel that his/her reaction to a particular situation is silly or immature. Despite your feeling about the situation, the worker's feelings are real to him/her. In order to successfully involve the worker in dealing with the problem, you must first recognize his/her feelings. This does not mean that you agree with him/her but rather you show the worker that you are concerned about how he/she feels. A brief remark such as, "I realize that you are upset by what has happened" can do much to emotionally relieve the worker. You then can proceed to a discussion of the facts.

Making Suggestions

The following are useful approaches to making suggestions to resolve conflict. One is to tell the worker directly what approach you see as the proper one. The worker may accept your suggestions not because he/she sees the logic in your approach, but rather because of the position of authority you hold. The other is to indirectly provide the worker with alternative approaches to the situation. For example, after listening to the worker relate his/her perception of the facts, you may wish to share a similar incident that you experienced. Discuss with him or her the alternatives from which you had to choose, and the method you used to resolve it. In this way, you provide the worker with a solution without telling him/her directly how to do it. Having the worker freely choose the approach will provide an important lesson in problem solving.

Appropriate Use of Humor

Mention should be made about the use of humor. Often, humor can lighten a situation before it becomes more serious. A humorous remark, delivered in a good-natured fashion, may neutralize negative feelings and allow a minor incident to blow over. However, you should use humor only when the conflict is a minor one, when the emotions of the participants are not strong, and when you feel comfortable with this approach. Never use humor when the conflict is serious, when you do not know the persons involved well, or when you see that a person is emotionally upset about the situation. In these cases, humor would only "add fuel to the fire" and may make the situation worse. The workers may mistakenly feel that your use of humor is sarcastic or may feel that you do not consider the conflict to be serious. Thus, you must use your personal judgment in deciding when and in what manner it is appropriate to intervene in a conflict. There will be times, unfortunately, when your approach fails. This will contribute, however, to your supervisory experience and may help you in your future decision making.

FORMAL APPROACH

When it appears that the informal approach is not working, another option is to bring the conflicting persons together to try to resolve the difficulty. For example, if two members of your staff are having a conflict that is negatively affecting the work and you have tried unsuccessfully to resolve it informally, you should immediately schedule a meeting with both parties. Calmly and clearly indicate the reason for the meeting and your concern about the problem. You may wish to point out the negative consequences on the unit's operation, clients, and/or other employees. Express confidence in their ability to resolve the problem and indicate your concern about the situation. Each party should then be asked to explain the problem as he or she sees it. You should listen well and ask questions in order to be certain that you understand all the facts. You should summarize the problem and point out a few steps that they can take to resolve it. It is essential that the workers know that your involvement is a result of the fact that the conflict has become a problem affecting the work and that they are expected to resolve it.

Supervisory Role in Resolving Conflict

Let us look in greater depth at what we are proposing your function should be. It is similar to that of a mediator. Of course, unlike a mediator in a labor dispute, you cannot bow out if there is a deadlock. You have the authority to make final decisions. Often the conflict may bring up the need for changes at a higher administrative level or by other units. For example, the problem may have resulted from an administrative policy or procedure which you have no authority to change. When this occurs, you have the responsibility to point out to your workers the limits of your authority and you need to bring the problem to the attention of others.

Mediating can be an effective technique at various stages during a conflict. It can be used when matters between staff members have become deadlocked. At such a time the parties may welcome outside help. To the extent possible, try to enter the situation as soon as it appears that the unit's work is being negatively affected. The advantage of dealing with the problem early is that positions have not had time to harden and people can consider the issues more objectively.

Obstacles

Often, when you enter a situation which you are trying to mediate, each party may start out trying to refute the other. You can help by rephrasing and restating the "arguments" in more objective terms. You also have to help the parties state their respective positions and make sure you understand. This may not be as easy as it seems. Unfortunately, people sometimes do not say what they mean and may hedge on their position in your presence. You have to encourage them to say what is on their minds. Then, to make sure you understand, you should ask clarifying questions or rephrase what has been stated. On other occasions, you may have an individual who appears not to want the problem solved in the manner suggested. In such a situation, encourage the person to express the difficulty he/she has with the suggested resolution put forth by others. There may be times when you have to adjourn the meeting and take an inflexible worker aside to point out what you see happening. Confronting him/her privately prevents the worker from being embarrassed in front of others.

There may be times when your staff members deny the existence of any problem, even though you know differently. A person usually takes this course when he/she believes that there is implied criticism or blame. What you need to do is to help relieve the individual of this belief and let the person know that your interest is not in finding fault but in trying to help staff do the work in the best possible way. Another thing to which you need to be sensitive is that someone may take on the role of spokesperson. Often a group of workers, dissatisfied about an issue, will have one person act on their behalf in a conflict. The spokesperson may be the most verbal members of the group but may not feel as strongly about the issue as the others. You, therefore, must not only relate to the spokesperson but to the group involved. To be successful, you also must get their cooperation in resolving the problem.

First, start by getting an agreement on the existing facts. Then separate out those points on which there is agreement and identify those that need to be considered. As the discussion progresses, you may want to suggest an alternative if nothing viable is being suggested. This approach has the advantage of giving each person a chance to resolve the difficulty without seeming to favor one or the other. It also shows staff that you are fair and impartial and are seeking agreement to resolve the problem. From time to time it would be helpful for you to summarize the progress which is being made in the discussion, as this gives people a sense of movement.

TIPS AND RECAP

- Stay out of minor conflicts unless they are negatively affecting operations. When this occurs, it is your responsibility to recognize the conflict and attempt to minimize or offset it before it develops into a major problem.

- Remember—ignoring a problem will often make it worse!

- You have a number of approaches that you can take in resolving conflict. You can take the arbitrary approach, the informal approach, or the formal approach.

- The informal approach often enables each person to make concessions without losing face.

- The points you should keep in mind when you attempt to resolve a conflict formally are:

- indicate calmly and clearly the reason for the meeting;

- point out negative consequences of conflict;

- express confidence in the workers' ability to resolve the problem;

- ask each party to explain the problem;

- listen well and ask questions to make sure you understand all the facts;

- summarize the problem;

- point out the similarities in each position;

- make suggestions; and

- summarize the results of the meeting.

• Point out to your workers the limits of your authority. The conflict may indicate the need for changes at a higher administrative level.

• You must deal with obstacles to mediating efforts when:

  - each party starts out trying to refute the other—you must restate the "arguments" in more objective terms;

  - an individual appears not to want the problem solved—you may have to take him/her aside and in private confront him/her with this fact;

  - a worker denies the existence of a problem—you must let him/her know that your interest is not in finding fault but in helping; and

  - you are dealing with a spokesperson of a group—you must relate not only to the spokesperson but to the group involved.

• Staff must see you as fair and impartial.

CONFLICT MANAGEMENT SITUATIONS

SITUATION 1

Members of your unit are unable to solve a problem regarding telephone coverage. You have left them alone to solve similar problems in the past. The unit's performance and interpersonal relationships are good. However, this latest problem seems to be creating a lot of tension. You know that some people in the unit are more than willing to spend a day covering the phone. Others in the unit are feeling so overwhelmed with their cases that they do not want telephone duty.

1. Does the conflict warrant supervisory action? Why? Why not?

2. What appears to be the underlying causes of the conflict?

3. What approach is most likely to result in successful resolution of the conflict?

   - An arbitrary approach?

   - An informal approach?

   - A formal approach?

4. What conflict management mode would be most appropriate? Why?

5. When and how should the selected approach be implemented? Who should be involved in the process?

6. What obstacles might be encountered? How might they be avoided or dealt with?

7. Could this conflict have been prevented? If yes, how?

SITUATION 2

One of your workers, Cathy, came to you to complain about a new worker, Carlos, who sits at the desk next to hers. She stated that Carlos is always making personal calls. He talks very loudly and laughs a lot. Cathy finds these behaviors very disruptive and she can't seem to concentrate on her own work. Cathy stated she has not raised her concern with Carlos.

1. Does the conflict warrant supervisory action? Why? Why not?

2. What appears to be the underlying causes of the conflict?

3. What approach is most likely to result in successful resolution of the conflict?

   - An arbitrary approach?

   - An informal approach?

   - A formal approach?

4. What conflict management mode would be most appropriate? Why?

5. When and how should the selected approach be implemented? Who should be involved in the process?

6. What obstacles might be encountered? How might they be avoided or dealt with?

7. Could this conflict have been prevented? If yes, how?

PREVENTING AND RESOLVING CONFLICT*

Sources of Potential Conflict	Conflict May Be Escalated If:	Conflict May Be Prevented or Resolved If:
Concern with Self	The main concern of the persons involved in the conflict is themselves. Their perspectives will be narrow and their orientation short term.	Persons involved in the conflict broaden their perceptions.
Different Goals	Persons involved in the conflict perceive their goals as conflicting.	Persons involved in the conflict perceive their goals as complementary.
Resource Issues	Persons involved in the conflict perceive their resources as limited and fight over outcomes or resources.	Persons involved in the conflict perceive their resources as expandable. Therefore, energy may be spent on sharing time. Even if resources are not expandable, they can be perceived as sharable.
Power Issues	Persons involved in the conflict perceive their power as limited. This leads to lack of trust.	Persons involved in the conflict perceive power as sharable. This can lead to trust and an actual increase in power for all parties involved.
Different Ideologies	Ideologies are conflicting, stereotyping may result, and people will act out their "parts" rather than cooperating for the good of all.	Persons involved in the conflict accept that ideologies are varied and that people can work together in spite of differences.
Varied Norms	Persons involved in the conflict work toward uniform norms or standards of behavior.	Persons involved in the conflict realize that diverse norms often exist. Tolerance of the norms can keep differences from causing conflict.
Relationships	Persons involved in the conflict perceive that others should be dependent on them. This leads to conflicts of dominance & submission.	Persons involved in the conflict perceive relationships as interdependent. People are more likely to empathize and cooperate on solutions.

Adapted from Pareek, U. (1983). Preventing and Resolving Conflict. *1983 Annual for Facilitators, Trainers, and Consultants.* University Associates, CA.

MODULE 4: PROMOTING THE GROWTH AND DEVELOPMENT OF STAFF COMPETENCIES

- Supervisors will be able to describe the feelings and needs of staff and each stage of development and identify supervisory interventions to help staff master each stage and move on.
- Supervisors will be able to tailor how they teach staff based on their individual learning style.
- Supervisors will be able to create a sense of belonging for new staff and provide effective orientation activities.
- Supervisors will be able to implement strategies before, during, and after staff attend training to facilitate transfer and integration of knowledge and skills to the job.
- Supervisors will be able to identify staff learning and development needs and develop a training plan with staff to promote their growth and development.

Module 4: Promoting the Growth and Development of Staff
Agenda

Day 1

8:30-9:00	Welcome And Introductions
9:00 -10:45	Stages Of Staff Development
10:45-11:00	Break
11:00-11:45	New Worker Orientation
11:45-12:45	Lunch
12:45-1:45	New Worker Orientation (Cont.)
1:45-2:30	Understanding How Staff Learn
2:30-2:45	Break
2:45-4:00	Understanding How Staff Learn (Cont.)

Day 2

8:30-9:00	Understanding How Staff Learn (Cont.)
9:00-10:00	Transfer Of Learning
10:00-10:15	Break
10:15 -11:45	Assessing The Learning And Development Needs Of Staff
11:45-12:45	Lunch
12:45-2:30	Generational Aspects of management
2:30-2:45	Break
2:45-3:30	Generational Aspects of management (Cont.)
3:30 -4:00	Evaluation And Closure

WORKSHEET: THE HIGH ANXIETY STAGE

FEELINGS

- Confused
- Anxious
- Overwhelmed
- Inadequate
- Excited
- Enthusiastic
- Challenged

NEEDS

- Information
  - Agency
  - Programs/Services
  - Unit goals, legal mandates
  - Job tasks
  - Client population
- Opportunity to discuss feelings
- Normalize feelings
- Support and reassurance

WORKSHEET: MAKE IT OR BREAK IT STAGE

FEELINGS

- Some confidence
- Inadequate
- Anxious
- Comfort
- Belonging
- Ambivalence

NEEDS

- Information
  - Progress in their knowledge and skill development
  - Dynamics and needs of families and children
  - How to perform specific casework/support staff functions
- Practice new skills and making decisions.
- Feedback
- Assistance in identifying strengths and needs.

WORKSHEET: BASIC SKILLS

FEELINGS

- Confident
- Competent
- Satisfaction
- Dissatisfaction/disillusionment
- Frustration
- Commitment

NEEDS

- Develop specialized skills
- Feedback
- Recognition
- Increasing autonomy

Comment [cf1]: Inconsistent bullets and bullet size.

WORKSHEET: THE STAGE OF RELATIVE INDEPENDENCE

FEELINGS

- [ ] Competent
- [ ] Confident
- [ ] Independent
- [ ] Autonomous
- [ ] Frustration
- [ ] Disillusionment
- [ ] Stagnant and Bored
- [ ] Restricted
- [ ] Isolated

NEEDS

- [ ] Grow and develop professionally and personally
- [ ] Set personal and professional goals
- [ ] New stimulating/exciting challenges
- [ ] Recognition
- [ ] Feedback

SUPERVISORY INTERVENTIONS DURING THE HIGH ANXIETY STAGE*

ACCEPT AND MEET WORKER DEPENDENCY NEEDS

During this first phase, it is appropriate for workers to seek security and stability from you. You can be more directive than may be appropriate with more experienced workers. Expecting worker independence is premature. Frequent feedback for positive performance, as well as unconditional caring, is critical at this stage. Just as you accept the dependency needs of your workers, you should encourage them to accept the dependency needs of their clients.

PROVIDE THE FACTUAL TOOLS

First, you should ensure that workers clearly understand the expectations for performance in your unit. You should also provide workers with information regarding: agency mission, service/programs in the agency, your unit goals, values underlying the goals, legal mandates, policies, procedures, etc. Workers should be helped to understand how the goals, policies, procedures related to specific cases and worker intervention. Inexperienced workers need as much structure and specific instruction as they can be given at this stage.

ACCEPT WORKER FEELINGS OF CONFUSION AND INADEQUACY

The confusion and sense of inadequacy felt by new workers should be viewed as part of their development. If you help normalize these feelings and demonstrate they are acceptable to you, workers will come to accept them and view them as a natural part of personal and professional growth.

ENCOURAGE OPEN DISCUSSION OF FEELINGS

Undoubtedly, workers will experience anxiety over performance, their feelings toward clients, and client interactions; these must be elicited. You should encourage workers to express this anxiety and provide the necessary acceptance, support, and reassurance to enable workers to develop professionally. You need to complete this same process for all other feelings workers experience.

* Adapted from Salus, M., et al. Supervising Child Protective Workers. The User Manual Series. Washington DC: National Center On Child Abuse and Neglect, 1979 and Schmidt, D. "Supervision: A Sharing Process," Child Welfare. 41:7, July 1973. Washington DC: Child Welfare League of America.

Constructively Help Workers Identify Mistakes

New workers do not always know when they make mistakes. They have not developed sufficient knowledge and skills to identify gaps in performance. Therefore, you need to assist workers in identifying casework needs in a way that builds on worker strengths and identifies strategies for change.

Have Regular Conferences

Beginning with this stage, and continuing throughout the next two stages of worker development, you should expect to spend approximately two hours per week with each new worker in individual conferences. It is important to be available to new workers and assist them as needed. In addition, crises and emergencies will also require time and effort on the part of the supervisor.

Substitute For Workers Only In Cases Of Extreme Emergency

Workers develop a sense of confidence in their skills and knowledge by successfully handling issues that come up in their cases. They need to know that you will support them and be available to problem solve, etc. You should demonstrate confidence in your workers' ability to handle specific casework tasks.

Build Caseloads Slowly

If at all possible for the first two months, limit the number of cases a new worker must handle. Introduce cases slowing and use them as a tool to reinforce expectations, policies, procedures, and the casework process. This allows time for confidence building and reduces pressure.

Clarify Client Behaviors And Worker Behavior

Questions asked during supervisor-worker conferences should identify client responses to worker behavior. Conferences may also include clarification regarding the reasons for particular client responses. Focusing on both client and worker behaviors helps workers identify which of their interventions are successful and which need to be modified.

SUPERVISORY INTERVENTIONS DURING THE MAKE IT OR BREAK IT STAGE*

EXPECT AND ALLOW MISTAKES

Workers at this stage will begin experimenting with new behaviors when working with clients, and as a result, will experience a crisis of confidence if these attempts fail to meet their personal standards. Workers who are beginning to take risks and are pressing to learn will inevitably make mistakes. You should expect this and help workers accept it, and communicate an emphasis on learning from our mistakes. If you demonstrate a willingness to admit and accept your own mistakes, you will show your workers that making some mistakes is acceptable and should not be viewed as failure.

INTRODUCE PARTICIPATORY LEADERSHIP

You should assume that workers have most of the basic knowledge to perform child welfare functions. Your role is to draw out this knowledge. If necessary, alternatives which are not evident to workers may be presented.

HELP WORKERS ORGANIZE OBSERVATIONS AND IDEAS

At this stage, workers begin to identify patterns occurring across cases. Your role is to underscore these similarities and help workers synthesize them into principles of practice.

ANALYZE INTUITION WITHOUT STIFLING CREATIVITY AND SPONTANEITY

As workers gain confidence, they begin to act on hunches, common sense, and intuition. You should assist workers in validating their intuitions by helping them think through what led to the hunch.

HELP WORKERS FEEL A SENSE OF BELONGING TO THE UNIT

From the beginning of employment workers need to feel a sense of belonging to the unit. Integrating workers as valuable members of the unit is particularly important at this stage.

* Adapted from Salus, M., et al. Supervising Child Protective Workers. The User Manual Series. Washington DC: National Center On Child Abuse and Neglect, 1979 and Schmidt, D. "Supervision: A Sharing Process," Child Welfare. 41:7, July 1973. Washington DC: Child Welfare League of America.

SUPERVISORY INTERVENTIONS DURING THE STAGE OF BASIC SKILLS*

LISTEN CAREFULLY

Careful listening is your primary task in relating to workers at this stage of development. You may ask clarifying or informational questions, but your function at this point is to listen first and then to talk.

IDENTIFY WORKER RESISTANCE AND DISCUSS IT IN RELATION TO CLIENTS

While worker resistance may require some attention in earlier stages, it is at this third stage where you must be certain that any resistance is specifically addressed in supervisory conferences. When workers are reluctant to deal with certain clients or client behaviors, this reluctance should be addressed in terms of how it affects the worker-client relationship and as well the achievement of agency and program goals. As in the previous stage of development, attention should be directed to the way in which clients react to worker intervention and the worker should be assisted in using personal and professional strengths in overcoming barriers and resistance in the worker-client relationship.

HELP WORKERS IDENTIFY AND EXAMINE OPTIONS

While the supervisor may agree with the options or ideas presented by the worker, it is essential to open the worker to as many options as possible. This can be accomplished by allowing the worker to choose his/her original idea, if appropriate. This process will assist workers in identifying options for clients. This will also increase the worker's ability to work effectively with a variety of clients and cases.

PROVIDE FEEDBACK

Specific positive and negative feedback is essential at all stages of worker development. In the two previous stages, feedback takes a more developmental focus. At this stage, it is very important to measure worker performance against the expectations.

* Adapted from Salus, M., et al. Supervising Child Protective Workers. The User Manual Series. Washington DC: National Center On Child Abuse and Neglect, 1979 and Schmidt, D. "Supervision: A Sharing Process," Child Welfare. 41:7, July 1973. Washington DC: Child Welfare League of America.

SUPERVISORY INTERVENTIONS DURING THE STAGE OF RELATIVE INDEPENDENCE*

SERVE AS A CONSULTANT

At this point in their development workers are able to identify problems and options and are aware of their own supervisory needs. Therefore, holding supervisory conferences for one hour biweekly is appropriate. However, because of your administrative responsibilities and support, workers will always be subject to supervisory direction and feedback.

ASSIST WORKERS IN CLARIFYING THEIR OWN PROFESSIONAL DEVELOPMENT AND IN IDENTIFYING LEARNING NEEDS.

Workers need to continue to learn and grow. You must help workers identify resources and opportunities for continuing education and development.

PREPARE WORKERS FOR NEW ROLES

Unless workers continue to experience a challenge on the job they will grow stagnant and become bored. It is therefore important for you to encourage them to take on new and creative responsibilities as well as prepare them for new roles (e.g. supervision.)

* Adapted from Salus, M., et al. Supervising Child Protective Workers. The User Manual Series. Washington DC: National Center On Child Abuse and Neglect, 1979 and Schmidt, D. "Supervision: A Sharing Process," Child Welfare. 41:7, July 1973. Washington DC: Child Welfare League of America.

ORIENTATION OF NEW EMPLOYEES*

The goal of orientation is to capitalize on each new employee's enthusiasm and keep it alive once the work begins. When orientation is successful, a new employee will become a valued asset to the organization. An orientation program is designed to facilitate new workers fitting into their jobs, work groups, the organization, and even the community. So, orientation provides information about the employee's role in the agency and the agency's role in the community. This helps to reduce the anxiety that new staff experience, creates a sense of belonging to the unit and agency, and promotes the development of staff competence.

DEVELOP POSITIVE PERCEPTIONS

During orientation the employee develops perceptions about the organization, other employees, and you as a supervisor. New hires are naturally observant of the environment. They notice how well things are organized, whether a business-like atmosphere exists and whether it will be an enjoyable place to work. This initial opinion is hard to change. Everything that happens during the first few days will affect a new hire's perceptions.

The quality of the orientation is a reflection of the organization. During the first few days of employment, many new employees change their mind quickly without giving the organization the full benefit of their consideration. For example, the job seems different from the one they expected. These expectations are usually based on perceptions generated during the interview.

You can create positive perceptions by being organized and by having a planned orientation.

THE FIRST DAY ON THE JOB

Strive to make the first day a memorable one in a positive way. Get things started correctly. One mistake to avoid is to cram everything the new employee needs to know on the first day. You need to provide staff with enough time to assimilate the information. Remember that new employees are nervous the first day. This may make it difficult for them to remember everything if you try to cover too much information too soon.

* Adapted from Cadwell, C. (1998) *New Employee Orientation: A Practical Guide for Supervisors.* Los Altos, CA: Crisp Publications.

RATE YOUR OWN ORIENTATION*

Think back to when you started at your agency. Read each statement and circle either T (True) or F (False) as it relates to the orientation you received.

1.	I was made to feel welcome.	T F
2.	I was introduced to other members of my unit.	T F
3.	My boss paid attention to me and made me feel welcome.	T F
4.	Department benefits were explained to me during the first day.	T F
5.	My office/work space was set up for me.	
6.	There was a welcome banner/flowers or some welcoming demonstration.	T F
7.	I received a tour of the organization by a qualified person.	T F
8.	All the necessary paperwork and forms were available, and I received assistance in completing them properly.	T F
9.	I received a copy of relevant information, e.g. policy manual.	
10.	I learned about the mission, goals, values, and vision of the agency.	T F
11.	My boss reviewed my job description and expectations for performance with me.	T F
12.	I was invited to lunch the first day by my boss or key individual he/she selected.	T F
13.	I was provided with a tour of the agency.	T F
14	I met people from other units/programs.	
15.	I was given a specific task to complete along with instruction or training.	T F
16.	I was able to shadow/observe others doing the job before starting a task.	T F
17.	I was shown how to use all of the equipment (e.g. computer, phone system, copy machine, etc.)	T F
18.	All of the personnel stuff was explained to me (e.g. work hours, sick leave, annual leave, payroll, etc.)	T F
19.	I had lots of opportunities to ask questions.	T F
20.	At the end of the first week, I was beginning to fell like a member of the team.	T F

* Adapted from Cadwell, C. (1998) *New Employee Orientation: A Practical Guide for Supervisors.* Los Altos, CA: Crisp Publications.

INITIAL ORIENTATION ACTIVITIES*

- ***Assign a task.*** Many supervisors make the mistake of not involving new employees with some actual work the first day. Often, instead of being given some actual work, the new employee is given policy manuals to read which will acquaint them with the job.

- ***Have a breakfast meeting.*** This is a unique way to welcome a new employee. You can have the entire unit at the meeting and provide food.

- ***Take to lunch.*** Make every attempt the first day not to leave the new employee alone at lunch time. If you can't be present, then make sure someone is assigned to take the employee to lunch. Having coworkers come builds a feeling of teamwork.

- ***Provide an overview of the organization.*** Describe the mission, goals, values, and vision of the organization. This will help give the new employee a sense of identity with the organization.

- ***Tour of the workplace***. All areas and units the new employee needs to be familiar with should be covered in the tour.

- ***Complete paperwork.*** Sometime during the first day, the new employee should complete the necessary paperwork for payroll, health benefits, and other items.

- ***Job description and organizational chart.*** It is important for the new employee to understand the specific performance expectations (duties, tasks, activities, responsibilities, etc.) New staff should also understand how the employee's job helps to accomplish the goal of the unit/program. A copy of the organizational chart should be provided to explain how the work group fits into the total organizational structure. It should help the new person see at a glance where their job fits and what the working relationships are among the various departments/programs.

* Adapted from Cadwell, C. (1998) *New Employee Orientation: A Practical Guide for Supervisors.* Los Altos, CA: Crisp Publications.

THE ORIENTATION PROCESS

BELONGING	CONTENT	PROCESS

ORIENTATION: CASE STUDY

Ailene arrived for her first day of work at the Agency with expectations for a great first day. As she drove to work she envisioned a day full of learning about the organization, and the role she would play in helping others. She couldn't wait to get started.

Ailene's supervisor, Jean, met her at 8:00 am and brought Ailene a cup of coffee. Jean suggested they start the day with a tour of the office. Just as they were starting Jean got called away to handle an emergency. Jean took Ailene to Mark, another supervisor in the office. She asked Mark to take Ailene on a tour and said she would be back shortly to continue the orientation.

Mark was very busy and appeared annoyed at being interrupted. He agreed, however, to take Ailene on the office tour while Jean handled the emergency. Mark's tour lasted just 5 minutes and included several comments about how hard it was to get things done with all the interruptions.

Mark took Ailene to her unit and told her to wait there for Jean to return. There was one other member of her unit who seemed extremely busy. Ailene waited and waited. Finally, a 10:30 am Jean returned and told Ailene that there were problems and she probably wouldn't be available until noon. She handed Ailene the policy manual and suggested Ailene read though them until she returned. If she had any questions she was supposed to ask Mark.

1. What was positive about Ailene's orientation?

2. What impressions do you think Ailene had about the Agency?

3. What impression do you think Ailene had about her supervisor?

4. How could the situation have been avoided?

5. How can Jean recover from the problems of the morning?

BEFORE, DURING, AND AFTER PRACTICE SESSIONS WITH NEW WORKERS *

Designing effective practice opportunities for new workers is essential to the development of a solid foundation of knowledge and skills. The design of each practice session will be individualized for each worker based on his or her a) learning style, b) current level of knowledge and skill, and c) current feelings and needs.

Supervisors should do the following with the new worker prior to a practice session:

- Develop a strategic plan for the practice session
- Discuss with the new worker his or her feelings, strengths and anticipated trouble spots
- Refer to handouts or written material that may be helpful resources
- Clarify your expectations of the worker
- Define roles for each person who will be present during the practice session (co-interviewer, observer, lead interviewer)
- Role play possible problems with the worker

During the practice session:

- Fulfill the roles as defined in the preparation session
- Notice the worker's areas of success and needs for change, to share with the worker after the session

After the practice session:

- Encourage self-analysis
- Provide feedback
- Define next steps

EDUCATIONAL SUPERVISION: DEVELOPING SELF AWARENESS*

PRINCIPLES

- The worker's personality and behavior are significant determinants of what happens in the worker-client interaction, the worker's feelings, attitudes, and behavior need to be examined through educational supervision.
- The supervisor assists staff in developing greater self awareness, so the worker can act in a deliberate, disciplined, and consciously directed manner to be optimally helpful to the client.
- Worker's must be able to have free access to heir own feelings without guilt, embarrassment, or discomfort.
- Self awareness is also essential in child welfare because the social problems workers encounter can affect them personally. Greater self awareness helps workers think objectively and can prevent the workers reactions from contaminating the helping process.

PROCESS

- The focus is the professional activities. Only as the worker's behavior, feelings, and attitudes create some difficulty in the performance of tasks do they become the focus of concern in supervision.
- The focus must stay on the supervisee's work rather than their worth. The focus is on professional rather than personal growth.
- The focus must be on the client's situation and experience rather than the worker's situation and experience. The discussion is work-centered rather than worker centered. The focus is on what the worker did or failed to do rather than why he/she did it.

*Adapted from Kadushin, A. *Supervision in Casework.* NY: Columbia Press, 1976.

DEVELOPING NEW STAFF: CASE SCENARIO

SITUATION #1

Shanna is a worker who has been in your unit for six weeks. She is a recent MSW graduate. One of her field placements was in the local mental health clinic where she designed and co-facilitated a playgroup for children ages 7-10 who had experienced abuse. Shanna has observed several different workers, and you have been pleased with her feedback and assessments of the family/worker interaction.

Shana is most comfortable when in the field working with the four families assigned to her. She expresses and demonstrates great comfort with children and less knowledge about parenting and less comfort with adults. She describes herself as being "pro-child" and has expressed doubt that most parents who maltreat their children **can be** be rehabilitated in the 12 months required by the Adoption and Safe Children's Act.

Comment [cf2]: Perhaps this should be "can be" instead of "cannot be"?

You have assigned Shanna to work with the Gonzalez family, who are preparing for reunification. In three weeks the two children (Isabel and Ivan, ages 5 and 6 respectively) will be returning home to their single mother, Maria Gonzalez. The family's previous worker left the agency, though she had the opportunity to introduce Shanna to both children, to Ms. Gonzalez, and to the foster parents.

You and Shanna have reviewed the family's case plan together. Even with reunification as the plan, both of you are cautious. Ms. Gonzalez has a history of alcohol and drug use. The past three months she has been active in recovery after completing a six month in-patient treatment program. The visits have increased in quantity and duration for the past month and have been quite successful. Prior to the in-patient treatment, Ms. Gonzalez would frequently miss the scheduled visits. She regularly told the previous worker that she loved her children so much that she did not want them to see her if she was not at her best, which meant if she had not been using drugs. There were many missed visits which were very hard on the two children.

Today the plan is for an extended visit with both children and their mother. The foster mother will bring the children to the office and Ms. Gonzalez will meet her two children at the office.

The children arrive. Forty five minutes after the visit was scheduled, Ms. Gonzalez still has not shown up. The children become more and more upset. The foster mother says that she wants to take the kids home and "get them settled." She is very upset and says, "I've been through this before, and I can't stand to see these kids so upset. It will be days before they will settle down. I can't believe she did this to her kids again."

Shanna is confused and upset. She had heard that the mother had not shown up for visits in the past, but she thought all of that had changed. She thought, "the past month has been going so well…" She reluctantly talked to the children and told them she would find out where their mother is. The children's tears and sobs where very difficult for her to see. She turned to the foster mother and said she would be in contact.

Shanna shows up at your office visibly shaken. As she talks about the failed visit, she gets more and more angry with the mother.

The next day, Ms. Gonzalez calls the office to talk with Shanna. She is crying and says to Shanna, "I'm so sorry I missed the visit yesterday, something came up. I'm with my NA sponsor and we need to talk with you. Can we come to your office at 1:00?"

Shanna comes to your office and says to you, "I can't talk to that woman. I am so mad at her. I don't trust her and can't imagine ever working with her after what she did to those kids yesterday."

1. What are the overarching supervisory goals in this situation?

2. What issues do you need to address with Shanna in order for her to have a successful interview with the mother?

3. How will you address these issues with Shanna?

PRINCIPLES OF ADULT LEARNING*

- ***Adults bring life experiences to the learning situation.*** New staff will learn best when they can connect past experience to new knowledge.

- ***Adults learn best when independence is supported.*** Being a learner casts someone in a more dependent role. This may create some discomfort for the individual. The supervisor's must encourage independence and treat the worker as an adult.

- ***Adult learning tends to be problem-centered rather than subject centered, and practical rather than theoretical.*** People on the job want to learn things they can use. So, the supervisor needs to relate learning to the specific duties of the worker.

- ***People learn best when anxiety is moderately low.*** New staff are anxious. The supervisor needs to help workers manage their anxiety by helping them experience success and by reducing challenges when the worker feels overwhelmed.

- ***People learn best when they build on their current level of understanding and ability.*** Supervisors must meet workers on their own level so they can feel confident, make connections, and progress to even higher levels of understanding.

- ***People learn best when demands and expectations are clear.*** When staff are clear about expectations for the job as well as the learning process, they can devote their energy to learning.

- ***Learning is more effective when it is a conscious process.*** Staff bring with them qualities/characteristics and skills to do the job. It is critical for the supervisor to help the worker identify and name what he/she is doing well and how it connects to job tasks/responsibilities.

*Blume, W. (1998) *Building Supervisory Skills.* Washington, DC: Child Welfare League of America.

THE PROCESS FOR SKILL DEVELOPMENT

INFORMATION

↓

MODEL

↓

PRACTICE

↓

FEEDBACK

LEARNING STYLE STRENGTHS AND LIABILITIES

DIVERGER STRENGTHS

- People person—interested in people—understanding people
- Feeling oriented—sensitive to others feelings
- Sensitive to values
- Listens with an open mind
- Imagination/creativity
- Gathering information
- Listens with an open mind
- Imagining the implications of ambiguous situations
- Solves problems through identifying possible problems and opportunities/strategies that exist in reality

DIVERGER LIABILITIES

- Mired/paralyzed by alternatives
- Indecisiveness
- Needs deadlines

ASSIMILATOR STRENGTHS

- Assimilate disparate observations into an integrated, rational explanation
- Inductive reasoning, creation of conceptual models
- Testing theories and ideas
- Analyzing quantitative data
- Goal setter and systematic planner
- Organizing information
- Systematic approach to problems, identifying alternative solutions
- Able to learn from one's mistakes

ASSIMILATOR LIABILITIES

- Difficulty in developing practical and applied solutions
- May create things that look good on paper, but not work in reality
- Needs deadlines

CONVERGER STRENGTHS

- Ability to solve problems and make decisions
- Deductive reasoning to arrive at single best solution to a problem
- Able to focus

- Creates new ways of thinking and doing
- Experiments with new ideas
- Sets goals
- Breaks down problems into their component parts, analyzes them, evaluations solution consequences and options.

Converger Liabilities

- Hasty decision-making
- Erroneous definition of a problem
- Solves wrong problem

Accommodator Strengths

- Able to adapt to changing situations/circumstances
- Carrying out plans/tasks
- Likes to get involved in new experiences
- Likes influencing others and leadership opportunities
- Being personally involved
- Dealing with people
- Risk taker
- Commits self to objectives

Accommodator Liabilities

- Tendency to engage in activity, just for the sake of being active
- Meaningless activity
- Trivial improvements
- May seem as impatient or pushy

LEARNING STYLES: TAILORING LEARNING

1. How do you characterize the way you learn?

2. What do you think are your greatest strengths?

3. What are your areas of need?

4. What kind of learning situations help you learn best?

5. What makes it difficult for you to learn?

6. What can the trainer or other participants do to make this the best learning experience for you?

TRANSFER OF LEARNING*

Three people influence whether staff apply what they learned in training to the job -- the trainee, the supervisor, and the trainer. Each can facilitate the use of knowledge and skills on the job or can discourage it. Each has an impact on the transfer of learning before, during, and after training.

In the matrix below these three people are shown in relationship to the three periods of time which affect the transfer of learning to actual job situations. There are nine squares in the matrix, each representing a period of possible influence. Please rank these points of influence from 1 to 9, using each of the numbers only once. Remember that 1 indicates "most influential" to 9 indicates "not as influential."

	Before	During	After
Trainee			
Supervisor			
Trainer			

*Broad, M.L. and Newstrom, J. W. *Transfer of Training: Action-Packed Strategies to Ensure High Payoff from Training Investments.* MA: Perseus Books, 1992.

SUPERVISOR'S ROLE IN TRANSFER OF LEARNING*

Since the trainer has little control over the work environment the responsibility of training transfer lies primarily with the supervisor.

- Pre-training discussion with supervisor. Discussions should include: potential benefits, expectations, and pre-training goals. Development of a learning plan prior to attending training, including what learning is desired and expected along with how the new knowledge and skills will be used on the job.
- Involve workers in the decision regarding what training they need. Allow them to select the training, where it is offered and when, to attend influence transfer.
- Subsequent reinforcement by the supervisor. Discussions after the training should focus on what the worker learned, how they will apply it and post-training goals.
- The value the employee places on training is strongly influenced by the attitude of the supervisor. If a worker perceives apathy toward the training, he/she is unlikely to see the relevance or utility on the job. Employees whose supervisors were not supportive of training had difficulty maintaining their new behaviors (behaviors typically eroded within six months.)
- Supervisors can establish a climate where workers ask each other about training and how it might help everyone enhance their practice. A unit with a passion for learning, linked to improvement, will enhance transfer.
- Creating opportunities for practice are critical, New techniques cannot become part of a worker's repertoire without time to try them out, to evaluate how they worked and refine the skill. Supervisors can ask workers to apply the technique to a particular case and discuss how it worked.
- Supervisors need to create an environment that includes feedback on the work in ways that help workers grow and develop. This makes workers feel more in control.

Comment [d3]: Large page break here which didn't make sense. Just put the two pages together.

*Gregoire, T.K., Propp, J, and Poertner, J. "The Supervisor's Role in the Transfer of Training. *Administration in Casework. Vol. 22(1) 1998.*

DRIVING AND RESTRAINING FORCES AFFECTING TRANSFER OF LEARNING*

RESTRAINING FORCES BEFORE TRAINING

- ☐ Trainee hears negative messages about the training before attending. (E.g. the training is terrible. You won't be able to use it on the job.)
- ☐ Trainee thinks training is a vacation away from the job. Trainee does not come prepared to learn.
- ☐ Trainee does not have a choice in attending the training session. Trainee is signed up by the training department. The supervisor is not involved in the decision either.
- ☐ Trainee does not see the connection between training and increasing work effectiveness with clients.
- ☐ Trainee is the only one from his/her unit sent for training.
- ☐ No one from the supervisory or administrative level has ever attended the training.
- ☐ Supervisor notifies trainee about workshop 1 hour before the training begins.
- ☐ Training is developed by the training department without involvement from line or supervisory staff. The training is a special interest to the administrator.

DRIVING FORCES BEFORE TRAINING

- ☐ Training developed with input from all levels of staff (line, supervisory, administrative, etc.)
- ☐ Accurate needs assessment is performed (right trainee to the right training at the right time.)
- ☐ Supervisor meets with trainee before the workshop to discuss training expectations.

*Curry, D., Caplan, P. And Knuppel, J. *Transfer of Training and Adult Learning (TOTAL)*
1.

Comment [cf4]: Should this number be here?

- Supervisor engages the trainee before the workshop to think about level of self competence pertaining to upcoming training.

Comment [cf5]: Bullet type changes. Should this be the same as above?

- Importance of training to job effectiveness and subsequent promotions is conveyed to all newly hired staff.
- Work unit goes as a team to training prepared to bring back new ideas to the unit.
- Trainee makes a plan with the supervisor and co-workers to cover cases while in training.
- Trainer meets before training with line workers, supervisors, and administrators to help make the training as relevant as possible.

RESTRAINING FORCES DURING TRAINING

- Due to "emergencies" the supervisor interrupts the training session to conference with workers.
- Trainer inflexibility adheres to the workshop agenda without adjusting to specific case examples generated by the trainees.
- Several workers are disruptive during the training.
- Trainer is not able to relate personal expertise to child welfare practice.

DRIVING FORCES DURING TRAINING

- Trainer points out the relationship of training to the agency mission.
- Trainees come to the workshop with specific cases/situations in mind.
- Trainer uses techniques to facilitate retention (relating information to what the workers already know, multimedia, observation, practice attention getting techniques, etc.
- Trainer stresses the importance of transfer at the beginning, middle, and end of the training.
- Trainer involves the workers and their supervisors in the action planning process.

- ☐ Trainer helps trainees identify barriers and facilitative forces to their action plans.
- ☐ Trainer provides tools (handouts, visual aides, reminder cards) that trainees can take with them to the job (office, car, home.)
- ☐ Trainer brings the work environment into the training (e.g. uses actual cases of workers, uses agency and state forms, brings in a client willing to be interviewed.)
- ☐ Trainer periodically stops the training and asks trainees to think about how they will use the information discussed up to this point. Trainer asks trainees to "cognitively rehearse" the application of new skills in the work environment.

RESTRAINING FORCES AFTER TRAINING

- ☐ Trainees try out new ideas but are not very successful with the first two clients. One client cusses at the trainee and calls the agency administrator to complain.
- ☐ After the workshop other workers convey to the trainee "if you want to survive in this business you had better forget about what you just learned; there is not time for it."
- ☐ After the training, the worker is reassigned to a position where the training is not emphasized.

DRIVING FORCES AFTER TRAINING

- ☐ Training personnel send a reminder notice about action plan to trainees, 1 week after the training.
- ☐ Training personnel send a transfer summary to trainees after the workshop to assess their transfer efforts.
- ☐ Supervisor meets with worker within a week after the training to review their action plan.
- ☐ Supervisor and worker make a plan of implementation for the action plan, which includes ongoing review of the action plan by the worker and supervisor.
- ☐ Worker formally provides an overview of the training for other staff in a unit meeting during the next unit meeting.

- ☐ Supervisor arranges for worker to shadow another worker who has previously attended the training in an effort to observe implementation of workshop ideas.

- ☐ Trainee attends a "booster shot" review session of the training workshop 1 month after the workshop.

- ☐ Worker attends an alumni meeting of previous workshop graduates who discuss applications of the training.

- ☐ Agency provides a small bonus to workers who successfully complete the training and attend a "booster shot review and application session."

- ☐ Training personnel publish the names and stories of trainees who apply the training to the job.

- ☐ Supervisor provides immediate and intermittent reinforcement and support worker transfer efforts after the workshop.

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ASSESSING STAFF NEEDS

LEARNING NEEDS ----> Knowledge and Skill Gaps or Deficits

DEVELOPMENT NEEDS ----> Attitudes & Beliefs, Personal Qualities, Personal Issues, Cultural Competence

PERSONAL QUALITIES LINKED TO LONG-TERM SUCCESS ON THE JOB*

	Strength	Need
1. ***Interpersonal Skills:*** Is able to Recognize and acknowledge others feelings. Is able to demonstrate empathy, respect, and genuineness. Is able to show respect. Is able to express ideas and feelings effectively. Is able to use active listening skills.		
2. ***Self awareness/confidence:*** Is aware of own strengths and limitations. Is aware of personal style, values, and background. Is able to maintain composure under stress. Understands how others perceive him/her. Acknowledges importance of emotional health. Is decisive in ambiguous and chaotic situations.		
3. ***Analytic Thinking:*** Good information gathering skills. Able to synthesize information. Able to generalize. Able to look beyond superficial explanations. Able to understand conceptual frameworks.		
4. ***Flexibility:*** Able to adapt styles and shift gears. Good coping skills. Open to new information. Is able to redirect activities. Copes with positive or negative outcomes of cases.		
5. ***Observational Skills:*** Able to observe and identify key elements in situations. Able to recognize inconsistencies in information or behavior. Able to fit pieces of information into a coherent whole. Able to accurately observe and provide factual descriptions.		
6. ***Job Commitment/Child Welfare Values:*** Energy, enthusiasm, genuine interest in the job, values and beliefs about protecting children and helping families. Sense of responsibility, self-motivation, perseverance, and positive attitude.		

*Bernotavicz, F. and Locke, A. *Hiring Child Welfare Caseworkers: Using a Competency-Based Approach.* ME: University of Southern Maine, Edmund S. Muskie School of Public Service.

	Strength	Need
7. ***Communication Skills:*** Open and clear communication. Able to write clearly and succinctly. Creates opportunity for open communication. Uses a variety of questions and techniques to elicit information. Shows evidence of attentive listening.		
8. ***Results Orientation:*** Able to assess situation/ prioritize, able to manage time, persistent in seeing problems through to their conclusion, thorough, and able to complete tasks on time. Keeps providers, clients and self directed toward objectives. Acts quickly to solve problems.		
9. ***Technical Knowledge:*** Possess core knowledge necessary for job -- knowledge of human behavior, child development, family systems, etc.		
10. ***Cultural Competence:*** Awareness of own beliefs, attitudes, biases. Knowledge of other cultural backgrounds. Willingness to learn others experiences. Able to be open and objective.		
11. ***Strategic thinking.*** Understands long-term perspective while working on immediate problems. Ensures continuity by focusing on long-term goal through each step of the process. Understands what has to be done at each step of process, prepares in advance for situations. Able to anticipate what is needed. Can weigh pros and cons. Is able to tailor strategies to the individual needs of clients.		
12. ***Persuasiveness.*** Influences other by appealing to sense of values, morals. Is able to use sound logic. Provides convincing arguments. Is able to inform people of negative and positive consequences of actions. Assists people in understanding others points of views. Structures situations to influence others attitudes.		
13. ***Self growth/development.*** Keeps up with current knowledge in field. Solicits feedback. Recognizes needed changes and integrates into performance. Reflects on experience. Seeks to develop new areas of expertise.		
14. ***Collaboration.*** Understands and appreciates different views and perspectives of individuals and systems. Participates in work groups. Supports coworkers. Identifies available resources.		

CHILD PROTECTIVE INVESTIGATION

INSTRUCTIONS

The following are competencies a worker must possess in each of the program areas to successfully fulfill their role. To assess worker's strengths and gaps in knowledge and skills you and the worker can rate their level of competence for each area. The ratings are: ***none (0); basic (1); intermediate (2); advanced (3).*** This rating process will help you determine areas of strength and areas of need and can lead to the development of an orientation or learning/training plan with staff.

1. The worker is able to gather comprehensive information from the reporter.

2. The worker is able to determine if the report meets the agency guidelines for abuse or neglect.

3. The worker is able to assess the risk to the child in order to determine the immediacy of the response.

4. The worker is able to determine whether law enforcement, etc. should be involved in the investigation.

5. The worker is able to develop rapport with the child and family and engage them in the process of the investigation.

6. The worker is able to gather comprehensive information from the alleged victim, siblings, non-alleged maltreating parent (if appropriate), alleged maltreating parent, and other sources who may have information about the child and family.

7. The worker is able to analyze the information to determine whether abuse/neglect occurred.

8. The worker is able to assess the level and nature of risk to the child.

9. The worker is able to determine whether the child is safe.

10. The worker is able to develop a safety plan with the family that assures the child's protection in the least intrusive manner possible.

11. The worker is able to determine the need for immediate and initial services for the child and family.

13. The worker is able to engage the child and family in planning for and participating in initial services.

14. The worker is able to set short term goals and activities with the family that can be accomplished, monitored and evaluated within the specified time frame.

15 The worker is able to intervene effectively in crisis situations.

16. The worker is able to use the court to protect children.

17. The worker is able to write reports/documents that are thorough, but succinct, present all the relevant facts, and are grammatically correct.

INHOME SERVICES

INSTRUCTIONS

The following are competencies a worker must possess in each of the program areas to successfully fulfill their role. To assess worker's strengths and gaps in knowledge and skills you and the worker can rate their level of competence for each area. The ratings are: ***none (0); basic (1); intermediate (2); advanced (3).*** This rating process will help you determine areas of strength and areas of need and can lead to the development of an orientation or learning/training plan with staff.

1. The worker is able to establish rapport and a helping relationship with the client.

2. The worker is able to gather comprehensive/ecological information from and about the child and the family.

3. The worker is able to identify the strengths in the family that will provide the foundation for change.

4. The worker is able to analyze the information to determine the behaviors/conditions causing or contributing to the risk of maltreatment (underlying conditions).

5. The worker is able to determine what must change for the risk of maltreatment to be reduced.

6. The worker is able to elicit the family's perception of the problems.

7. The worker is able to develop an effective case plan, with the family that builds on their strengths and addresses the behaviors/conditions causing or contributing to the risk of maltreatment (underlying conditions).

8. The worker is able to determine the services/interventions needed to help the family reduce/eliminate the risk of maltreatment.

9. The worker is able to determine the services/interventions needed to assure the well being of the child(ren)

10. The worker is able to assess the level and nature of risk to the child.

11. The worker is able to determine whether the child is safe in the home.

12. The worker is able to determine the interventions that can assure the child's protection (in the home if at all possible.)

13. The worker is able to coordinate the services provided to the family.

14. The worker is able to provide parent education to parents.

15. The worker is able to help the parents learn family life skills.

16. The worker is able to provide counseling to parents.

17. The worker is able to intervene effectively in crisis situations.

18. The worker is able to evaluate progress in achieving goals and tasks in the case plan.

19. The worker is able to determine whether risk has been eliminated or reduced sufficiently to close the case.

19. The worker is able to use the court to protect children.

20. The worker is able to write reports/documents that are thorough, but succinct, present all the relevant facts, and are grammatically correct.

PERMANENCY SERVICES

INSTRUCTIONS

The following are competencies a worker must possess in each of the program areas to successfully fulfill their role. To assess worker's strengths and gaps in knowledge and skills you and the worker can rate their level of competence for each area. The ratings are: ***none (0); basic (1); intermediate (2); advanced (3).*** This rating process will help you determine areas of strength and areas of need and can lead to the development of an orientation or learning/training plan with staff.

1. The worker is able to establish rapport and a helping relationship with the child and family.

2. The worker is able to gather comprehensive information from and about the child and the family.

3. The worker is able to analyze the information to determine behaviors/conditions causing or contributing to the risk of maltreatment (underlying conditions).

4. The worker is able to determine what must change for the risk of maltreatment to be reduced.

5. The worker is able to determine the effects of abuse and neglect on the child.

6. The worker is able to select a foster care provider that can best meet the needs of the child and assure that the child will grow and develop normally.

7. The worker is able to develop a visitation plan that maintains the connection between the child and family and promotes a positive parent-child relationship.

8. The worker is able to develop an effective case plan, with the family, that builds on their strengths and address all of the addresses the behaviors/conditions causing or contributing to the risk of maltreatment (underlying conditions).

9. The worker is able to determine the services/interventions needed to help the family reduce/eliminate the risk of maltreatment.

10. The worker is able to determine the services/interventions needed to assure the well being of the child(ren)

11. The worker is able to coordinate the services provided to the family.

12. The worker is able to help the child and family work through grief and loss.

13. The worker is able to deal with issues of identity with the child.

14. The worker is able to prepare the child, foster family, and the birth family for the placement.

15. The worker is able to work as a team member, with the foster parents, the birth parents, and other service providers.

16. The worker is able to provide support and assistance to foster parents to help in their care of children.

17. The worker is able to evaluate progress toward achievement of goals and activities in the case plan.

18. The worker is able to determine whether risk has been eliminated or reduced sufficiently to decide whether it is safe to return a child home or move to another permanent alternative.

19. The worker is able to develop a concurrent permanency plan.

20. The worker is able to use the court to protect children and assure that a permanent alternative is achieved in the shortest time possible.

21. The worker is able to write reports/documents that are thorough, but succinct, present all the relevant facts, and are grammatically correct.

ADOPTION

INSTRUCTIONS

The following are competencies a worker must possess in each of the program areas to successfully fulfill their role. To assess worker's strengths and gaps in knowledge and skills you and the worker can rate their level of competence for each area. The ratings are: ***none (0); basic (1); intermediate (2); advanced (3).*** This rating process will help you determine areas of strength and areas of need and can lead to the development of an orientation or learning/training plan with staff.

1. The worker is able to gather comprehensive information from and about the child.

2. The worker is able to analyze the information to determine the child's strengths and special needs.

3. The worker is able to match children with an adoptive family that can and is prepared to meet the children's needs and assure their protection.

4. The worker is able to help the child understand their identity and work through the grief/loss of the birth family and foster family (if appropriate.)

5. The worker is able to prepare the child and the adoptive family for the placement.

6. The worker is able to determine the services needed to support the adoptive family, to prevent adoption disruption.

7. The worker is able to determine the services/interventions to address the special needs of the child.

8. The worker is able to use effective recruitment techniques to recruit prospective adoptive families.

9. The worker is able to evaluate and screen prospective adoptive families.

10. The worker is able to work as a team member, with the foster parents, foster care staff, etc.

11. The worker is able to use the court effectively to secure a termination of parental rights and to finalize adoptions.

12. The worker is able to write reports/documents that are thorough, but succinct, present all the relevant facts, and are grammatically correct.

RECRUITMENT/LICENSING

INSTRUCTIONS

The following are competencies a worker must possess in each of the program areas to successfully fulfill their role. To assess worker's strengths and gaps in knowledge and skills you and the worker can rate their level of competence for each area. The ratings are: ***none (0); basic (1); intermediate (2); advanced (3).*** This rating process will help you determine areas of strength and areas of need and can lead to the development of an orientation or learning/training plan with staff.

1. The worker is able to gather sufficient information from prospective foster and adoptive families to conduct initial screening.

2. The worker is able to provide orientation and pre-service training for all foster and adoptive home applicants.

3. The worker is able to analyze all of the information from and about the prospective foster and adoptive families and determine if they are appropriate.

4. The worker is able to select families that can meet the specific needs of children in foster or adoptive care.

5. The worker is able to provide support, encouragement, feedback, and recognition to foster parents.

6. The worker is able to evaluate the ability of the foster parents to meet the needs of the children in their care and assure their safety.

7. The worker is able to develop effective recruitment campaigns and strategies to recruit foster and adoptive parents.

8. The worker is able to write reports/documents that are thorough, but succinct, present all the relevant facts, and are grammatically correct.

PLAN TO ADDRESS LEARNING/ DEVELOPMENTAL NEEDS

AREAS NEEDING IMPROVEMENT

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

PLAN

Select one area of need and develop strategies for addressing that need.

Strategies

1. ____________________

2. ____________________

3. ____________________

4. ____________________

BABY BOOMER GENERATION

There is some disagreement as to the exact beginning and end dates of the baby boom, but the range most commonly accepted is as starting in 1946 and ending in 1964.The problem with this definition is that this period may be too long for a cultural generation, even though it covers a time of increased births. If the gross number of births were the indicator, births began to decline from the peak in 1957 (4,300,000) but fluctuated or did not decline by much more than 40,000 (1959-1960) to 60,000 (1962-1963) until a sharp decline from 1964 (4,027,490) to 1965 (3,760,358). This makes 1964 a good year to mark the end of the baby boom in the U.S.

In his book *Boomer Nation*, Steve Gillon states that the baby boom began in 1946 and ends in 1964, but he breaks Baby Boomers into two groups: Boomers, born between 1945 and 1957; and Shadow Boomers born between 1958 and 1964. Further, in *Marketing to Leading-Edge Baby Boomers*, author Brent Green defines Leading-Edge Boomers as those born between 1946 and 1955. This group is a self-defining generational cohort or unit because its members all reached their late teen years during the height of the Vietnam War era, the defining historical event of this coming-of-age period. Green describes the second half of the demographic baby boom, born from the mid-1950s through the mid-1960s as either Trailing-Edge Boomers or Generation Jones. In some cases the term Shadow Boomer is incorrectly applied to the children of the Baby Boomers; this group is more accurately referred to as Echo Boomers.

William Strauss and Neil Howe, in their book *Generations*, include those conceived by soldiers on leave during the war, putting the generation's birth years at 1943 to 1960. Howe and Strauss argue that people born between 1961 and 1964 have political and cultural patterns very different from those born between 1955 and 1960 and fit into what those writers term the Thirteenth Generation or Generation X (also known as the Cold War generation) born between 1961 and 1981. The definition of boomers as born from 1943-1960 has become more accepted as the influence of Strauss and Howe has grown. There are others who put the dates at 1946 to 1963, because of the number of significant "Gen-X" figures born in 1964. There were over 79 million babies born during that generation.

It can be argued that the defining event of early Baby Boomers was the Vietnam War and the protest over the draft that ended in 1973. Since anyone born after 1955 was not subject to the draft, this argues for a ten-year range of 1946 to 1955 as defining the baby boomers. . This would mean that those born in the years 1956 to 1965 would be Generation X and in the late 1980s would have been called "twenty somethings". The cultural disaffinities of those born after 1957 (thereby missing the draft and being too young to be part of the 1960s) could be captured by the Gen X of Douglas Coupland in his book Generation X: Tales for an Accelerated Culture, the term "X" has itself been transformed to cover a later cohort.

Further complicating the definition of the baby boomer generation is the new Generation Jones which has been defined as 1954-1965. This definition was created because of the vastly different experiences of the children born during the nineteen years traditionally defined as the baby boom.

CHARACTERISTICS

Size and economic impact

There is little debate that the 76 million American children born between 1945 and 1964 represent a cohort that is significant on account of its size. Boomers account for about 39% of Americans over the age of 18 and 29% of the total population. In 2004, the UK baby boomers held 80% of the UK's wealth and bought 80% of all top of the range cars, 80% of cruises and 50% of skincare products.

Comment [cf7]: Link doesn't load.

In addition to the size of the group, Steve Gillon has suggested that one thing that sets the baby boomers apart from other generational groups is the fact that "almost from the time they were conceived, Boomers were dissected, analyzed, and pitched to by modern marketers, who reinforced a sense of generational distinctiveness." "Population: Babies Mean Business" The effect of the baby boom continued to be analyzed and exploited throughout the 1950s and 60s.
Cultural identity

The baby boomers were the first group to be raised on television, and television has been identified as "the institution that solidified the sense of generational identity more than any other." Starting in the 1940s, people in diverse geographic locations could watch the same shows, listen to the same news, laugh at the same jokes. Television showed idealized family settings such as Father Knows Best and Leave it to Beaver. Later the boomers watched scenes from the Vietnam War, and the assassinations of John F. Kennedy, Martin Luther King, Jr., and Robert F. Kennedy.

The boomers found that their music was another expression of their generational identity. Rock and roll drove their parents crazy. Transistor radios were personal devices that allowed teenagers to listen to The Beatles and The Motown Sound. The Who summed it up in their song My Generation.

In 1993, Time magazine reported on the religious affiliations of baby boomers. Citing Wade Clark Roof, a sociologist at the University of California at Santa Barbara, the articles stated that about 42% of baby boomers were dropouts from formal religion, a third had never strayed from church, and one-fourth of boomers were returning to religious practice. The boomers returning to religion has shown were "usually less tied to tradition and less dependable as church members than the loyalists. They are also more liberal, which deepens rifts over issues like abortion and homosexuality."

It is jokingly said that, whatever year they were born, **boomers** were coming of age at the same time across the world; so that Britain was undergoing Beatlemania (which in fact occurred before the peak of the British baby boom in 1966) while people in the United States were driving over to Woodstock, organizing against the Vietnam War, or fighting and dying in the same war; boomers in Italy were dressing in mod clothes and "buying the world a Coke"; boomers in India were seeking new philosophical discoveries; American boomers in Canada had just found a new home after escaping the draft south of the border; Canadian Boomers were organizing support for Pierre Trudeau; and boomers in Mexico were discovering new hallucinogenic drugs and rediscovering old ones. It is precisely these experiences why many believe that trailing boomers (those born in the 1960s) belong to another cohort, as events that defined their coming of age have nothing in common with leading or core boomers.

IMPACT ON HISTORY AND CULTURE

One of the contributions made by the Boomer generation appears to be the expansion of individual freedom. Boomers were leaders in the civil rights movement, the feminist cause in the 1970s, gay rights, handicapped rights, and the right to privacy.

Baby boomers presently make up the lion's share of the political, cultural, industrial, and academic leadership class in the United States. Bill Clinton and George W. Bush, born within sixty days of each other in mid-1946, are the first and second Baby Boomer presidents, and their careers in office illustrate the wide, often diverging, spectrum of values and attitudes espoused by this largest American generational group to date. To date, baby boomers also have the highest median household incomes in the United States.

Who are the Baby Boomers?

The easiest description of the Baby Boomer generation is that it comprises people who were born in the United States between 1946 and 1964. However, they are often broken down into two distinct groups: Those born between 1946 and 1954 (often called Leading-edge Boomers), and those born between 1955 and 1964 (often called Shadow Boomers, or Generation Jones).

The single, defining historical event of the Baby Boomer Generation was the Vietnam War. Since Shadow Boomers born after 1955 were not eligible for the draft, they had a much different experience than the Leading-edge Boomers, creating a generation gap in the middle of a single generation. In 1985, Howard Schuman and Jacqueline Scott asked people "What world events over the past 50 years were especially important to you?" The answers for the two groups of Boomers were very different. Leading-edge Boomers mentioned the assassinations of JFK, Robert Kennedy, and Martin Luther King; man walking on the moon; the Vietnam War; sexual freedom; the civil rights movement; and protests and riots. The Shadow Boomers, on the other hand, mentioned Watergate, Nixon's resignation, the Cold War, the oil embargo, massive inflation and gasoline shortages.

All differences aside, there is one thing that culturally unites the Boomers like no other: television. The Baby Boomers were the first generation raised on TV. They could share cultural events and milestones with everyone in their age group, no matter where they were geographically. They all watched "Bonanza" or "Leave it to Beaver," and saw the Vietnam War in their living rooms while they were coming of age. These shared moments helped craft a generational bond like no generation before them.

Another cultural element that separated Boomers from their parents was Rock and Roll. Artists like Elvis Presley, Little Richard, Buddy Holly, and later Bob Dylan, The Beatles, The Rolling Stones and The Who took over the airwaves and gave the Boomers a generational identity.

That identity is, in many ways, deeply skeptical. Boomers in their 20s coined the famous phrase "Don't trust anyone over 30" at the height of the Vietnam War. The events of Nixon and Watergate cemented the skepticism of authority. Instead, Baby Boomers put their trust in themselves. They have been called the "Me Generation" because they were the first generation to take a breather between childhood and adulthood and explore being young. They got married later, had kids later and spent lavishly on themselves.

Conversely, they are also one of the most active and selfless generations ever. Their continual fight against injustice created the women's movement, the civil rights movement, Vietnam War protests and much more.

WHAT IS THE BABY BOOM GENERATION?

The term "Baby Boom" is used to identify a massive increase in births following World War II. Baby boomers are those people born worldwide between 1946 and 1964, the time frame most commonly used to define them. In 2005, that would have made them between 41 and 59 years old. There are about 76 million boomers in the U.S., representing about 29 percent of the population. In Canada, they are known as "Boomies;" six million reside there. In Britain, the boomer generation is known as "the bulge."

THE FORTIES

How it got started. World War II ended in 1945. Most members of the armed forces came home en masse, numbering in the millions. To integrate millions of young veterans into the American economy, the 78th Congress passed the GI Bill of Rights on June 22, 1944. It was the most far-reaching item of veterans legislation passed in the nation's history. VA loans for homes and farms were made available to GIs at low interest rates, and low or no down payment. In addition, the GI Bill made higher education a reachable goal with low-interest loans.

Preceding the war was the era of the Great Depression and the Dust Bowl. Children of that era were a generation hardened by poverty; millions were deprived of the security of a home and job. Then they fought the greatest war in human history, World War II.

The American Dream. A pent-up demand for achieving the American Dream was partly satisfied by the GI Bill. Reconnecting with families and loved ones, a large portion of returning GIs, backed by the GI Bill, married and started families, went back to school and bought their first homes. Jobs, especially in the northeast and on the coasts, were plentiful. In 1947, the GI Bill helped more than a million veterans to enroll in college. More than half the nation's World War II veterans, or 7,800,000 men and women, availed themselves of the GI Bill's provisions.

The move to the suburbs. With veterans benefits, including VA loans, the 20-somethings found suitable housing in the new tracts sprawling on the outskirts of America's cities. Documentaries on the topic indicate that the postwar suburban housing boom began in a suburban "planned community" called "Levittown,"* in New York and Pennsylvania. In fact, large-scale, planned communities and housing tracts were being built on the outskirts of all major American cities, especially in California.

It was common that the young wives of virtually entire suburban neighborhoods were pregnant at the same time. In short order, new schools had to be built. Farm and ranch land became seas of similar-looking homes without town centers, jobs, or city amenities. Eventually, many isolated suburban tracts, numbering in thousands of homes, did become legal communities, albeit on a different model from traditional communities with a core downtown business center. Interspersed throughout those new communities were "strip malls," businesses lined up in a row along roadsides, usually in common and architecturally uninspired buildings fronted by a large parking lot with little or no greenery.

Malls began to offer basic commodities, then became prime community meeting places, especially for the younger crowd. The famous quote, "There's no there there," uttered by Gertrude Stein about her birthplace, Oakland, California (a suburb of San Francisco), applies to most of America's suburbs — seemingly isolated, cultureless, boring tracts of sameness. Suburbs were relatively safe, and suitable for children, perhaps, but a breeding ground for discontentment and mischief among teenagers.

THE FIFTIES

Years of innocence. The 1950s were, in some ways, years of innocence. The Saturday movie matinee was only 35 cents on the West Coast. The drive-in theater became part of the young-family social scene, primarily owing to cheap tickets. The main movie genres were established: melodramas, westerns, horror films, comedies, and action-adventure films. Musicals and science fiction movies were popular by the 1950s. Westerns were especially popular with families, and many were created specifically for adolescents. Popular kid shows most often followed a serial format, appearing in the afternoon on Saturdays. .

A generation reared with television. On April 7, 1927, Bell Telephone Labs and AT&T introduced the first public USA television demonstration. Pictures and sound were sent by wire from Washington, D.C., to New York City. A wireless demonstration also occurred 22 miles away, from Whippany, New Jersey, to New York City. The demonstration's main feature was a speech by Herbert Hoover, which originated in Washington, D.C., and was received on a two- by three-inch screen. Postwar television was still new in America, west of Chicago. Most shows were either live or were movies converted for TV — triggering a nationwide trend of theater closures that persists into the 21st century.

Popular kid TV shows were Buffalo Bob and Clarabelle, Captain Kangaroo, Lassie, and Leave it to Beaver. Other pastimes included malt shops, community swimming pools, and clubs. The most popular of the clubs were the Boy Scouts and Girl Scouts. By 1955, boomers were enjoying after-school sports at the junior-high level. The I Love Lucy show was unique — the longest continuously running show in television history, which continues to air daily. Now that's entertainment!

Innocence lost. Emulating wartime mothers, postwar American moms began to find jobs outside the home. Thus began an age of discontentment. Living in seemingly sterile neighborhoods devoid of urban diversions and the traditional extended family, many children were left to fend for themselves after school. They became known as "latchkey kids." Television became a surrogate parent.

Dr. Benjamin Spock had written a runaway, bestseller "how to" book in 1946, The Common Sense Book of Baby and Child Care, for a mere 25 cents. During Dr. Spock's long lifetime, his book was translated into 39 languages and sold more than 50 million copies, making it second in sales only to the Bible.

Dr. Spock also taught child development at Case-Western University and wrote additional books on the subject. The influence of those books on the parents and children of the

Baby Boom Generation is difficult to overstate. Dr. Spock's philosophy was liberal in the sense that children reared as idealistic individuals would achieve happy and productive lives. Dr. Spock had always been a part of that generation's lives and continued to influence them in their college years, which happened to coincide with the 1960s and 1970s.

As the Cold War heated up and American troops were sent to Vietnam, Spock became a vocal political activist, speaking out for disarmament and against the war in Southeast Asia. To Spock, that was just another way of defending the young people to whom he was so devoted. His political views made him unpopular in some circles and hurt the sales of his baby and child care book, but he persisted, convinced that politics was an essential part of pediatrics. He participated in anti-nuclear demonstrations well into his 80s and 90s, and ran for president on a third-party ticket in 1972, speaking out on issues concerning working families, children, and minorities.

During the Cold War Era, many families fatalistically built bomb shelters in their backyard. Youngsters were taught in school to "duck and cover" when air-raid sirens sounded, in preparation for a nuclear blast. The boomers were the first of all human generations to be reared under the real threat of Armageddon. Sometimes sirens were tested after school when mothers were not yet home from work — that was scary. In California, many children knew how to stand clear of the chimney and go to the nearest door frame for safety, during the occasional earthquake. That was scary as well. The suburbs were not the paradise many parents had imagined they would be.

THE SIXTIES

Accelerating change. The 1960s was the decade that defined the boomers. The music, events, and social changes left a permanent imprint. Boomers born between '46 and '51 were young teenagers. Those individuals born during the peak boomer years, '52 to '57, were in their formative years during the Sixties. The televised pseudo-realities of Lassie, Leave It to Beaver, and the Nelson Family, portrayed innocence lost, then were replaced by the sad realities of the Cold War and the civil rights struggle, all to a rock 'n roll beat. So many changes occurred in the Sixties that an individual's age during the decade greatly affected how he or she turned out. The year 1961 was a great deal different from 1969.

The Sixties were turbulent, owing to the unrest of civil rights marches, "free love," rock music, drug experimentation, long hair and disheveled clothes, and the winds of war in Indochina. As a celebrity antiwar protester, Dr. Spock was again in the national limelight.

California was a magnet for disenfranchised dreamers, often called "hippies." They came in droves, many having dropped out of school; they came on the bus and train; they hitch-hiked from Everytown, USA. Such seminal rock 'n roll performers as Elvis Presley, Bob Dylan, Neil Young, the Beatles, Rolling Stones, The Who, and Pink Floyd, resembled the mythical and fabled pied piper.

A Scott Mackenzie tune, sung by The Mamas and the Papas, lyrically advised: "If you're going to San Francisco, be sure to wear some flowers in your hair." Harvard professor Timothy Leary's advice: "Turn on, Tune in, Drop out," delivered at a press conference in New York City in 1966, urged youth to create countercultural change through the use of psychedelic stimulants (especially the drug LSD), and by removing themselves from the prevailing society. The phrase was derided by conservative critics and most other adults.

And they came, idealistic, euphoric and hopeful, ragged and broke. Most were disillusioned by what they found, then returned to the communities they came from, or just moved on. A few sampled the rural life in communes or on farms, but most of those became disillusioned with the tough work. Nevertheless, the idealism of the Sixties and some alternative rural communities survive and thrive in the 21st century, thanks to aging boomers with enduring values.

THE SEVENTIES

Social dreams. Those born at the early end of the boomer continuum were in their early 20s by 1970. The deaths of President John F. Kennedy, Senator Robert F. Kennedy, Beatle John Lennon, and civil rights leader Martin Luther King Jr.; the Vietnam War; moon pioneer Neil Armstrong, the Woodstock Festival, the Watergate scandal and President Nixon's resignation and pardon (by his successor, Gerald R. Ford), all left psychic footprints in boomers' heads.

As teens and young adults, many boomer activists pushed for new federal legislation to fulfill the old social dreams of the Bill of Rights and FDR. Chief among those thoroughly American social upheavals were the Civil Rights and Women's Rights movements.

One federal response was Affirmative Action, the mandated encouragement of increased representation of women and minority-group members, especially in higher-education admittance and job-hiring practices. Proponents believed that a boost for women and minorities would help equalize access to the American Dream.

An argument against Affirmative Action was that preferences towards minorities and women produce "reverse discrimination," especially against white men — a punitive approach that was not inadvertent.

In the 1979 United Steelworkers of America, AFL-CIO-CLC v. Weber case, the Supreme Court ruled that the private sector could apply voluntary racial preference programs in hiring. Another Supreme Court landmark case supporting Affirmative Action was Grutter v. Bollinger (June 1993), in which Justice Sandra Day O'Connor and the majority of justices upheld the constitutionality of the University of Michigan Law School's Affirmative Action program, as long as each application was processed individually.

In both cases, conservatives accused the high court of endorsing reverse discrimination. Many argued that employers and schools that preferentially favored women and minorities were committing the same injustice against whites that the Jim Crow laws had committed against blacks.

THE EIGHTIES

Political sea change. The 1980s were the "payback" years. Many "twenty- something" and "thirty-something" adults who numbered among the earlier social-movement supporters, now swung to the political Right by supporting conservative President Ronald Reagan.

Boomers, in a reaction against the way Affirmative Action had been implemented, the Reagan administration cut funding for the Equal Employment Opportunity Commission (EEOC) and the Civil Rights division of the Justice Department. Reagan believed that the government promoted reverse discrimination and stated that it should relax its efforts to reach employment equality on behalf of African Americans and other minority groups. He also felt that compensating African Americans and other minority groups for past discrimination with hiring quotas, numerical goals, and timetables, ought to be eliminated. As a result of those cuts, the EEOC filed 60 percent fewer cases by 1984 than it had at the beginning of the Reagan administration. In addition, cases against segregation in schools or housing, prepared by the Justice Department, virtually disappeared.

The 1980s also experienced the worst recession since the 1930s, and economic growth in the 1980s was lower than in the 1970s.

The personal computer. The Eighties were the decade of the personal computer (PC). While computer technology had matured parallel to the boomer generation, the PC differed from previous computerized settings in that it brought full control of the computer to the individual. PCs were then wired together (networked), which created a new standard for business and government knowledge access and communication. The new PCs attracted many boomers into the computer industry, which sparked another career opportunity for that group.

Divorce. The American divorce rate peaked at 50 percent in 1979; the new divorcees were mostly boomers. Boomers were getting back into dating. They wore polyester "leisure suits" to the discotheque, and smoked marijuana, while some graduated to cocaine and other more powerful drugs. Until early in the decade, for the boomer generation, dating and sexual intimacy had become synonymous across America, nowhere more than on the East and West coasts. New York, San Francisco and Los Angeles were magnets for singles and "alternative lifestyles."

At the other end, those born after 1959 have no direct recollection of the assassination of President Kennedy; they were not yet listening to rock music by the time the Beatles broke up. They were much more likely to use illegal drugs, often to great and disturbing excess. And they were never subjected to the military draft. Any attempt to lump together early and late boomers probably would not work. There is much that ties them together, but also much that separates them.

HIV/AIDS. Early and late boomers shared common ground on the topic of sexual activity beginning in the 1980s, through the first part of the 21st century. HIV/AIDS began to affect boomers in their sexual prime by a virus that remains latent for up to 10 years. The mysterious disease first began to ravage male homosexuals, whose sexual practices were outside the societal norm. The atmosphere of "free love" began to chill when it was realized there was no cure for a disease that began to kill thousands of people each year. In the absence of understanding about how the disease spread, fear prevailed, and it was perceived that unprotected intimacy had become an invitation to die. The response of people of all ages was to practice monogamy, abstinence, special precautions during intimacy, and even distrust of partners, past and present. The "free love" party was over.

THE NINETIES

Into the mainstream. The boomers were now trickling into the demographic mainstream; their age range was 26 to 44 at the decade's beginning. They were still sexually active, but much more cautious. HIV/AIDS infections continued to increase throughout the decade, but were no longer confined to marginal groups. The users of illegal drugs tended to reuse needles, some of which had been used by an HIV-infected person, thus spreading the virus beyond its original hosts to the general population. HIV/AIDS left a permanent impact on the boomer generation, forcing many of them toward a more traditional view of life.

2001 AND BEYOND

Now middle-aged (37-55), the Baby Boom generation comprises the mainstream of American demographics. Presidents Bill Clinton and George W. Bush are boomers, as are many in Congress and the judiciary. However, many of the most powerful people in America are still of boomers' parents' generation. Examples include U.S. Senator Ted Stevens of Alaska and U.S. Senator William Byrd of Virginia.

Boomers represent 26.75 percent, or 77 million of the American population. As they move into the senior citizen age group, such government programs as Social Security will be more heavily impacted as that generations' expectations of government services become dominant in the American economy.

Senior citizens are noted for their interest in voting. In the 2000 presidential election, approximately 59 percent of baby boomers voted. Older boomers were more likely to vote than younger boomers by 69 to 56 percent. The 55-64 and 65-74 age groups produced the highest turnouts at 70.01 and 72.2 percent respectively.

In the Election of 2000 and the Election of 2004, seniors thought highly of President Bush. Fifty-five percent of voters 60 and over held a favorable opinion of him, while 54 percent of that group approved of his job performance. Tellingly, nearly all the key swing states broke according to seniors' preferences. In Florida and Colorado, where Bush received support from a majority of seniors, he won. Conversely, in the battleground states of Pennsylvania and Minnesota, where Bush failed to secure a majority of seniors, he lost.

Baby boomers enjoy a higher level of education than any generation before them. About 88.8 percent of boomers completed high school, and 28.5 percent hold a bachelor's degree or higher. Increasing every decade, life expectancy has changed substantially over the last century.

In 1900, life expectancy at birth was 47.9 years for males and 50.7 for females. In 2003, life expectancy at birth was projected to be 74.8 years for males and 80.1 for females.

As boomers head for retirement, it is well to remember that most Americans who fit within the Baby Boomer designation have lived responsible lives: working, paying taxes, rearing their children. They just happen to be the ones who surfed on the crest of runaway change.

BABY BOOMER GENERATION VERSUS GENERATION X AND Y

GENERATION Y AND X

The lure of higher paying civilian jobs is only part of the problem. According to a survey I conducted many of these young Gen. X officers are not merely leaving for *financial* reasons, but for *management* reasons. They don't believe their older and more senior-ranking officers understand their needs nor manage them properly. This issue is not unique with the military but reflected in most traditional organizations in America today.

In general, Generation X employees are those between the age of 19-34. Unlike their parents and grandparents, Generation X employees do not plan on staying with one job or company throughout their career--nor will they sacrifice their family for their job. They grew up seeing their parents laid off. Many of them have grown up as latch key children and in divorced family situations. Therefore time for their family is very important to them.

Many times Gen. X workers are characterized negatively by the older generation. Clearly, their work ethics are different, but along with their age they bring unique strengths and abilities. First they have a voracious appetite for technology and learning. This is good unless your organization is not willing or able to share information or has up-to-date technology. There are major hurdles between work environments that will either attract or repel Gen. X:

TRADITIONAL WORKPLACE

- Security from the institution
- Promotions based on longevity
- Loyalty to the organization
- Wait to be told what to do
- Respect based on position/title

NEW GENERATION WORKPLACE

- Security from within
- Promotions based on performance
- Loyalty to the team
- Challenge authority
- You must earn respect

Generation X employees tend to be less motivated by promises of overtime pay and more motivated by personal satisfaction with their jobs. They want to grow in their jobs and learn new skills. They will change jobs often as they seek jobs that offer them both better benefits and more opportunity for professional growth as well as personal fulfillment.

Generation X employees want, and expect, their employers to hear what they have to say. They want to understand the "big picture" for the company and how this influences their employment and growth. They are creative thinkers, independent; results oriented and bring with them a healthy dose of skepticism.

Here are a few general areas to keep in mind to improve retention and productivity.

- Be approachable. Direct access to decision makers is very important to the younger workforce. Take time to speak with an employee's spouse or family when you meet them and let them know you appreciate the employee. Remember, Generation X employees look for more than just fair pay: they need and want personal acknowledgment and job satisfaction.

- Take time to be personal. Thank an employee for doing a good job (in person, in writing, or both). Listen to what employees have to say, both in a one-on-one situation and in a group meeting. Let the employee know what happened to the idea or suggestion he or she submitted.

- Encourage employee growth. Provide feedback on their performance. Be specific; mention a particular situation or activity. Make sure the employee understands company expectations. Involve the employee in the decision-making process whenever possible. Give an employee room to do the job without unnecessary micro-management. Pay for employees to attend workshops and seminars; offer on-site classes where employees can learn new skills or improve upon old ones. Most jobs contain a certain amount of routine, day-to-day work; offer employees a chance to work on something in which they have a special interest, something that will challenge them.

- Performance based promotions and rewards. Traditional organizations lose valuable younger employees because of their longevity based recognition and promotion systems. Recognize an employee who has done an outstanding job by giving an unexpected reward, such as a day off or a free dinner for the employee and his family at a nice restaurant. Manage people individually and promote outstanding individuals even if it means ahead of older or more senior employees. The employee who deserves a promotion and does not get it will start looking elsewhere for a better opportunity to move upward.

- Help employees see the "Big Picture." Employees need to experience a sense of ownership. Encourage this by providing them with information about new products, advertising campaigns, strategies for competing, etc. Let each employee see how he or she fits into the plan. Help employees see how meeting their goals contribute to meeting the organization's goals.

- Build morale. Have an open work environment; encourage initiative and welcome new ideas. This generation enjoys having fun at work. Don't be afraid to try something new every now and then. For example hotel tradition calls for employees at the Hyatt Regency in Lexington, Kentucky to wrap a 12-pound frozen turkey with electrical tape. Then they roll it 50 feet down the loading dock toward the human resource office and try to turn over as many wine bottle "bowling pins" as possible. Winners get a pumpkin pie.

The Baby Boomer Generation [Born 1946–1964]

The media has portrayed the Baby Boomer Generation in many lights. With increased educational, financial and social opportunities, the Boomer Generation is often portrayed as a generation of optimism, exploration and achievement. Compared with previous generations, more young adults pursued higher education or relocated away from family to pursue career and educational interests. During the late 1940s and early 1950s, post-war optimism inspired a sense of stability, opportunity and prosperity—values commonly held by the middle class. This was the dawn of space exploration, accessible long-distance travel and prosperity for many Americans. However, with increasing racial tensions in the United States, the emergence of the Vietnam War, as well as the self-exploration and peace movement of the 1960s, the collective identity of the Boomer Generation became more complex.

Though the Boomer Generation saw increasing social and economic equality, they also came of age in a period when the country was frequently torn by differing views on politics, war and social justice. The Baby Boomer Generation witnessed and participated in some of the greatest social changes in the country's history during the 1960s and 1970s with the Civil Rights Movement and the Women's Movement. This generation experienced dramatic shifts in educational, economic and social opportunities.

The face of the workplace began evolving from a fairly racially homogenous, paternalistic environment to one of increased racial and gender diversity. The workplace slowly began to reflect the rapid political and social changes of the nation. This generation coined terms such as the "glass ceiling" and the "equal opportunity workplace" and began using personality profiles to build awareness of how to get along with all co-workers.

Characteristics of Baby Boomer workers

Values

- Individual choice
- Community involvement
- Prosperity
- Ownership
- Self-actualizing
- Health and wellness

Attributes

- Adaptive
- Goal-oriented
- Focus on individual choices and freedom
- Adaptive to a diverse workplace
- Positive attitude

Work styles

- Confidence in tasks
- Emphasize team-building
- Seek collaborative, group decision making
- Avoid conflict

Ethnic and cultural issues/implications

Although this generation was actively involved in promoting equal rights among races and genders, they have not fully realized the goals of their youth. Differences in income and educational levels remain largely unchanged for Baby Boomer cohorts. As Baby Boomers age, these differences in income and personal wealth will become more pronounced, and we might anticipate greater poverty levels among minority members.

Generational perspectives of the EAP

The Baby Boomer Generation has driven the development of EAP services over the last 20 years. While early EAP programs were rooted in providing support for alcohol recovery in the workplace, services have expanded dramatically in the last 20 years to include assistance with work stress, family issues, assessment for depression and anxiety, as well as grief and loss issues. Moreover, legal, financial and work/life services have been incorporated into many EAP services with the aim of assisting employees on a variety of topics.

Common EAP issues

Financial issues

- Savings and debt management
- Retirement planning

Although Baby Boomers often are portrayed as the postwar generation of opportunity and optimism, many members worry about retirement and have failed to adequately prepare for the transition from work to retirement. Unchecked spending prompted by the economic boom of the 1980s and the materialistic greed personified by Gordon Gecko in the movie "Wall Street" represents the caricature of the Boomer gathering and spending real and "paper" wealth. High secured and unsecured debt balances, college tuitions, elder care and medical expenses are taking their toll on the financial futures of this group of employees. Recent market fluctuations, as well as debate over the future of Social Security, have increased anxiety among this population. The income disparities that exist between racial and gender groups are particularly pronounced in this group of employees, contributing to concerns about financial security.

Many Boomers are planning to remain in the workforce beyond age 65 for various reasons, if for nothing more than a consistent income and a sense of identity. For a generation that defined sense of self by what one did for a living, addressing the social-emotional issues of retirement are as critically important as the financial issues of retirement. With advancements in medical technologies and overall improved health, Boomers have the opportunity to retire into leisure pursuits or another career. Helping Boomers prepare for this transition will be an important role for the EAP in the years to come.

Legal issues

- Estate planning, wills and trusts
- Long-term care
- Issues of aging relatives

The legal issues for this generation are more likely to be related to estate and retirement planning. Employees who become caretakers for aging relatives also need to address the long-term care and estate issues of their loved ones. Issues include powers of attorney, shared banking accounts, transfer of assets and so forth. The development of such documents and legal protections can be complicated when the caretaking employee lives in a different geographic area or state.

Divorce continues to be an issue as couples reassesses their relationships after children move away and their role as parents change.

Marital/family issues

- Depression
- Anxiety
- Self-esteem

Many Boomers are faced with the challenge of raising their children and at the same time caring for their aging parents. Not only are families choosing to have children later in life than previous generations, but medical advancements in some areas have expanded the life expectancy of aging parents. Some Boomers are the primary caretakers for their children, grandchildren and/or aging parents. Because this generation was more likely to relocate from their immediate families for job opportunities, caring for aging parents often is done at a distance. This balancing act presents a myriad of stressors, challenges and dilemmas for many Boomers, which can be felt as financial and marital stress and may impact the workplace through absenteeism, performance issues and fatigue.

Medical issues

- Lifestyle issues
- Chronic illness

"Old age" is getting pushed back farther and farther. Whereas this generation once said "never trust anyone over 30," they now proclaim that 50 is the new 30! Medical and cosmetic advancements have helped Baby Boomers delay the aging process. Unfortunately, aging—like taxes—is one thing we all can count on.

The health consequences of lifestyle choices may now be appearing for this generation. Diabetes, high cholesterol, high blood pressure, heart and lung disease, overweight and obesity may now be playing a more significant role in the lives of these employees. Better detection and screenings for breast, colon and prostate cancers have resulted in better treatment options earlier in the disease process, and more employees may be receiving care for these illnesses. This group of employees is very receptive to prevention programs designed to minimize health risk.

Mental health issues

- Depression
- Anxiety
- Self -esteem

Unlike the previous generation, Baby Boomers are more likely to seek behavioral health care services. This generation will readily use mental health services and psychiatric medications. While stigma continues to exist, particularly for men in seeking treatment, women are more likely to pursue counseling and/or psychiatric medications. This generation is known for pursuing activities and spending money on self-improvement services. Mental health services framed in the context of self-improvement and coaching will help to improve access to mental health services.

Substance abuse issues

- Disease
- Prescription drug issues

Unaddressed alcoholism will progress in the disease state, and employees of this generation may just begin to feel the physical effects of this addiction, including liver problems. The aches and pains of aging and postsurgical pain relief may result in more frequent prescriptions for pain medications and the risks associated with addictive medications.

A CLOSER LOOK AT GENERATION X

The conventional wisdom about Generation X—that they are slackers or in some way "lost"—is misleading in two important respects. First, it implies that all Xers share a single orientation. While many share characteristics or traits, no generation can be so easily described as a monolithic group. Second, the prevailing pop-culture "slacker" stereotype appears to characterize a *minority* of Xers. The evidence suggests a significantly different and more complex picture: On the whole Gen-Xers are hard working, resourceful and extremely pragmatic.

A WORLD VIEW SHAPED BY UNCERTAINTY AND INSECURITY

As noted earlier, the Gen X culture has been largely formed in the petri dish of uncertainty: Uncertainty about family, uncertainty about economic security and the future, uncertainty about where one fits in the larger society and the world.

Their uncertainty started in the home. When the bottom fell out of the institution of marriage, Xers were the victims. And it left a scar. The divorce rate and the percentage of children born outside of marriage in the United States doubled between 1965 and 1977. In the 1970s, their Boomer parents achieved the dubious distinction of having the world's highest divorce rate—40 percent of all marriages ended in divorce. A 1995 *American Demographics* article reported that "more than 40 percent of today's young adults spent at least some time in a single-parent family by age 16."

Economic uncertainty is not *new* to Xers in the sense of being a change to adjust to. Rather, it has been a way of life for them. It is all they have ever known—part of the hand that was dealt. This generation has never had a feeling of a secure economic future or a sense that there is a place for them. Ronald Reagan, perhaps the first president Xers remember, brought us the recession during their formative years in the early 1980s, followed by junk bonds and an ever-increasing deficit. Corporate downsizing has been the watchword of the '90s with corporate loyalty becoming a one-way and then no-way street. Economic data shows that Xers are not doing as well in real terms as the generation that came before them. More Xers fall into lower income brackets in the 1990s than did Boomers at an earlier time. No wonder that a 1996 survey conducted for *Swing* magazine found the biggest problem Xers cite is the ability to support themselves financially.

Transformations of the economy have continued—from manufacturing to service to global—to the point where the job stream is looked at as a fluid rather than a solid. (Even older news directors understand the concept of a "fluid job stream.") Quickly gone for Boomers are the days where one stayed at a company for life; but this reality has been absent from Xers' collective memory. Xers have no sense of entitlement to, or availability of, good middle class jobs that have some potential for permanence. A 1993 Gallup poll found 43 percent of Gen-Xers saying it was "very likely" they would switch *careers*—not jobs—during their work life, compared with just 23 percent of those between 30 and 44 and 15 percent of those between 45 and 50.

This uncertainty has led to caution among other traits. In her book, *The Postponed Generation: Why America's Grown Up Kids are Growing Up Later,* Susan Littwin has called Xers the "Postponed Generation," as they take longer to leave the house and put off major decisions such as marriage and careers. In 1970, 47 percent of Boomers between 18 and 24 lived with their parents; in 1992 a record 54 percent of Xers between 18 and 24 lived with theirs. In 1975, the median age for first marriages among Boomers was 23.5 for men and 21.1 for women; in 1992 the median age for first Xer marriages was 26.5 for men and 24.4 for women. Clearly, many Xers are hedging their bets about fundamental aspects of life and adulthood.

DEFINING TRAITS AND VALUES

A number of studies have explored the question of "What makes Generation X tick? And there is a fair amount of consensus in the findings. The main ones have been organized and presented below as a top 10 list, although many of these characteristics and values overlap and are reinforcing. Some may be quite surprising.

1. **Gen-Xers are pragmatic.**

   Indeed, Smith and Clurman entitled their chapter on Gen X "The New Pragmatists." Life is about *survival* more than anything else, and this makes for pragmatism. Ideology and rigidity are for those who can afford it. But these qualities are of little use for a group trying to make its way through life's uncertainties. It pays to be realistic and not expect too much. Life is hard and there are no guarantees of success.

2. **Gen-Xers are flexible and adaptable**

   Things change. Constantly. Jobs, families, friends. Nothing is forever, so if you want to get by you better learn to try to do new things and to learn new ways of doing old things. Be vigilant and flexible. If you get locked in you won't be able to make the most of your opportunities. Be tolerant—strongly held opinions can cause trouble, and who knows who's right in the long run anyway. A defining value of *Gen-Xers* is tolerance of different sexual, social, religious mores.

2. **Gen-Xers are not scared of change or making choices.**

   Older generations may be wary of change and uncomfortable with it. But this is a strength of Gen X. If change is inevitable, don't be scared of it. Embrace it. With change comes an acceptance of the inherent risk in choices and the unavoidable tradeoffs. Drugs bring the possibility of addiction; sex the possibility of AIDS. Life is full of tradeoffs and choices. These are not to be feared, but obstacles to be confronted and overcome.

3. Gen-Xers have a live-for-today mindset.

No question that the future is uncertain. No one knows what's going to be coming or where one will find oneself. So it's not terribly rational to do much long term planning. Instead it makes sense to enjoy the moment and have some fun. Long term projects are "the end of the week."

4. Gen-Xers have a unique sense of humor.

It has been described as one of "ironic detachment." It is a view shared by people who know they wield little power and have to take what they can get. Also, there is a lot of randomness in life. Sooner or later life is going to screw you and there's not much you can do about it.

5. Gen-Xers are wary and distrust institutions.

You have to watch out. People will tell you anything. You hear one side say one thing, another side say another. It's difficult to know who to believe, so you need to be careful. With the watchword of change, Xers are more sensitive to "relative truths" (from your perspective I can see where you would feel this way) as opposed to "absolute truths" (which would apply to everyone in all conditions). They have rarely seen an institution look out for their interests. This includes both governmental and *media* institutions. If it's big, you probably can't trust it. It has never done anything to help you.

6. Gen-Xers are self-reliant and entrepreneurial.

Precisely because life is uncertain and there is no one for them to trust—including institutions—they trust themselves. Quite contrary to public perception, most *Gen-Xers* have a great deal of confidence in their ability to solve their problems and navigate life. And they have faith in their ability to be creative in doing so. They are very different from the generation that preceded them in this respect.

7. Gen-Xers are so technologically fluent that they are qualitatively different.

Gen-Xers have not only been brought up with the TV, but with cable, remote controls, interactive games and computers. They are *aggressive* users of technology, actively and comfortably using it to give them choices in keeping with the larger style of how they search for information and make decisions. Gen-Xers are more likely to demand interaction with their technology, which will make them very different in terms of how they use the mass media. (They want interconnectedness, and they want action.) They will want to play a role in selecting content and style; they are not willing to let a producer or editor do so for them.

8. Gen-Xers are savvy media consumers.

They have been consuming media since they were born, and they are experts at it. It is almost impossible to fool them, and they do not like hype or succumb to it. "*We're first and fastest with the news you need to know*" is met with disdain. They know what they need to know and where to turn to get it. They take what they want and need from the media, or that which they find entertaining. But they do not accept media information at face value. Many feel that all information is pretty much equal anyway—being on TV no longer legitimizes it or makes it special. While they are not hostile to commercials, they are skeptical. They want straight information; they are indifferent to "brand" and they do not like to be "sold." They are *active* rather than *passive* media consumers.

9. Gen-Xers have a need for community and balance.

Because many were from one-parent families and grew up with uncertainty and instability, Gen-Xers like to have a support system. This could be family or friends, it could be physically proximate or a virtual community over the Internet or through the mass media. But community, as a place where one belongs, can make a difference and sharing ideas, is important to Xers. Additionally, Xers have a strong desire for family in their lives; *Swing* magazine reports only 9 percent of Xers do not plan to have children. They do not want to make the sacrifices their parents did for a career, and they look for a greater balance between work and family.

Generation X Traits

gers in grades 7 to 12. Among the findings:

- 82 percent believe having strong computer skills and an understanding of technology will be necessary for them to make a good living in the future.
- 71 percent give themselves a rating of 6 or more on a 10-point scale in being "very confident" in their use of computers. Only 12 percent score from 1 to 4 in confidence. The median is 7.
- 54 percent say they or their siblings program the family VCR; 34 percent say their parents do.
- 99 percent have used a computer.
- The average age at which they started using a computer is nine; three in 10 started between three and seven years old.
- 55 percent have used the Internet. Last week they spent an average of three hours and 17 minutes on-line.

44 percent use a computer daily.

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In addition to these 10 defining traits, there is one more that is critical to the issue of young people and the news. And that is that young people are not *outwardly focused* toward their society. They are extremely *inward* in their orientation, taking less of an interest in the world around them than other generations. Xers are not only more apathetic than any other cohort, but they are more distant from the public world than other generations were when they themselves were under 30. It would, however, be misleading to characterize their views as an active dislike of or aversion to government, politics and the larger world; rather, it is that these worlds are irrelevant to the lives of younger Americans.

GENERATION X MANAGING GENERATION X

by Claire Raines
1997

The ranks of supervision and management are filling with members of Generation X - born between 1960 and 1980. Depending on the industry, approximately 30% to 90% of first-line supervisors are in their twenties and thirties. And this generation comprises about 10% of general, district, and corporate management today.

In the service industries, these managers are supervising a group of employees who are mostly members of their own generation. About half of all supervisors and managers will tell you that managing their own cohorts is easy. Because they share the same history, there is empathy—and they understand what makes each other tick. Says Beth Cong, 25, Assistant Manager at the Benetton store in Palo Alto, California, "They're still young. They listen, and they do what they're told." The other half finds managing members of their own generation especially challenging. "They're not like me," some say. "They're not committed. They don't show up on time. And they won't listen." Even those who find managing their cohorts easy admit that most of their employees have a work ethic that differs from their own. Young supervisors and managers have typically "paid their dues" for 6 or 7 years, working long hours and weekends, to get where they are today.

It's a bit of a paradox. Managers say their employees are often not willing to put in the hours. At the same time, they don't understand why they can't be managers themselves. The list of what Generation X supervisors find difficult about managing employees in their late teens, twenties, and even early thirties differs very little from the list older managers cite. They say their young employees often:

- are not reliable.
- are not willing to work long hours.
- think in terms of "job" - not "career."
- have unrealistic expectations about raises and promotions.

What seems to be a non-issue for Gen X managers is the "credibility gap." You might think, since they are not much older—and, in some cases, are younger than those they supervise— they would have problems establishing authority. But this generally isn't a problem. Generation Xers tend to consider authority a "whatever" kind of thing anyway. They don't give their respect to others based just on titles. After all, they grew up watching authority figures (Nixon, Reverend Baker, divorcing parents) become all-too-human, complete with imperfections. Nor do Gen X supervisors expect special treatment based on titles. They fully expect to earn every ounce of respect given them.

Interviews with a number of highly successful Gen-X managers showed they have some common traits that can be helpful to all managers. Consider the following guidelines for recruiting, motivating, and retaining Generation X employees:

- **Avoid judging.** When we find that others' work ethics differ from ours, it is easy to label it "poor" or even "nonexistent." Recognize differences, but don't judge them. Instead, look for things you have in common.
- **Accommodate individual needs whenever possible.** Beth Cong says, "I'm pretty flexible. If they need to be an hour late, that's okay. So when I ask for favors ('Can you come in on your day off?'), they usually help me out."
- **Demonstrate competence.** It is the quickest way to earn the respect of Gen X employees.
- **Forgive impatience.** If your people are anxious for raises and promotions, chalk it up to the energy of youth. Young people have always wanted it NOW.
- **Be a coworker until someone requires a boss.** Evan DeFoe, 28, became a manger at TGI Friday's in Baltimore when he was 22. Since he had been buddies with his staff for 2 1/2 years, he decided to "do the power trip thing," he says. "I went out of my way to catch people making mistakes. I acted like a boss. But it was unsuccessful. People argued with me, and I made the waitresses cry. Now I'm their co-worker until they ask me to be a boss. I allow people to make their own mistakes and then fix them themselves."
- **Celebrate.** Create fun events and a stimulating environment. When people are having fun, they tend to be more themselves - and they perform better. Hold special events to celebrate the heroes on your staff. This will make you a hero in their eyes!

GENERATION X'S PREFERRED WORK ENVIRONMENT

- *casual friendly*
- functional, efficient
- technologically up-to-date
- neat, clean, orderly
- collegial
- a place to learn
- high level of freedom

XERS AS MANAGERS

Assets:

Gen X managers tend to:

- be highly competent technically.
- have a somewhat lower "need-to-be-liked" factor than older managers.
- bring a fresh perspective.
- have a systems/big-picture orientation.
- hold a strong work ethic.
- care less about status and power than some of their older counterparts.

Liabilities:

Gen X managers tend to:

- show impatience with poor performers.
- have a hard time identifying with young employees who don't share their work ethic.
- be less "seasoned" in their decision-making (nothing they can do to change their age!).
- give needy employees less attention than they require.

GENERATION X AND MILLENNIAL GENERATION

Generation X	Millennials
Born 1965-1976 51 million	Born 1977 – 1998 75 million
Accept diversity Pragmatic/practical Self-reliant/individualistic Reject rules Killer life Mistrust institutions PC Use technology Multitask Latch-key kids Friend-not family	Celebrate diversity Optimistic/realistic Self-inventive/individualistic Rewrite the rules Killer lifestyle Irrelevance of institutions Internet Assume technology Multitask fast Nurtured Friends = family

Source: The Learning Café and American Demographics enterprising museum 2003.

GENERATION X: DECLARING THEIR INDEPENDENCE

The 51 million members of Generation X, born between 1965 and 1976, grew up in a very different world than previous generations. Divorce and working moms created "latchkey" kids out of many in this generation. This led to traits of independence, resilience and adaptability. Generation X feels strongly that "I don't need someone looking over my shoulder."

At the same time, this generation expects immediate and ongoing feedback, and is equally comfortable giving feedback to others. Other traits include working well in multicultural settings, desire for some fun in the workplace and a pragmatic approach to getting things done.

Generation X saw their parents get laid off or face job insecurity. Many of them also entered the workplace in the early '80s, when the economy was in a downturn. Because of these factors, they've redefined loyalty. Instead of remaining loyal to their company, they have a commitment to their work, to the team they work with, and the boss they work for. For example, a Baby Boomer complains about his dissatisfaction with management, but figures its part of the job. A Gen Xer doesn't waste time complaining-she sends her resume out and accepts the best offer she can find at another organization.

At the same time, Generation X takes employability seriously. But for this generation there isn't a career ladder. There's a career lattice. They can move laterally, stop and start, their career is more fluid.

Even more so than Baby Boomers, members of Generation X dislike authority and rigid work requirements. Providing feedback on their performance should play a big part, as should encouraging their creativity and initiative to find new ways to get tasks done. Start by informing them of your expectations and how you'll measure their progress and assure them that you're committed to helping them learn new skills. (Members of Generation X are eager to learn new skills because they want to stay employable.) Gen Xers work best when they're given the desired outcome and then turned loose to figure out how to achieve it.

The Millennial Generation: Up and Coming

Just beginning to enter the workplace, The Millennial Generation was born between 1977 and 1998. The 75 million members of this generation are being raised at the most child-centric time in our history. Perhaps it's because of the showers of attention and high expectations from parents that they display a great deal of self-confidence to the point of appearing cocky. As you might expect, this group is technically literate like no one else. Technology has always been part of their lives, whether it's computers and the Internet or cell phones and text pagers.

Millennials are typically team-oriented, banding together to date and socialize rather than pairing off. They work well in groups, preferring this to individual endeavors. They're good multitaskers, having juggled sports, school, and social interests as children so expect them to work hard. Millennials seem to expect structure in the workplace. They acknowledge and respect positions and titles, and want a relationship with their boss. This doesn't always mesh with Generation X's love of independence and hands-off style.

All Millennials have one thing in common: They are new to the professional workplace. They'll respond well to the personal attention and they appreciate structure and stability. Provide lots of challenges but also provide the structure to back it up. This means breaking down goals into steps, as well as offering any necessary resources and information they'll need to meet the challenge.

"MILLENNIAL" LEARNING: ON DEMAND STRATEGIES FOR GENERATION X AND BEYOND

By Suzanne Robert, 12/2005

They're the hottest commodity on the job market since Rosie the Riveter. They're sociable, optimistic, talented, well-educated, collaborative, open-minded, influential, and achievement-oriented. They've always felt sought after, needed, indispensable. They are arriving in the workplace with higher expectations than any generation before them—and they're so well connected that, if an employer doesn't match those expectations, they can tell thousands of their cohorts with one click of the mouse. They're the Millennial Generation. Born between 1980 and 2000, they're a generation nearly as large as the Baby Boom, and they're charged with potential. They're variously called the Internet Generation, Echo Boomers, the Boomlet, Nexters, Generation Y, the Nintendo Generation, the Digital Generation, and, in Canada, the Sunshine Generation. But several thousand of them sent suggestions about what they want to be called to Peter Jennings at abcnews.com, and "Millennials" was the clear winner.

In this uncertain economy and highly competitive business environment, companies across North America recognize that the differentiator is their people. Those organizations that emerge as winners in the battle for talent will have their fingers on the pulse of this newest generation. They'll design specific techniques for recruiting, managing, motivating, and retaining them.

The Millennials are just entering the workforce, and, as they do, employers are scrambling to find out everything they can about them. Are they Gen-Xers on steroids? Or are they a new breed entirely? How do they choose a career? And why? How will they change the workplace as we know it today? What are they looking for when they post their resumes on monster.com? What is their work ethic? What is unique about them? How do the best and brightest managers communicate with and motivate them?

While we'll continue to see older colleagues—Xers, Boomers, and Veterans—supervising the newest recruits, other scenarios will become commonplace: experienced Boomers reporting to a fresh-faced Millennial...members of all four generations working side-by-side on teams...a Millennial calling on a powerful Gen-X client. Just as the Xers and Boomers finalize their own negotiations for an uncertain workplace peace, optimistic Millennials find themselves at the mercy of Xer skepticism. Gen-Xers complain the Millennials are another indulged generation like the Boomers—that they're self-absorbed and Pollyannaish. Millennials charge that Gen-Xers are cynical and aloof—that they throw a wet blanket on fresh ideas and idealism.

As the most recent generation to enter the fray, the Millennials are likely to ask their older colleagues to chill out, get a life, and walk a mile in a younger generation's shoes.

SHAPED BY THEIR TIMES

Born from 1980 through 2000, the most influential years for this generation as a whole are the 90s and the 00s. They're the first generation to grow up surrounded by digital media. "They're the 'Babies on Board' of the early Reagan years, the 'Have You Hugged Your Child Today' sixth graders of the early Clinton years, and the teens of Columbine," say Neil Howe and William Strauss in *Millennials Rising* (Vintage Books, 2000). Just as all generations are programmed from the moment of birth, the Millennials began a series of programming experiences when they were infants. These experiences created the filters through which they see the world—especially the world of work. Eight key trends of the 90s and 00s have had a profound effect on their generational personality.

- **Focus on children and family.** In the decade's right before and after the turn of the Millennium, Americans moved the spotlight back onto kids and their families. That spotlight has swung like a pendulum over the last sixty years. During the post-WWII era, children were all the rage. It was a popular time to be having kids and to be a kid. Then, when the Gen-Xers were growing up, the spotlight had shifted. Latchkey kids, children of divorce, and kids with two working parents found themselves growing up on their own, in the shadow of the Baby Boom. One Gen-Xer told me, "The Boomers took so much and left us so dry." The early 90s saw the spotlight swinging back. Las Vegas and Club Med *went family*. Parents and grandparents took the kids along on trips across the country and to destinations all over the globe. Eating out—once an *adult thing*—became a family matter. Ninety percent of fathers attended the birth of their children. The Federal Forum on Family Statistics reported that national attention to children was at an all-time high (The earlier peak was in the 1960s when the Boomers were kids.). Older parents—the average age for moms was now 27—brought more maturity to their roles as caregivers, teachers, and coaches.
- **Scheduled, structured lives.** The Millennials were the busiest generation of children we've ever seen in the U.S, growing up facing time pressures traditionally reserved for adults. Parents and teachers micromanaged their schedules, planning things out for them, leaving very little unstructured free time. They were signed up for soccer camp, karate club, and ballet lessons—and their parents were called into service, shuttling them from one activity to the next. Some started carrying *Daytimers* when they were in elementary school.
- **Multiculturalism.** Kids grew up in the 90s and 00s with more daily interaction with other ethnicities and cultures than ever before. The most recent data from UCLA's Higher Education Research Institute shows that interracial interaction among college freshmen has reached a record high.
- **Terrorism.** During their most formative years, Millennials witnessed the bombing and devastation of the Murrah federal building in Oklahoma City. They watched in horror as two Columbine High School students

killed and wounded their classmates, and as school shootings became a three-year trend. And their catalyzing generational event—the one that binds them as a generation, the catastrophic moment they all witnessed during their first, most formative years—is, of course, the terrorist attacks on September 11, 2001.

- **Heroism.** Emerging out of those acts of violence, Millennials watched the re-emergence of the American hero. Policemen, firemen, firefighters, and mayors were pictured on the front page of the newspaper, featured on TV specials, and portrayed in art and memorabilia. In the 10 months following 9/11, the word *hero* was heard more than it had been in the entire 10 years before.
- **Patriotism.** During the post-Vietnam and Watergate era, patriotism was at an all-time low. Displaying the American flag, always and forever the right thing to do for members of the WWII Generation, had become less and less common—particularly among disillusioned Boomers and skeptical Xers. September 11 changed all that. Stores that carried flags sold out within 24 hours, ordered more and sold out again. Every other home and car seemed to fly the old red-white-and-blue. Businesspeople sported the stars and stripes on their lapels, and kids wore T-shirts with flags on the front, on the back, and on the shoulder. It seemed that national pride had been tested, and the overwhelming verdict was that patriotism was alive and well. The UCLA freshmen survey reported signs of renewed political interest. The percentage of students who reported discussing politics represented the "largest one-year increase since the 1992 presidential election year."
- **Parent advocacy**. The Millennials were raised, by and large, by active, involved parents who often interceded on their behalf. Protective Boomer and Xer parents tried to ensure their children would grow up safely and be treated well. Parents challenged poor grades, negotiated with the soccer coach, visited college campuses with their charges, and even went along to Army recruiting centers. Then, too, Millennials actually *like* their parents. In the Generation 2001 survey, conducted by Lou Harris on behalf of Northwest Mutual Life Insurance, Mom and Dad were most often named when young people were asked whom they admired.
- **Globalism.** With penpals in Singapore and Senegal, Millennials grew up seeing things as global, connected, and open for business 24/7.

COMPELLING MESSAGES

Growing up, Millennials were bombarded with a unique set of consistent and compelling messages—many of them so imbedded in the culture that adults, let alone children, were barely even aware of them. The school system reinforced a distinct set of values. Parenting patterns unique to the era molded a new generational perspective. The era had its own mood that pervaded the developing perspective of youth. These messages had a profound effect on the generation as a whole:

- **Be smart—you are special.** They've been catered to since they were tiny. Think Nickolodeon, Baby Gap, and *Sports Illustrated for Kids*.
- **Leave no one behind.** They were taught to be inclusive and tolerant of other races, religions, and sexual orientations.
- **Connect 24/7.** They learned to be interdependent—on family, friends, and teachers. More Millennials say they can live without the television than the computer. Many prefer chatting on line to talking on the phone.
- **Achieve now!** Some parents hired private agents to line up the right college; others got started choosing the right pre-school while the child was still in the womb.
- **Serve your community.** Fifty percent of high school students reported volunteering in their communities, many of their high schools requiring community service hours for graduation. On one Roper Survey, when Millennials were asked for the major cause of problems in the U.S., they answered *selfishness*.

MILLENNIAL CHARACTERISTICS

All of this translates into a generation of employees with a different work ethic than any other, certainly different from their Gen X colleagues. Here are the main components of their work ethic:

- **Confident.** Raised by parents believing in the importance of self-esteem, they characteristically consider themselves ready to overcome challenges and leap tall buildings. Managers who believe in "paying your dues" and coworkers who don't think opinions are worth listening to unless they come from someone with a prerequisite number of years on the resume find this can-do attitude unsettling.
- **Hopeful.** They're described as optimistic yet practical. They believe in the future and their role in it. They've read about businesses with basketball courts, stockrooms stocked with beer for employers, and companies that pay your way through school. They expect a workplace that is challenging, collaborative, creative, fun, and financially rewarding.
- **Goal- and achievement-oriented.** Just a day after she won a totally unexpected Olympic gold medal, skater Sara Hughes was talking about her next goal—scoring a perfect 1600 on her SATs. Many Millennials arrive at their first day of work with personal goals on paper.
- **Civic-minded.** They were taught to think in terms of the greater good. They have a high rate of volunteerism. They expect companies to contribute to their communities—and to operate in ways that create a sustainable environment.
- **Inclusive**. Millennials are used to being organized in teams—and to making certain no one is left behind. They expect to earn a living in a workplace that is fair to all, where diversity is the norm—and they'll use their collective power if they feel someone is treated unfairly.

THE DIGITAL DIVIDE

Federal reports show that Millennials are healthier and more economically secure than any earlier generation. They are personally conservative about issues like drinking and driving. Reading scores have improved. The rate of high school graduates who go on to receive a college degree is at an all-time high. There's lots of good news about this newest generation of employees.

There's also one distinct area of great concern. It's called the digital divide. Never has the gap between the have's and the have-not's been so great. There is a whole group of Millennials coming of age separate from the experience we've discussed so far in this chapter.

Sixteen percent grew up—or are currently growing up—in poverty. Although every generation has members who grew up poor, never have the differences been so dramatic. The schism is about technology. While demographers debate just how influential digital technology has been on the Millennial personality, no one doubts its profound impact. It is certainly the great unifier of Millennials from places as diverse as Geneva, Japan, and Jersey. More than any other factor, it has united the generation, even globally.

Yet there's a group of young people who grew up—and are growing up—without access to a computer—at home, at school, or in the community. As responsible businesspeople, we need to reach out to those who grew up or are growing up beyond the divide. Companies like Microsoft who have donated literally millions of dollars to community programs that make computers available to low-income children are leading the way. Internships, mentoring, and training programs make a big difference. In the true spirit of diversity, forward-thinking companies will reach out to young new employees who've grown up without the benefit of the best our society has to offer—but who want to create challenging, satisfying, meaningful work lives for themselves.

SIX PRINCIPLES OF MILLENNIAL MANAGEMENT

So how do you translate what you've read so far into your day-to-day life on the job? What do today's young employees want? If we're designing recruiting programs and management systems based on their values and needs, how do we proceed? What kind of work environments attract, retain, and motivate Millennial coworkers? Here are their six most frequent requests:

1. **You be the leader.** This generation has grown up with structure and supervision, with parents who were role models. The "You be the parent" TV commercials are right on. Millennials are looking for leaders with honesty and integrity. It's not that they don't want to be leaders themselves, they'd just like some great role models first.
2. **Challenge me.** Millennials want learning opportunities. They want to be assigned to projects they can learn from. A recent Randstad employee survey found that

"trying new things" was the most popular item. They're looking for growth, development, a career path.

3. **Let me work with friends.** Millennials say they want to work with people they *click* with. They like being friends with coworkers. Employers who provide for the social aspects of work will find those efforts well rewarded by this newest cohort. Some companies are even interviewing and hiring groups of friends.
4. **Let's have fun.** A little humor, a bit of silliness, even a little irreverence will make your work environment more attractive.
5. **Respect me.** "Treat our ideas respectfully," they ask, "even though we haven't been around a long time."
6. **Be flexible.** The busiest generation ever isn't going to give up its activities just because of jobs. A rigid schedule is a sure-fire way to lose your Millennial employees.

THE WORKPLACE OF TOMORROW

For years, we've given lip service to *internal customer service*. It means treating employees the way we do customers. But, as far as I can tell, in most companies the idea really hasn't been put into practice. The Millennial workforce will cause us to make internal customer service a way of doing business. "Well, maybe," you're saying. "But what if the economy takes a nose dive—or another nose dive? Then these young people won't be able to be quite so demanding, will they? It'll be a seller's market. We won't have to bend over backwards to cater to them." I'm afraid bending over backwards is just what we're going to have to do, although I think it will be a lot more fun and rewarding than it might seem. You see, we're going to need Millennial workers **desperately** over the next decade—even if the economy doesn't take wings. It's those dang Baby Boomers who are causing the problems. The average age for a nurse is 47. That means she—or he—will be moving on before long. Half of all certified school teachers plan to retire within five years. Sixty percent of all Federal workers are Baby Boomers who say they're on the edge of retirement. There's no getting around it. We're going to need those Millennials.

So back to the *internal customer service* idea. It's time to think of our businesses like we would a small retail venture. Just as we would consider customers, we need to consider employees. We need to ask ourselves:

- Where do our employees tend to come from and where can we get more like them?
- How can we attract them?
- What kind of experience and environment are they looking for?
- Once we've got them here, how can we keep them coming back?
- What kind of perks can we offer that will have them stick with us?
- How can we reward the most loyal of them?

Getting Ready for the Millennials

Be Prepared For…

- high expectations
- possible involvement of parents

Don't…

- expect them to pay their dues
- throw a wet blanket on their enthusiasm

Do…

- encourage them
- mentor them
- learn from them

Millennials at Work

Liabilities	Assets
distaste for menial work	multitasking
lack of skills for dealing with difficult people	goal orientation
impatience	positive attitude
lack of experience	technical savvy
confidence	collaboration

What They Want From a Job

- to work with positive people
- to be challenged
- to be treated respectfully
- to learn new knowledge and skills
- to work in friendly environments
- to have flexible schedules
- to be paid well

Where Employers Go Wrong with Millennials

- not meeting their high expectations
- discounting their ideas for lack of experience
- allowing negativity

- feeling threatened by their technical know how

Millennial Communication Preferences

- positive
- respectful
- respectable
- motivational
- electronic
- goal-focused

TIPS FOR MANAGING THE MILLENNIAL GENERATION

A hiring manager tells the story of a college graduate who interviewed for an entry-level position at her small b-to-b publication. During the interview the candidate asked for a starting salary of $85,000— that is $50,000 above what the company had budgeted for the position. More and more, HR professionals are coming face to face with a generation of gifted individuals with an over-abundant amount of self-worth and a propensity for voicing their opinions. They're tech-savvy— many of them will have already built their own Web sites and have a personal media kit on Facebook and Twitter accessible via cell phones. They are impatient but always eager to learn and quick to do so. They are the Millennials, or Generation Y, and in another three years the work force will be flooded with 31 million of them.

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"This is the generation that has lived a protected life. They were raised by work-obsessed parents who gave them everything to make up for the time away," says Roberta Matuson president and founder of Human Resource Solutions, a management consulting firm based in Massachusetts. "They question the status quo… and expect to make an impact on day one."

It is when companies are forced to contend with the young worker's impatience to get ahead that often causes friction. "They seem to feel entitled to a raise and promotion in a week, that corner office in six. They want things now, now, now," agrees Dr. Carolyn Martin, co-author of Managing the Generation Mix (HRD Press 2002) and a keynote speaker with RainmakerThinking, an organization that conducts research and training on the intergenerational work force. This is the number one complaint she receives from her clients and for many of these baby boomer managers, the generation gap in attitude and work ethics can be frustrating.

These high maintenance Millennials, like their predecessors Generation X, are great multi-taskers but with 10 times the speed of their older siblings. Born in an era of cyberspace, blogospheres and music downloads, they come into the work force with technological knowledge that didn't exist even when Gen Xers were entering the work force. "This generation understands that there is no need to stay up all night to make an overseas phone call. They can simply text message the person with the information they need and continue the conversation the next day on their own time," Matuson says.

Armed with a hunger for new challenges and innovative ideas on fast-forward, this new crop is a force to be reckoned with. Unfortunately, most businesses are not utilizing their young employees to their fullest potential. "Companies have yet to recognize that they need to take the time to figure out where these people are coming from," says Matuson. "They want them to be like they were, which isn't going to happen anytime soon. Someone's got to adjust and it certainly isn't going to be the people from this generation." With Millennials expected to outnumber Gen Xers by 2010 and over one million baby boomers steadily leaving the work force year after year, companies are going to have to re-think their strategy or else "there just won't be anyone around to get the work done," she points out.

Understanding Who They Are

It's a much different time than that of when the baby boomer generation went to work. Millennials grew up in an unstable world: There was terrorism, white-collar crimes, and an unsteady market. As a result, their attitude is reflective of the short-term goal as opposed to the long-term ones. It also explains their resistance to "pay their dues" when they witnessed first-hand how Gen Xers suffered in the technology boom and crash of the 90s. They do not see the point in working five years for a company to get ahead simply because there is no guarantee that the company will even be around that long.

"It's a world in which there is rapid change… Seniority is not priority anymore," says Martin. It's why the new work force is viewing their careers with the attitude— "I've gotta take care of myself." Millennials are entering the work force when there is a large generational shift in value and work ethics. "The older generation just blame Gen Yers when actually, they are just being sensible," Martin says.

According to the feedback that RainmakerThinking received from one Millennial, their idea of job security means, "I'll learn all I can here and as soon as opportunities to keep learning here disappear, I'll look for a better position. Of course, I'll negotiate the best deals for my expanded skills, experiences and knowledge."

Because their doting baby boomer parents raised them to believe that education is the road to success, the Millennial generation also values learning and training opportunities in their career development.

"These kids are learning how to do things faster, smarter and better… They have the potential to be the most productive work force in history," says Martin. And the Millennials know their value. This gives them the easy ability to job hop and another reason that has employers so shaken up.

Tips for Managing the Unmanageables

Once companies start to see where and how the Millennial group get their perspective, it becomes easier to manage them with all their "I'm so worth it" attitudes. The best advice for a mutually beneficial working relationship is to provide good management that consistently adheres to company policy. "We have to be very clear about what our expectations are," advises Martin, though in return, you should ask your employee what they are expecting to gain. Janis Rosheuvel, a Millennial employee at a nonprofit organization echoes that sentiment. "I think a lot of managers think they do not have to engage in a dialogue with you about what you want out of the job," she says and that it's frustrating when companies forget that "the employee-employer relationship is a two-way street."

In the event of poor performance, Martin says it's absolutely crucial to hold young employees accountable, an area that she says many managers struggle with. Similarly, company managers need to also make it clear what the assignments are, where Millennials can have more freedom to be creative, and where they should follow strict guidelines.

Here are some additional tips that Martin's RainmakerThinking offers to companies:

Mentoring them, as opposed to managing them, is another way to approach the Millennial work force. They do not take well simply to "orders" and resent being treated like an intern with busywork handed down to them with no explanation as to its purpose. The best way to bring out the best in these workers is to teach them about the company and the big and little things that can help bring about the most productive results. Rosheuvel's idea of a great manager would be one that is direct, honest, capable and accountable. "She or he would also be a mentor and guide through the field," she says.

Listening is also another key attribute for a manager facing a crop of young employees. Millennials are full of ideas and they want to feel like they matter. Though they are independent-thinkers, they love working in teams so allowing them to contribute to the efforts of the organization increases the feeling that they are becoming an important part of the company. The trick here is to make them feel valued, not dismissed.

Giving consistent feedback is also an important way to establish a good rapport with Milllennials. If you can hold them accountable for mistakes, you should also praise them accordingly. Of course that does not mean managers should transition into coddling parents but remember that this is the "now" generation and they are looking at you to guide them so if the performance is exceptional, let them know right away. It is a tremendous boon to managers to recognize the needs of Millennials so that they can be efficiently trained to meet the needs of the company.

Recruiting and Retaining Young Candidates

A big challenge for companies is luring this generation of workers and then retaining them.

"In a small business world, the opportunity for immediate impact is very attractive," says Martin. "In contrast to a corporation, there is greater visibility… [Millennials] can be working side-by-side with the president of the company, rubbing elbows with the decision-makers." The intimacy available in a small company with much fewer employees could potentially turn out to be a very satisfying arrangement for the group with entrepreneurial instincts. The Millennial Generation wants to make a meaningful contribution and the opportunities for this is greater in the small-sized company.

They are also the most socially conscious group and many opt to pursue non-profit humanitarian organizations as opposed to the usual lure of large, profit-making corporations. To help in the recruitment, make your company mission clear and emphasize all the ways that your business is serving its customers, its employees and if appropriate, contributing to society. You can also offer recent graduates an attractive benefits package—tuition reimbursement and a company-vested retirement plan— and a relaxed working environment also helps.

Ultimately, the successful working relationship between all generations is one where there is respect going both ways and a clear understanding of what is expected from all sides. Once established, perhaps the passing of the torch won't be such a painful process after all.

ELEVEN TIPS FOR MILLENNIAL MANAGEMENT

- **Provide structure.** Reports have monthly due dates. Jobs have fairly regular hours. Certain activities are scheduled every day. Meetings have agendas and minutes. Goals are clearly stated and progress is assessed. Define assignments and success factors.

- **Provide leadership and guidance.** Millennials want to look up to you, learn from you, and receive daily feedback from you. They want "in" on the whole picture and to know the scoop. Plan to spend a lot of time teaching and coaching and be aware of this commitment to millennials when you hire them. They deserve and want your very best investment of time in their success.

- **Encourage the millennial's self-assuredness, "can-do" attitude, and positive personal self-image.** Millennials are ready to take on the world. Their parents told them they can do it - they can. Encourage - don't squash them or contain them.

- **Take advantage of the millennial's comfort level with teams. Encourage them to join.** They are used to working in groups and teams. In contrast to the lone ranger attitude of earlier generations, millennials actually believe a team can accomplish more and better - they've experienced team success. Not just related to age, watch who joins the volleyball match at the company picnic. Millennials gather in groups and play on teams; you can also mentor, coach, and train your millennials as a team.

- **Listen to the millennial employee.** Your millennial employees are used to loving parents who have scheduled their lives around the activities and events of their children. These young adults have ideas and opinions, and don't take kindly to having their thoughts ignored. After all, they had the best listening, most child-centric audience in history.

- **Millennial employees are up for a challenge and change.** Boring is bad. They seek ever-changing tasks within their work. What's happening next is their mantra. Don't bore them, ignore them, or trivialize their contribution.

- **Millennial employees are multi-taskers on a scale you've never seen before.** Multiple tasks don't faze them. Talk on the phone while doing email and answering multiple instant messages – yes! This is a way of life. In fact, without many different tasks and goals to pursue within the week, the millennials will likely experience boredom.

- **Take advantage of your millennial employee's computer, cell phone, and electronic literacy** Are you a Boomer or even an early Gen-Xer? The electronic capabilities of these employees are amazing. You have a salesman in China? How's the trip going? Old timers call and leave a message in his hotel room. Or, you can have your millennial text message him in his meeting for an immediate response. The world is wide, if not yet deep, for your millennial employees.

- **Capitalize on the millennial's affinity for networking.** Not just comfortable with teams and group activities, your millennial employee likes to network around the world electronically. Keep this in mind because they are able to post their resume electronically as well on Web job boards viewed by millions of employers. Sought after employees, they are loyal, but they keep their options open – always.

- **Provide a life-work balanced workplace.** Your millennial employees are used to cramming their lives with multiple activities. They may play on sports teams, walk for multiple causes, spend time as fans at company sports leagues, and spend lots of time with family and friends. They work hard, but they are not into the sixty hour work weeks defined by the Baby Boomers. Home, family, spending time with the children and families, are priorities. Don't lose sight of this. Balance and multiple activities are important to these millennial employees. Ignore this to your peril.

- **Provide a fun, employee-centered workplace.** Millennials want to enjoy their work. They want to enjoy their workplace. They want to make friends in their workplace. Worry if your millennial employees aren't laughing, going out with workplace friends for lunch, and helping plan the next company event or committee. Help your long-term employees make room for the millennials.

5 Rules For Engaging Millennials in the Workplace

Millennials, those energetic, technology-savvy, me-loving employees are the future of your organization. Yet, many companies don't understand just how different they are from previous generations of workers. To get the most from this well-intentioned group of dynamos, we've developed 5 Rules For Engaging Millennials in the Workplace.

No. 1 – Millennials' sense of entitlement is just who they are. Millennials were socialized believing their opinions count and that they belong at the center of the decision-making process. Anticipating that perspective will help managers understand why younger workers expect to be consulted at every turn.

No. 2 – Constant feedback and coaching are essential. Millennials thrive on continual coaching and constructive feedback. They will quickly respond to guidance and apply it to their responsibilities. But without that kind of interaction, they will languish.

No. 3 – Boundaries have a different meaning to Millennials than other generations. The line between work and play is opaque for Millennials. Providing clear expectations is critical. Lay out the rules with regard to Internet and mobile phone usage, dress, office demeanor, and other business protocols. It will eliminate confusion and frustration.

No. 4 – Millennials are keen to know how they will be measured. Millennials continually ask the question, "What's in it for me?" They respond favorably when they understand what it takes to meet or exceed the assignment. Once Millennials understand the expectations, they will become loyal and highly motivated employees.

No. 5 – Consistency matters. Millennials are not shy about pointing out hypocrisy, even if it is impolitic by traditional standards. If a Millennial was counseled for wearing a suggestive outfit, but an executive disregards the same protocol, expect to hear about it.

WORKPLACE COACH: LEARNING WHAT IT TAKES TO MANAGE MILLENNIALS WILL PAY OFF FOR ALL

By MAUREEN MORIARTY
SPECIAL TO THE P-I

Many of my clients today share a common management challenge: how to lead, motivate and inspire new young employees. The Millennial generation (also known as the Internet, Nintendo or digital generation) are 80 million strong and by definition were born between 1980 and 2000. While this generation has a lot going for it, it presents generation gap challenges to older bosses and co-workers.

The good news

Like no other generation before them, Millennials are well-connected, tech savvy and know how to collaborate. They are connected to each other in ways previous generations couldn't imagine -- via e-mail, blogs, text, instant messaging or MySpace. They know how to access information and each other -- anytime, anywhere. If you need to access information or people, put your Millennial on the task!

They are multicultured. This generation tends to be more informed about, tolerant of and comfortable with the diversity associated with different cultures, races, sexual orientations and religions across the globe. Fairness and respect are huge core values for them -- be prepared for them to stand up for them in your workplace.

They are confident and optimistic. For many the sky is the limit. Their parents nurtured high self-esteem and lofty career aspirations. Most have been told (and believe) they can achieve anything. They expect their workplaces to be optimistic, fun (like they've heard about at Google) and loaded with opportunities for growth and challenge. They expect bosses to actively mentor their big career plans. This can be a serious challenge for those managers of the old-school mindset of "Just do your job" and "You need to pay your dues."

Most Millennials have little or no fear of the unknown. Information is a click away, and they are adept at creative problem-solving and confident with changing technology. Note: This also translates into their being more than willing to leave those companies where they are unhappy.

Tips for Managing Them

- Keep them challenged. They have led highly structured, achievement-oriented childhoods. Soccer moms (and dads) shuttled this generation daily from karate to T-ball. Summer was spent at space camps, climbing Mount Kilimanjaro or with volunteer projects. They are incredible multitaskers -- the down side is that they are easily bored by menial and/or mundane tasks. They will respond best to workplace environments that are stimulating with challenges and opportunities for creativity.

- Praise and recognize. This generation was largely raised by parents who took great care to reinforce to them how "special" they are. They will respond best to bosses (aka, their workplace parents) who give them plenty of recognition and positive feedback. Don't ignore them or make light of their contributions. Be forewarned -- HR people tell stories about "helicopter" parents who are calling in to complain about "Johnny's performance review." No kidding.

- Define goals, expectations and success factors. The Millennials will respond positively to companies/bosses who provide learning opportunities and support in achieving their goals. They will resist those who solely lead as authoritarian old-school bosses.

- If the boss relationship isn't positive, odds are they will soon be looking for one that is more aligned with their expectations.

- Let them bring some fun into the workplace. They are natural team players -- put them on your social committee! They will thrive in a culture where humor and blowing off steam now and then (positively) is encouraged. One of their big challenges, however, is getting along with difficult people. The naysayers, the rigid and those unwilling to embrace change -- they just don't get them. They will need coaching and support about how to get along with difficult personalities.

- My advice: Get to know them. Find out what they want to achieve. Make a conscious effort to regularly encourage and mentor them. Model professional and expected workplace behavior while challenging and supporting them. Let them know you are open to learning from and with them as well.

- Baby boomers are exiting the workplace in huge numbers (half of all certified schoolteachers plan to retire within the next five years, and 60 percent of all federal workers are soon to retire). The Millennial generation, and the ability to manage and motivate them, will be critical to success.

ACTIVITY INSTRUCTIONS FOR MILLENNIALS

1. What are the contextual factors that influenced this generation?

2. How did these contextual factors impact on this generation?

3. Describe the values of this generation.

4. What are the characteristics/qualities that affect this generation as employees?

5. Describe the key strategies for motivating members of this generation on the job?

6. How will this information help me be a more effective manager and mentor?

CASE CONSULTATION AND SUPERVISION
AGENDA

DAY 1

9:00-9:45	WELCOME AND OVERVIEW OF TRAINING
9:45-10:45	THE CLINICAL ROLE OF THE SUPERVISOR
10:45-11:00	BREAK
11:00-12:15	DEVELOPING SELF AWARENESS
12:15-1:15	LUNCH
1:15-2:30	FAMILY CENTERED AND STRENGTHS BASED MODEL OF PRACTICE
2:30-2:45	BREAK
2:45-4:00	COACHING FOR CASE CONSULTATION AND TO BUILD SELF AWARENESS

DAY 2

9:00-9:45	COACHING FOR CASE CONSULTATION AND TO BUILD SELF AWARENESS (Cont.)
9:45-10:45	FAMILY MAPPING AS A CLINICAL SUPERVISORY TOOL
10:45 -11:00	BREAK
11:00-12:00	USING THE INDIVIDUAL CONFERENCE FOR CLINICAL SUPERVISION
12:00-1:00	LUNCH
1:00-2:15	COACHING TO CREATE CRITICAL THINKING REGARDING SAFETY
2:15-2:30	BREAK
2:30-3:30	COACHING TO CREATE CRITICAL THINKING REGARDING CONDITIONS FOR RETURN
3:30-4:00	EVALUATION, ACTION PLAN AND CLOSURE

METHODS OF CLINICAL SUPERVISION

- Review and evaluation of caseworkers' interaction, involvement, and intervention with clients.

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- Provision of feedback regarding caseworkers' interaction, involvement, and intervention with clients.

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- Provision of guidance and direction regarding caseworkers' interaction, involvement, and intervention with clients.

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- Provision of coaching to build self awareness and promote the professional growth and development of caseworkers regarding their interaction, involvement, and intervention with clients.

PRACTICE AREAS ADDRESSED IN CLINICAL SUPERVISION

- The caseworker-client relationship
- Risk and safety assessment and associated plans
- Comprehensive child and family assessment
- Case plan developed with the client including conditions for return
- Concurrent plans toward permanency
- Casework decisions (Any decisions affecting safety or permanence must be made in conjunction with the supervisor
- Out-of-home placements to promote child well-being
- Maintenance of parent/family/child relationships and through parent/family-child visits to promote well being and achieve permanence
- Casework activities designed to facilitate change and achievement of client outcomes
- Evaluation of client progress toward change and achievement of outcomes

DEVELOPING SELF AWARENESS*

PRINCIPLES

- The worker's personality and behavior are significant determinants of what happens in the worker-client interaction, the worker's feelings, attitudes, and behavior need to be examined through educational supervision.

- The supervisor assists staff in developing greater self awareness, so the worker can act in a deliberate, disciplined, and consciously directed manner to be optimally helpful to the client.

- Workers must be able to have free access to their own feelings without guilt, embarrassment, or discomfort.

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- Self awareness is also essential in child welfare because the social problems workers encounter can affect them personally. Greater self awareness helps workers think objectively and can prevent the workers reactions from contaminating the helping process.

PROCESS

- The focus is the professional activities. Only as the worker's behavior, feelings, and attitudes create some difficulty in the performance of tasks do they become the focus of concern in supervision.

- The focus must stay on the supervisee's work rather than their worth. The focus is on professional rather than personal growth.

- The focus must be on the client's situation and experience rather than the worker's situation and experience. The discussion is work-centered rather than worker centered. The focus is on what the worker did or failed to do rather than why he/she did it.

*Adapted from Kadushin, A. *Supervision in Social Work.* NY: Columbia Press, 1976.

AREAS FOR SELF AWARENESS IN WORK WITH CLIENTS*

✓ **Counter-transference.** Although it is not problematic to identify with clients in some respects, it is a problem to lose a sense of oneself by over identifying with clients. Counter-transference can be viewed as projections by the caseworker that can potentially get in the way of helping the client. Unresolved personal issues, and sometime problems that caseworkers have worked through, can be triggered with specific clients. If not recognized counter-transference issues can create stress and pain in the caseworker's life. Supervisors should educate staff regarding the dynamics of counter-transference. Dealing with counter-transference requires reflection, discussion, and practice. The supervisory technique of coaching is most effective in dealing with counter-transference issues. *

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✓ **Unresolved Personal Issues.** Caseworkers are often surprised when they recognize themselves in some of the struggles their clients' experience. Painful memories may be elicited. If caseworkers are unaware of these conflicts, the unresolved personal issues will most likely affect their interaction and intervention with clients. When supervisors are aware or become aware of these issues, they must create awareness in their staff. They must help them see the unresolved issues and how they are affecting work with clients. Supervisors should never become a therapist to the caseworker. They should however suggest the caseworker seek counseling. *

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✓ **Diversity Issues.** Some caseworkers impose their own values on clients. It is difficult to totally avoid communicating values to clients even if caseworkers do not explicitly share them. Caseworkers nonverbal and paraverbal behavior give clients indications of how the caseworker is being affected. Supervisors need to assist caseworkers in assessing whether their values are interfering with their objectivity. Supervisors should help staff:

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- Recognize their sources of discomfort with differences between them and their clients in terms of race, ethnicity, culture, gender, and sexual orientation.
- Be aware of how their own racial and cultural heritage affects their perception of assessment, planning, and intervention with clients.
- Be aware of their negative and positive emotional reactions toward other racial and ethnic groups and how it can impact on practice.
- Be aware of stereotypes and preconceived notions that they may hold toward diverse client populations.
- Be aware of how these factors influence the way they and the clients function in the world.
- Be able to demonstrate respect for the needs of diverse populations in selecting intervention strategies that are appropriate for specific cultures.

*Adapted from Itzhaky, H. and Ribner, D. (September, 1998) "Resistance as a phenomenon in clinical and student social work supervision." *Australian Social Work.* (Vol. 51, No. 3)

- The caseworker's own values/beliefs may impact on how they feel about/interact/respond to clients.

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✓ **Personal Qualities/Characteristics.** Sometimes a caseworker's personal qualities or characteristics get in the way of working effectively with clients. This requires honest self-appraisal. For example, a caseworker was very direct. She told clients exactly what she thought, often without diplomacy. The supervisor often received complaints from clients about the caseworker. After receiving the third complaint the caseworker asked "What am I doing that is creating these negative reactions?"

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✓ **Boundaries.** Caseworkers take full responsibility for establishing the limits of the relationship with their clients. Some caseworkers establish unclear boundaries with clients. They may create dependency rather than promoting self sufficiency. For example, a caseworker may jump in quickly and solve the clients' problems or continually give advice rather than helping the client develop/enhance their own problem solving abilities. Another example may be a caseworker who uses self disclosure excessively, and the focus of the work shifts from the client's struggles to the caseworker's own situation.

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✓ **Interaction Between Worker and Client.** The client has the potential to elicit anxiety and stress due to the interaction between the worker and the client. Caseworkers can be personally affected by what happens between them and clients. The caseworker is often confronted with emotionally charged issues. The circumstances of the situation or emotions of the client may not always be easily dealt with. The caseworker may experience stress and resistance to clients who express hostility and seem unmotivated to change.

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BUILDING SELF-AWARENESS

The following questions can help you reflect upon how your behavior influences a worker's growth and development. Many times what we say or what we think can either empower a worker or minimize a worker's growth or development. Answer each question based on how much it sounds like something you say or think. Be as honest as possible.

1. **When I do it myself, I know it is being done right.**

Never 5 4 3 2 1 Always

2. **I've asked her to do and redo it three times: I'll just do it myself.**

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Never 5 4 3 2 1 Always

3. **He's so busy: I can't ask him to do another thing.**

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Never 5 4 3 2 1 Always

4. **It is quicker for me to tell her what to do.**

Never 5 4 3 2 1 Always

5. **He comes in and asks me, "What should I do." So, I tell him what to do.**

Never 5 4 3 2 1 Always

6. **I'm seen as the resident expert in the office. Everyone comes to me for the answer.**

Never 5 4 3 2 1 Always

7. **Workers like it when I give them a list of things to do when I assign them a new case.**

Never 5 4 3 2 1 Always

8. **This was my case and I know what needs to be done.**

Never 5 4 3 2 1 Always

9. **It is easier and faster to just explain it to him than it is to get him to figure it out.**

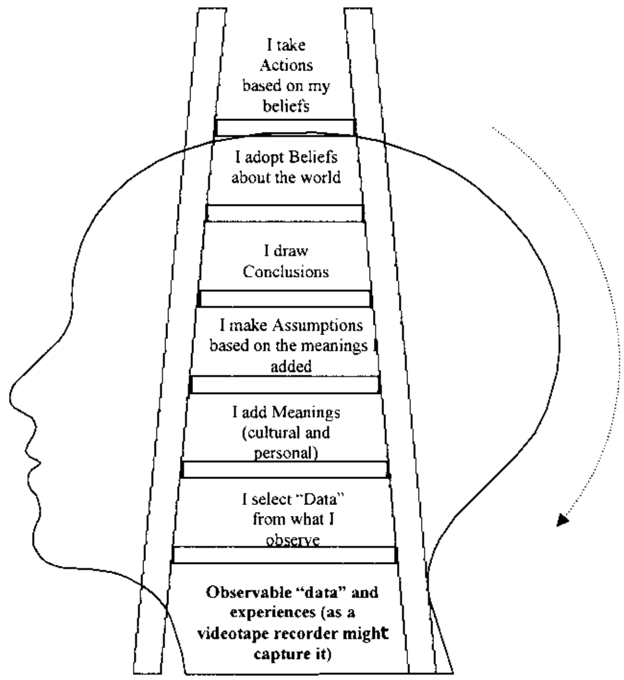
Never 5 4 3 2 1 Always

10. **I have trouble delegating, because I'm afraid it won't be done the right way.**

Never 5 4 3 2 1 Always

EXPERIENCES IN PROVIDING CLINICAL SUPERVISION

LADDER OF INFERENCE



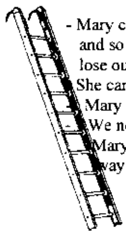
We live in a world of self-generating beliefs which remain largely untested. We adopt those beliefs because they are based on conclusions, which are inferred from what we observe, plus our past experience. Our ability to achieve the results we truly desire is eroded by our feelings that:

- Our beliefs are the truth
- The truth is obvious
- Our beliefs are based on real data
- The data we select are the real data

The ladder of inference explains why most people don't usually remember where their deepest attitudes come from. The data is long since lost to memory, after years of inferential leaps.

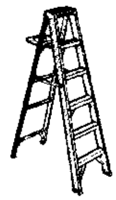
You can't live without adding meaning or drawing conclusions. But you can improve your communications through reflection, and by using the ladder of inference in three ways:

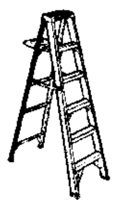
- Becoming more aware of your own thinking and reasoning
- Making your thinking and reasoning more visible to others
- Inquiring into others' thinking and reasoning



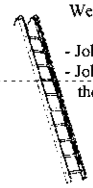
- Mary can't keep up the pace, and so she's willing to have us lose our competitive edge.
- She can't compete very well.
- Mary doesn't like competition.
- "We need to be less competitive," Mary says. "We need to find a way to reward people for the contribution they make to the whole."

- I'm not going to bother to vote anymore.
- Every Politician lies and cheats.
- Once again he shows he has no integrity.
- It's another political sell-out.
- A politician just made a Statement which seems to contradict a campaign promise.





- This boss shouldn't be supervising women.
- He picks on Jane because she's a woman.
- The boss thinks Jane's work is unacceptable.
- The boss is chewing Jane out.
- "Jane, your performance is not up to standard," says the boss.



- We can't count on John. He's unpredictable.
- John always comes late.
- John knew exactly when the meeting was to start. He deliberately came in late.
- The meeting was called for 9:00am and John came in at 9:30. He didn't say why.

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Once we understand the concepts behind the ladder of inference, we have a safe way to stop a conversation in its tracks and ask several questions:

- What is the observable data behind the statement?
- Does everyone agree as to what the data was?
- Can you run me through your reasoning?
    - How did we get from that data to these abstract assumptions?

ACTIVITY INSTRUCTIONS: WALKING UP THE LADDER OF INFERENCE

- What has really led me to think and feel this way?
- What was my intention? What did I want to have happen?
- What assumptions was I making about others?
- What are the costs of operating this way? The payoffs?

THE DAMAGE MODEL

- Has no clear sense of what health is--only knows it by the absence of illness.
- Has no language for healthy or for positive change.
- Only knows people by what is wrong with them or missing.
- Solidifies our image of survivors as victims.
- Often sees them as helpless to their past.
- Often blames the parents.

CHALLENGE MODEL

- Recognizes that some people are hurt in families.
- It prescribes listening empathically to the hurts and recognizing the consequences to survivors.
- Believes:
  - In the innate capacity for self-repair;
  - That strength can emerge from adversity;
  - That it is imperative to recognize survivors' resiliencies and strengths;
  - That survivors are vulnerable to harm and challenged to rebound from harm's way; and
  - That there is danger, but there is also opportunity.
  - That people change by building on strengths, not by recognizing their problems.
- It is critical to consider and search for both vulnerability and resilience in survivors and parents and families.

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WHAT CHALLENGE MODEL OFFERS

- A way to balance how we look more fully at the whole of the persons that make up the family we are assessing.
- Provides a framework for our search and discovery of strengths which form the foundation which the family can rebound and rebuild itself upon.
- An invitation to frame a family's victories over despair, accomplishments and successes in the same picture as their pains, disappointments, and anger.

THE COMPETENCE APPROACH

- Searching for people's ***healthy strivings*** embedded in their problems and pathology. In meeting and assessing families, we must accept them where they are and search for the strengths they have and recognize that it is upon these strengths that they will change and grow and develop. The premise here is that all behavior is purposeful and directed toward some healthy intention. For example, a mother who is denying that her child was sexually abused by her husband is protecting herself from feeling the tremendous feelings of loss, guilt, anger, etc. A child who represses early victimization may be protecting themselves from experiencing the intense overwhelming feelings. Many symptoms and behaviors that can be seen as pathology can also be seen as distress patterns that surround unfinished developmental business. A competence approach offers a model for integrating pathology and health. It assumes that symptoms are adaptive attempts gone awry and that the motives that yield problems have a healthy side.

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- ***Vision*** comes out of understanding the family's underlying strivings. We try and help clients rediscover their wants/desires and the energy connected with them. With a fuller understanding of themselves, they can develop a renewed sense of going after what they really want. Creating a vision has to do with helping people reconnect with their own potential. It stirs them to be genuinely interested in a different path and to reclaim parts of themselves that they have lost.

- It takes ***courage*** on the part of both clients and caseworker to be willing to push for something that would really make a difference. This approach believes that clients are attempting to "slay their dragons" when they struggle against obstacles to transform their lives. For example, empowering a young mother to move out of her parent's home and begin to assert her independence. Empowering a victim of spouse abuse to feel she has options and the strength to protect her own children. This approach also calls for ***courage*** on the part of the caseworker as a guide who helps clients develop a map to meet the challenges of their journey.

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- ***Partnership***. Our focus becomes how we can help clients develop their vision and courage in active partnership with us. It is a shared journey; the focus on competence, courage, and change take place in a collaborative context. Courage is most easily developed within a partnership characterized by sharing and respect. While the caseworker must have a clear map in mind, clients must trust that the movement is theirs and not the caseworker.

PRINCIPLES OF A STRENGTHS APPROACH TO PRACTICE*

- ***Principle 1: The Focus is on Individual Strengths Rather Than Pathology.*** People tend to develop and grow based on their individual interests, aspirations, and strengths. We tend to spend time on things we do well and avoid things we do poorly. Exploiting strengths and opportunities promotes growth. Therefore, the work with clients should not be directed symptomology or problems or needs. Rather caseworkers should focus on what the client knows, and the aspirations and dreams they hold. A focus on strengths should also enhance motivation. Unfortunately, the typical assessment process subverts client motivation by focusing on problems, weaknesses, and deficits.

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- ***Principle 2: The Worker-Client Relationship is Primary and Essential.*** The relationship caseworkers develop with a client is the vehicle for helping them change the behavior or conditions that brought them to the agency. The relationship supports the client's confidence in tackling the difficult process of change.

- ***Principle 3: Interventions are Based on Client Self-Determination.*** A essential belief of a strengths based model is the client's right to determine the form, direction, and substance of the efforts to change. This means that clients need to be integrally involved in every step of the process.

- ***Principle 4: The Community is Viewed as a Resource not an Obstacle.*** Two assumptions underlie this principle. First, a person's behavior and well being in large part are determined by the resources available and the expectations others have of that person. Second, clients have a right to the societal resources they need. The caseworker's task as he/she help families change is to become a catalyst for other service providers in the community who care. The caseworker should organize the community resources on behalf of the client.

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- ***Principle 5: Aggressive-Outreach is the Preferred Method of Intervention.*** With the principles of self-determination and the priority of naturally occurring resources, it should be clear that outreach is critical. Many of the clients we serve are isolated and have low self-esteem. Consequently, they may not be aware of resources and are often reluctant to reach out to helping professionals. In addition, part of the caseworker's job is to provide direction to clients, model certain behaviors, and to teach better ways of caring for their children.

*Saleebey, S. *The Strengths Perspective in Social Work Practice.* NY: Longman, 1994.

- ***Principle 6: Families Experiencing Abuse and Neglect Can Learn, Grow, and Change.*** The belief that all people can change with the right resources and support is essential to a strengths-based approach to practice. Caseworkers must believe that the clients they serve have a history of pain and disappointments, as well as accomplishments, successes, and talents. This leads caseworkers to the belief in the individual's capacity to better their lives. With help from caseworkers and others in the community, they will be able to do so.

THE STRENGTHS PERSPECTIVE*

There are six key concepts behind the strengths perspective that need to be operationalized in the worker-client relationship.

- *Empowerment.* Empowering clients means creating a context in which clients can "discover the considerable power within themselves" to handle their own problems rather than -- even with the best of intentions -- telling clients what they need or ought to do to overcome the problems they are experiencing. The client's definition of reality takes precedence in this process. That is a critical aspect to a strengths based perspective. If caseworkers practice from a strengths based perspective the caseworker tries to empower clients by encouraging them to define their own worlds, problems, aspirations, and strengths to create more satisfying lives.

- *Membership.* Families involved in the child welfare system are often cut off from their cultural and geographical roots, feel vulnerable, experience discrimination, or are otherwise alienated. Therefore, they lack a sense of belonging. Alienated people are out of touch with their strengths and possibilities. It is important to foster a sense of membership in alienated clients at the outset by:

    * working collaboratively with clients;
    * affirming client perceptions and stories;
    * recognizing clients' survival efforts and successes; and
    * fostering linkages to contexts where clients' strengths can flourish.

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- *Regeneration and Healing from within.* Regeneration and healing from within brings to mind health and how to achieve it rather than illness and how to overcome it. Many of the human difficulties we encounter in our work with families are most effectively addressed by helping clients discover their own resources for healing. This promotes expectations in the client for positive change.

* Adapted from Saleebey, D. *The Strengths Perspective in Social Work Practice.* NY: Longman, 1992.

- ***Synergy.*** A synergic relationship is one in which the participants, by virtue of their interaction, are able to create a larger, more beneficial result, than either could have created alone using individual resources. This type of relationship potentially can exist at or between any of the several levels people interact.

- ***Dialogue and Collaboration.*** When a caseworker truly has a dialogue with a client the caseworker is exploring and affirming the otherness of them and communicates respect. You want to draw out their perceptions and strengths. To collaborate with clients is to negotiate and consult with them, not to provide advice or solutions. When clients insist on returning to problems or asking for answers from caseworkers, the caseworker need to listen, empathize, and gently return them to defining their goals for a more desirable future.

WHY APPLY A STRENGTHS PERSPECTIVE WITH MALTREATING FAMILIES*

- An emphasis on strengths as well as on risks increases the opportunity for developing a helping alliance -- a crucial element in achieving positive treatment outcomes and risk reduction.
- Positive reinforcement for positive conditions and behaviors is more effective than trying to convince or coerce individuals to alter negative conditions or behaviors.
- Cultivating strengths offers the opportunity for more permanent change.
- Emphasizing strengths helps family members build in successes in their lives, which in turn should help them more effectively manage crises and stress.
- Helping families through short-term positive steps empowers them to take control of their lives.
- Celebrating successes changes the tone of treatment, for both the client and the helper.
- Communicating a true belief that a family can change destructive patterns helps to promote more long-lasting change.

* DePanfilis, D. and Wilson, C. "Child Protective Services: Applying the Strengths Perspective with Maltreating Families," *The APSAC Advisor, V.9, n. 3, 1996.*

CASE SCENARIO: CHECKING ASSUMPTIONS AND INFERENCES AND STRENGTHS-BASED PRACTICE

KEITH CARRIGAN

In today's conference with Keith, the supervisor asks him for an update on the Franklin family. Keith gives this report. He's met with Mrs. Franklin, an African American women six times and each time he's left feeling the plan to reunite Mrs. Franklin with her children is not going to work. Keith reports that Mrs. Franklin refuses to stop seeing her boyfriend, even though he's been abusive to her and the children many times in the past. Keith has made it quite clear to Mrs. Franklin that she has to make a choice - either her boyfriend or the kids - but she wants both.

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Keith goes on to say that he can't understand Mrs. Franklin. She's an intelligent, attractive, and insightful woman. She loves her children and misses them. Why would she risk losing her children over a man who is clearly no good? Mrs. Franklin once suggested that Keith meet her boyfriend, but Keith was clear with her that she needed to move on with her life. To help Mrs. Franklin "move on," Keith told her about a support group for battered women. Mrs. Franklin went once and never returned. When that didn't work, Keith arranged for Mrs. Franklin to meet with a counselor who leads a group for "batterers." (He thought Mrs. Franklin needed to hear that her boyfriend wasn't going to change.) That meeting had no long-lasting effect; Mrs. Franklin was soon seeing her boyfriend again. Keith says he now believes that only another violent attack will bring Mrs. Franklin to her "senses." "Maybe then she'll understand what I've been trying to tell her."

1. What has Keith done in this case that is consistent with the strengths-based approach?

2. Has Keith moved up the Ladder of Inference? How?

3. What has Keith done in this case that is not consistent with the strengths-based approach?

4. How may these factors impact on the outcome of this case?

COACHING

CREATING AWARENESS

Self Awareness

Self Analysis

Self Evaluation

External Awareness

RESPONSIBILITY

Ownership

Commitment

Motivation

CREATING RELATIONSHIPS: COACHING QUALITIES

Coaching/mentoring qualities are the personal attitudes and beliefs that support your coaching role. The personal qualities that support the coaching role include: accurate empathy, geninueness, respect and support.

- **Accurate empathy** is the ability to perceive and communicate accurately and with sensitivity the feelings and experiences of another person through being an active responder rather than a passive listener. Empathy is a process of attempting to experience another's world and then communicating an understanding of, and compassion for, the other's experience. The supervisor should focus intently on the verbal and nonverbal cues presented by the caseworker and continuously share with the worker your understanding of what has been communicated. It also requires the supervisor to be aware of his/her own biases and assumptions.

- **Genuineness** refers to supervisors being themselves. This means simply that supervisors are congruent in what they say and do, nondefensive, and spontaneous. Genuineness means integrating who we are with our role. It means being open and honest with caseworkers about feedback and about their developmental needs and opportunities. It means demonstrating your commitment to the coaching/mentoring process.

- **Respect** involves valuing the caseworker, separate from any evaluation of his/her behavior or thoughts. It also means believe that supervisors have the strengths, the internal resiliency, the capabilities, as well as the capacity to become change their behavior.

- **Support** involves demonstrating positive expectations that caseworkers can do well when they are properly motivated. And, it means giving caseworkers autonomy –using less directive techniques.

COACHING SKILLS/TECHNIQUES

Listening and asking questions to guide a caseworker are key elements of coaching and mentoring. These are nondirective techniques. However, effective coaching/mentoring requires the supervisor to use more directive techniques to promote awareness and growth. Below is a continuum depicting the range of directive-nondirective techniques.

Telling	Instructing	Giving Advice	Offering Guidance	Giving Feedback	Making Suggestions	Asking Questions to Raise Awareness	Summarizing	Reflection	~~Listen to~~ Understand

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Coaching/mentoring skills are the supervisor's ability to use communication skills to encourage a meaningful dialogue between yourself and your caseworker.

Listening

- **Active Listening includes:**

  - Focusing totally on the caseworker (putting other work aside)

  - **Physical attending.** This includes appropriate eye contact, body posture, gestures, facial expression, and voice quality. Maintaining eye contact; leaning forward and sitting with an open posture; using natural and fluid use of the hands and arms; head nodding; maintaining a calm and interested expression; mirroring the caseworker's expressions; and using appropriate volume, inflection, emphasis and pauses communicate trust, respect, acceptance, empathy, warmth, interest, and involvement.

  - **Psychological attending.** This involves observing and listening to the caseworker and responding. It means tuning in to the caseworker's emotions through careful listening and observation and then responding to the caseworker based on what you understood. Listening is more than just hearing the words the caseworker communications, it also involves observing the caseworker's nonverbal behavior, hearing what they communicate in their voice, and assessing the congruence between their words and behaviors. Responding verbally involves not just what you say, but how you say it and that your response relates to what the caseworker has said. You can do this through verbal following and minimal encouragers. Verbal following/minimal encouragers. The supervisor uses uh huh, yes, or states the last word, the caseworker uses.

- **Reflections:** are concise restatements of the caseworker's message. Reflections can focus on content, feeling, or a combination of the two. The purpose of using reflections is to: convey understanding and acceptance, encourage the caseworker to continue talking; to check out if your perception and understanding is accurate; to focus the discussion; to gather certain types of information; and to develop a broader and deeper understanding of the caseworker's circumstances.

  - **Paraphrase** is accurately reestating the caseworker's verbal message by putting it into your own words. It does not mean parroting back (stating word-for-word) what the caseworker has said. It indicates that you understand the content of the message and it encourages the caseworker to continue discussing facts, beliefs, or events.

  - **Reflection of feelings** focuses on the emotional aspect of the caseworker's communication. You must first accurately identify and label the caseworker's emotional state and then communicate it back to him/her. To do this you have to attend to the verbal as well as nonverbal messages. It shows you understand the emotional aspect of the caseworker's situation and encourages the caseworker to continue to discuss feelings. It can also assist the caseworker in becoming more aware of his/her emotional state.

  - **Combined reflections** tells the caseworker you understand what he/she is feeling and why. Accurate combined reflections capture the essence of the caseworker's experience and communicate empathy.

  - Some typical reflecting statements include:

    - ✓ It sounds as if you're really…
    - ✓ You'd really like…
    - ✓ You think that ….
    - ✓ You believe that…..
    - ✓ You seem to feel a bit anxious about that…
    - ✓ You seem (feeling)
    - ✓ You feel because

- **Clarifying** is the process of assuring the coach mentor understands what the caseworker is saying. It may also be used to facilitate the caseworker's understanding as well.

  - Some statements to reduce ambiguity and establish clarity include:

    - ✓ Could you give me an example of …

- ✓ What I think you're saying is…
- ✓ Could you tell me more about that?
- ✓ I'm not sure I understand what you said – could you repeat that.

- **Summarization** is the process of adding up for the caseworker all of the feelings and facts they shared in a given situation. A good listener is capable of succinctly summarizing what the speaker has said. It allows the caseworker to see the interrelatedness of the facts and feelings, and develop clarity on the nature of the problem and share in the selection of alternative courses of action. Summarization should be done in a concise, organized and purposeful manner. The purposes for using summarization include: to check your understanding of what the caseworker is saying; to help the caseworker understand the total situation, not just the individual elements of it; to focus the discussion; to facilitate transition from one subject to another; and to highlight contradictions or ambivalence. In addition, the coach/mentor can summarize to tie up loose ends, to end the coaching session, or when the caseworker has finished talking.

  - Some summarizing statements include:

    - ✓ I'd like to summarize what we've covered today
    - ✓ In summary…
    - ✓ We've covered a lot of ground today ….
    - ✓ It seems like there are a number of issues…

- **Analyzing, Synthesizing, and Feeding Back to the Caseworker.** It requires you to listen to and synthesize a wide range of facts and feelings. It enables you to bring together a wealth of information to form a whole that may be greater than the sum of the individual statements the caseworker has made. When you share your analysis of the caseworker's communication you help him/her look at the case situation, their performance, or themselves from a different lens or perspective to promote self awareness.

  - So, what we need to work on is. …
  - So, when you get frustrated you…
  - So the problem is….

Zeus, P and Skiffington, S. (2008) *The Coaching Toolkit: A Complete Guide to Techniques and Practice.* Australia: McGraw Hill.

Questions

There are three types of questions closed, open, and indirect Closed questions search for factual information. They help you determine the who, what why, when and where of the story. Open questions encourage the talker to provide information in their own way. These questions are designed to gain a wide range of information about topics and feelings. Indirect questions are a type of closed ended questions without the question mark. Tell me more about that, and let me hear about your experience at the clinic are examples of indirect questions.

- **Open Questions** are key type of question to use in coaching because they require the caseworker to go inside and think. They encourage talking and elaboration and provide you with details. In a coaching session you start with broad open questions and as the discussion proceeds, you ask more specific probing open questions.*

  - **How** questions include:

    - ✓ How often did…
    - ✓ How did that come about?
    - ✓ How did you react to that?
    - ✓ How have you coped in the past?
    - ✓ How does that fit in?
    - ✓ How would you liked to have behaved?

  - **What** questions include:

    - ✓ What happened?
    - ✓ What did you think about that?
    - ✓ What might you do differently next time?
    - ✓ What was behind that?
    - ✓ What did you learn from that?
    - ✓ What will you do next?

  - **When** questions include:

    - ✓ When did it start?
    - ✓ When did that first occur?
    - ✓ When did you decide..?
    - ✓ When will that happen?

  - **Where** questions include:

    - ✓ Where can we start to make a change?
    - ✓ Where do you see yourself in…?
    - ✓ Where will that get you?

OBSERVER WORKSHEET FOR CARMEN: COACHING TO PROMOTE CRITICAL THINKING

1. Physical and Psychological Attending

2. Clarifying

3. Reflections

4. Summarization

5. Analyzing, Synthesizing , Feeding Back

6. Open Ended Questions and Indirect Questions

PROBING QUESTIONS*

Probing questions are used in coaching conversations to explore the caseworker's situations. Probing questions bring out information on the table and force the caseworker to really examine what is going on. Sometimes just the act of exploring and thinking things through in a structured way will bring the solution, without even looking at options. Probing questions are open ended questions. Another type of open ended questions is an indirect question. This is a question in the form of a statement. It usually begins with "Tell me about", "I'm curious about", "I'm wondering."

BROAD QUESTIONS

Extremely broad open ended questions are used to get a discussion started. For example, "Tell me about your relationship with your staff." This allows the caseworker to respond in many different ways. It allows the caseworker to tell you what is most significant. In addition, during your discussion you want to continue to ask open-ended questions For example "How did you respond?" versus "What did you say in reply?" Obviously, the first is broader because it allows for many more types of responses. The second question limits the answers to what was said and it may prevent the caseworker from telling you what is really important.

EXAMINING SITUATIONS FROM DIFFERENT PERSPECTIVES

Another important probing skill is looking at a situation from different angles or perspectives. The following are the areas to explore to create awareness and responsibility.

The Past

- What led up to this?
- Give me some background; how did you get to this place?

The Future

- Where do you see this going?
- How do you want things to turn out?
- What's your vision for the future?

*Stoltzfus, T. (2008) *Coaching Questions: A Coach's guide to Powerful Asking Skills.* Virginia Beach, VA: Tony Stolfus.

Patterns

- Have you been in this place before? Describe what happened?
- Have there been times when the problem could have happened but it didn't?

Emotions

- How do you feel about that?
- Describe the emotions this situation brings to the surface in you.

Other's Points of View

- How do you think you District Manager views this?
- If you were you me, what would things look like from his perspective?

The Concrete

- Give me a specific example of that?
- What exactly did you say?
- Tell me exactly what happened?

Values and Principles

- What values will influence your decision?
- What social work principles apply to this?
- What would it mean to be true to your beliefs in this situation?

The Heart of the Matter

- What are the real issues here?
- What makes this significant to you?
- It seems like this is something important to you … talk about that a little.

SIMPLE QUERIES

Sometimes simple verbal followers or simple statements are most effective in coaching.

- Say more about that.
- Tell me more.
- And?
- What's behind that?
- You mentioned that … tell me more about that.

GENERAL PROBING QUESTIONS

- What would you like to focus on today?
- What else is important to this discussion?
- What feelings do you have about this?
- What do you want to accomplish?
- What do you gain from this?
- Give me a concrete example of that?
- What did you mean when you said ….?
- What was most significant to you about the situation?
- Give me some background; what led up to this situation?
- What excites you about this? What holds you back?

COACHING TO IMPROVE INQUIRY AND AWARENESS*

When	What to say
Staff have walked up the ladder of inference	What leads you to conclude that? What data do you have for that? What causes you to say that?
Strong views are expressed without any reasoning or illustrations	You may be right. I'd like to understand more. What leads you to believe?
You want to draw out staff reasoning	What is the significance of that? How does this relate to your other concerns?
You want to find out what led the person to their view	How did you arrive at that view? Are you taking into account data that I have not considered?
You want to explore, listen and offer your own views in an open way	Have you considered...
You want to raise your concerns and state what is leading you to have them	I have a hard time seeing that, because of this reasoning...
The discussion goes off on a tangent	I'm unclear how that connects to what we've been saying. Can you say how you see it as relevant?
You encounter an impasse	What do we know for a fact? What do we sense is true, but have no data for yet? What don't we know? What do we agree upon and what do we disagree on? What would have to happen before you would consider the alternative? Is there anything I can say or do that would convince you otherwise?
You perceive a negative reaction	When you said ..."I had the impression you were feeling ... If so, I'd like to understand what upset you. Is there something I've said or done?"

SAMPLE COACHING QUESTIONS*

ASSESSMENT

- What do you make of it?
- What do you think is best?
- How does it look to you?
- How do you feel about it?
- What seems to be the trouble?
- What seems to be the main obstacle?
- What concerns you the most about...?

CLARIFICATION

- What do you mean?
- What does it feel like?
- Can you say more?

EVALUATION/EXPLORATION

- What do you think it means?
- What is your assessment?
- What other angles can you think of?

*Adapted from Whitmore, L, Kimsey-House, H. and Sandahl, P. *Co-Active Coaching.* Palo Alto, CA: Davies-Black Publishing, 1998.

- What's another possibility?
- What are some other options?
- What are other possible meanings?
- What happens when you do ...?
- What would happen if?

EXAMPLE

- Will you give me an example?
- For instance?
- Like what?
- Such as?

ELABORATION

- Will you elaborate?
- Tell me more about it.
- What other thoughts do you have about it?

FOR INSTANCE

- If you could do it over again, what would you do differently?
- How else could it have been handled?
- What caused it?
- What led up to it?
- What have you tried so far?
- What do you make of it?

OPTIONS

- What are the possibilities?
- What are possible solutions?
- What options can you create?

OUTCOMES

- What do you want?
- What is your desired outcome?
- How will you know when you or the family has reached it?
- What would it look like?

PLANNING

- What do you want to do about....?
- What are your next steps?
- What support do you need to accomplish....?
- What do you need from me?
- What will you do?
- When will you do it?

Observer Worksheet: Coaching to Promote Critical Thinking with Keith

1. Physical and Psychological Attending

2. Clarifying

3. Reflections

4. Summarization

5. Analyzing, Synthesizing , Feeding Back

6. Open Ended Questions and Indirect Questions

LETA ALIVEZ: COACHING SCENARIO

Leta Avilez is an Investigator. She has been in your unit for 1 and 1/2 years. She is continuing the investigation of the Martin case. The Martin family includes: Annie Martin – age 17; Dora Martin, age 6 months; and Mrs. Bovier, paternal grandmother.

Ms. Annie Martin, a single parent, was reported to the agency for neglecting her 6-month-old daughter. The paternal grandmother made the report after coming home and finding the baby alone. The grandmother described Annie as an "unfit" mother who thinks only of herself. Annie shows no appreciation for the home she's giving her and she's ready to "throw her out." Lennie, the grandmother's son and the baby's father, is in prison for drug trafficking.) Leta gives her supervisor this report on the status of the investigation.

As far as Leta is concerned, there's no doubt that the Martin baby was left alone. However, the circumstances surrounding the incident remain unclear. Annie Martin says she asked the grandmother to watch the baby for a few minutes; the grandmother says Annie never asked her. Regardless, the incident was an isolated one. The bigger problem is the grandmother's insistence that Annie move out by the end of the month. The grandmother says she's "had it" with Annie; she's willing to keep the baby, but she refuses to be Annie's "maid and babysitter" any longer.

When faced with Annie's despair over having nowhere to go with her baby, Leta promised to help her find somewhere to live. Now, Leta is frantically looking for that "somewhere." Leta goes on to say that she knows first-hand the difficulties of being a single parent. Just like Annie, she had a baby when she was 16. If it hadn't been for her older sister's help, she never would have gotten through school and college. Annie, while young, seems motivated to improve her life; she wants to finish high school and go on to become a veterinary technician. The baby is thriving, which shows Annie's a good mother - not a neglecting one. If anyone has trouble parenting, it is the grandmother. Instead of giving Annie the support she needs at this time in her life, the grandmother is rigid and rejecting. Further, with a son in prison, the grandmother has a "very poor track record" as a parent.

Leta concludes her report by saying that she wants to continue to work with Annie. She feels confident that once Annie has her own apartment, along with day care for the baby, Annie will do just fine. Even though cases, like this one, are usually transferred to Treatment, Leta asks her supervisor to make an exception.

Comment [cf1]: This spelling and the spelling below are different. Which is correct?

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¶
DIAGNOSTIC SKILLS¶
¶
Diagnostic skills are the supervisor's ability to assess the employee's developmental needs in preparation for the coaching session. Good coaching begins before the supervisor and an employee meet to talk. Preparation for the session involves the supervisor's assessment of case situations, the employee's actual performance compared to the ideal, and areas for building self awareness. Supervisors with good diagnostics do this analysis accurately and pinpoint areas that need to be addressed with the employee to enhance practice.¶
¶
Effective use of this component of coaching does not require direct interaction with the employee. While evaluating it is helpful to put yourself in the shoes of the worker. This will help you consider their perspective and to anticipate their reactions during coaching sessions.¶
¶
COACHING SKILLS/TECHNIQUES¶
¶
Coaching skills are the supervisor's ability to use communication skill ... [1]

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Deleted: him/her. To do this you have to attend to the verbal as well as nonverbal messages. It shows you understand the emotional aspect of the worker's situation and encourages the worker to continue to discuss feeli ... [3]

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Accurate empathy is the ability to perceive and communicate accurately and with sensitivity the feelings and ... [4]

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Support involves demonstrating positive expectations that workers can do well when they are properly motivated. And, it means giving workers autonomy ... [5]

OBSERVER WORKSHEET: COACHING TO PROMOTE CRITICAL THINKING WITH LETA

7. Physical and Psychological Attending

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8. Clarifying

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9. Reflections

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10. Summarization

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11. Analyzing, Synthesizing , Feeding Back

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12. Open Ended Questions and Indirect Questions

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COACHING SHANNA

Shanna is a worker who has been in your Treatment Unit for six weeks. She was taken out of the training unit after 2 months because of the significant staff shortage. She is a recent BSW graduate. One of her field placements was in the local mental health clinic where she designed and co-facilitated a playgroup for children ages 7-10 who had experienced abuse. You have been pleased with her feedback and assessments of the family/worker interaction.

She is most comfortable when in the field working with the families assigned to her. She expresses and demonstrates great comfort with children and less knowledge about parenting and less comfort with adults. She describes herself as being "pro-child" and has expressed doubt that most parents who maltreat their children cannot be rehabilitated in the 12 months required by the Adoption and Safe Children's Act.

You have assigned Shanna to work with the Gonzalez family, who are preparing for reunification. In three weeks the two children (Isabel and Ivan, ages 5 and 6 respectively) will be returning home to their single mother, Maria Gonzalez. The family's previous worker left the agency, though she had the opportunity to introduce Shanna to both children, to Ms. Gonzalez, and to the foster parents.

You and Shanna have reviewed the family's treatment plan together. Even with reunification as the plan, both of you are cautious. Ms Gonzalez has a history of alcohol and drug use. The past three months she has been active in recovery after completing a six month in-patient treatment program. The visits have increased in quantity and duration for the past month and have been quite successful. Prior to the in-patient treatment, Ms. Gonzalez would frequently miss the scheduled visits. She regularly told the previous worker that she loved her children so much that she did not want them to see her if she was not at her best, which meant if she had not been using drugs. There were many missed visits which were very hard on the two children.

Today the plan is for an extended visit with both children and their mother. The foster mother will bring the children to the office and Ms. Gonzalez will meet her two children at the office.

The children arrive. Forty five minutes after the visit was scheduled, Ms. Gonzalez still has not shown up. The children become more and more upset. The foster mother says that she wants to take the kids home and "get them settled." She is very upset and says, "I've been through this before, and I can't stand to see these kids so upset. It will be days before they will settle down. I can't believe she did this to her kids again."

Shanna is confused and upset. She had heard that the mother had not shown up for visits in the past, but she thought all of that had changed. She thought, "the past month has been going so well…" She reluctantly talked to the children and told them she would find out where their mother is. The children's tears and sobs where very difficult for her to see. She turned to the foster mother and said she would be in contact.

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As you observe the interchange, please take notes on what the supervisor does to coach and guide the worker to greater awareness and responsibility.

1. Listen to the words, feelings and underlying meaning of the worker's issue. How did this worker know that supervisor was listening? What was her initial concern and then what appeared to be the real issue?

2. Focus on increasing the worker's awareness. What questions did the supervisor ask that enhanced her awareness of the issues? ... [6]

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What do we know for a fact? What do we sense is true, but have no data for yet? What don't we know? What do w ... [8]

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Comment [cf2]: May want to use a different title as this may not apply to the Rurals or Washoe.

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Shanna shows up at your office visibly shaken. As she talks about the failed visit, she gets more and more angry at the mother.

The next day, Ms. Gonzalez calls the office to talk with Shanna. She is crying and says to Shanna, "I'm so sorry I missed the visit yesterday, something came up. I'm with my NA sponsor and we need to talk with you. Can we come to your office at 1:00?"

Shanna comes to your office and says to you, "I can't talk to that woman. I am so mad at her. I don't trust her. I'm sure she's using again. It's obvious she's not ready to get her kids back.

In the space below, note the issues you would have to address with Shanna to prepare her for the interview with the mother:

OBSERVER WORKSHEET: COACHING TO PROMOTE CRITICAL THINKING WITH SHANNA

1. Physical and Psychological Attending

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2. Clarifying

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3. Reflections

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4. Summarization

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5. Analyzing, Synthesizing , Feeding Back

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6. Open Ended Questions and Indirect Questions

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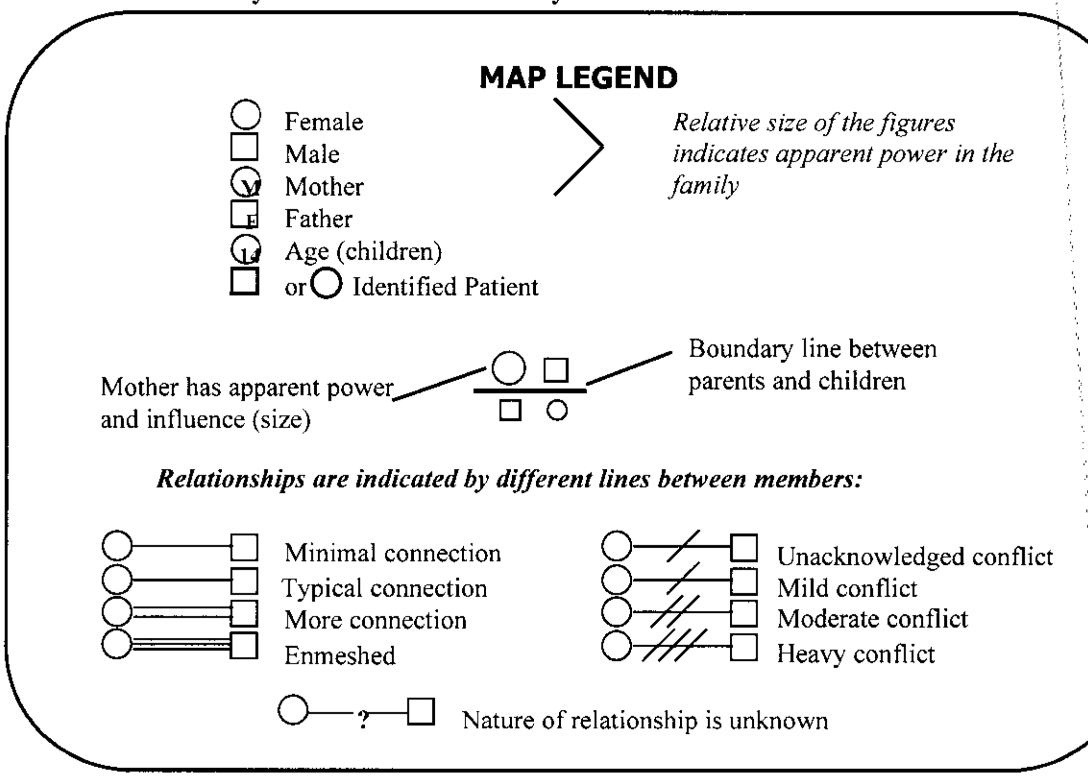
FAMILY MAPPING

Mapping is the technique of using symbols to draw the counselor's impressions of the family relationship patterns-who is close or distant, who is aligned with whom, who has the apparent power and influence in the family, and who is in conflict with whom. It is different from a family genogram: a genogram is a multi-generational and factual picture of the family system, giving basic social information (divorces, deaths, etc.); a family map is not always multi-generational, is subjective rather than factual, and gives little social history. A family map includes more information than a genogram about current relationships between members.

The purposes of a map are to: 1. Organize and display our impressions of a family. 2. Help us maintain a systems focus for the counseling. 3. Indicate a broad goal for counseling with the family.

Here are the symbols I use and what they mean:



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As you observe the interchange, please take notes on what the supervisor does to coach and guide the worker to greater awareness and responsibility.

1. Listen to the words, feelings and underlying meaning of the worker's issue. How did this worker know that supervisor was listening? What was her initial concern and then what appeared to be the real issue?

2. Focus on increasing the worker's awareness. What questions did the supervisor ask that enhanced her awareness of the issues?

3. Focus on increasing the worker's responsibility. What questions did the supervisor ask that encouraged the worker to accept responsibility

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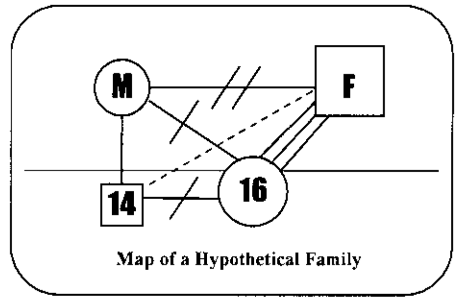
What's wrong in this picture?



Map of a Hypothetical Family

The map to the right shows conflict between the parents and a large difference in size (apparent power) between them. The older child is larger than the mother and is placed partially above the parent/child boundary, indicating too much power and influence. The father and daughter are over-involved (enmeshed), and the daughter is in conflict with her mother and brother. The father-son bond is weak.
Assuming the daughter is the identified patient, the following are examples of systemic goals for counseling (while, of course, the focus is on solving the presenting problems):

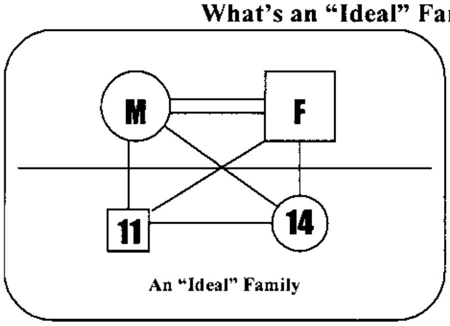
1. Help the mother and father reach agreements concerning their limits on the daughter's behavior. If mother and father are more in agreement, the father-daughter closeness will decrease. This will place the daughter in a less powerful position in the family, especially in relation to the mother.

2. Explore the father-son relationship, creating conversations (enactments) between them during the sessions. If father-son become more communicative, it will also decrease the father-daughter closeness.

3. Likewise, explore the mother-daughter relationship. If they become better able to communicate, the daughter-father closeness will be diminished.

A map helps us clarify what we currently believe about the family organization and what may be contributing to the presenting problem. However, it's important to keep in mind that a map is not a fact; it is simply our subjective opinions. It's a current working hypothesis about relationships and is subject to change as we learn more about the family.

What's an "Ideal" Family Supposed to Look Like?



An "Ideal" Family

Mapping an "ideal" family reveals our assumptions about how family relationships function best. The map to the left shows the following:
1. The mother-father bond is the strongest in the family. 2. Mother and father are of equal size.
3. Children are below the parent-child boundary.
4. Children are smaller than parents.
5. The older child is slightly larger than the younger.
6. The map has no conflict lines.
Obviously, not many families look like that, certainly not all the time. It's a model, an ideal; it gives a standard to aim for in counseling.

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STRUCTURE OF THE INDIVIDUAL CONFERENCE*

FREQUENCY

As stated previously, it is recommended that child welfare supervisors hold one-hour, scheduled weekly individual conferences with each caseworker. This will eliminate the frequency of "on-the-spot" conferences for case issues that are not emergencies and could wait until the next time you meet. As one supervisor notes "I think in the past things would come up and the caseworkers would see that they were not going to meet with me for another 1-2 weeks, so they would stop in and ask questions constantly. I think that now that we meet every week they feel that those things can wait since it is usually only a few days before we meet again. This has really saved me time." Essentially, you are teaching staff how to use supervision. Not only does this save you time and move caseworkers from operating in a crisis mode, but it helps to assure that all cases are getting attention. When cases are discussed through the "on-the-spot" supervision, only certain aspects of the case are addressed. In addition, cases that are not crises often fall through the crack.

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STRUCTURE

Supervisors must consider how to structure the conference so that the purposes of the conference -- meeting the needs of individual caseworker, monitoring individual cases, providing feedback, case consultation, sharing information, addressing performance issues, and building self awareness. The following are guidelines to be used for structuring the conference.

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- **The number of cases to review during a conference.** It is recommended that each case be reviewed in the individual conference at least once a month. Some supervisors review every case during each conference. Using this approach alone results in monitoring process indicators with little emphasis on case consultation and building self awareness. So, the supervisor needs to create a structure that assures that each case is discussed in depth each month. Some supervisors staff four cases per week, other supervisors touch on each case and discuss 1-3 cases in depth each conference, and for others the frequency of review varies depending on the type of case.

- **Preparation for the conference.** A scheduled conference begins before it actually starts. Knowing which cases are to be discussed in depth the supervisor reviews the relevant documentation as well as supervisory notes of previous case discussions. This review serves several purposes. First, it enables the supervisor to determine compliance with policy/procedures. Second, it enables the supervisor to identify issues related to safety, permanence, and well-being that need to be discussed during the conference to assure successful achievement of case outcomes. Third, it may identify deficiencies in performance that may need to be addressed in the conference. Fourth, it may help the supervisor identify areas where self-awareness needs to be addressed. Some supervisors review the entire file every 30-60 days, depending on the case.

- **Case discussion.** Cases are discussed for monitoring purposes, case consultation and building self-awareness. It is also important to provide the caseworker with time to discuss cases for which they are struggling or concerned and need consultation.

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  ✓ ***Monitoring.*** The individual conference often focuses on compliance with performance indicators, for example, client contacts. Information is gathered from the caseworker and feedback is provided and performance issues are addressed.

  ✓ ***Case Consultation.*** The discussion of each case should be guided by the outcomes of safety, permanence, and well-being. The primary techniques used for case consultation are guidance, direction, and coaching. The focus of consultation may be on:

  - **Assessment.** For example, has the caseworker completed an ecological assessment; what needs to change to reduce or eliminate the risk of maltreatment; what are the strengths that will provide the foundation for change; what is the prognosis for change; what is the level and nature of the risk to the child.

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  - **Case decisions.** For example, is the child safe, and if not what is the least intrusive intervention that will protect the child; have protective factors/strengths been developed and the safety factors been reduced so that the child can be reunified; have the risks been reduced sufficiently that the case can be closed.

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  - **Planning.** For example, which services will build on the client's strengths and best address the problems; what is the duration and frequency of services needed to address the problems/risks; are the goals/objectives measurable; has the family been integrally involved in the development of the plan.

  - **Evaluation of client progress.** For example, are the needs of the child being met by the placement resource; what are the barriers to service provision; are their problematic areas in the caseworker's work with the family and possible course of intervention; what does the client feel he/she needs to reduce the risk of maltreatment.

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- ***Building Self Awareness.*** Building self-awareness through coaching is an essential part of the individual conference because the caseworker's personality and behaviors are significant determinants of what happens in the caseworker-client interaction as well as their relationship with foster parents and other community professionals. Also, the caseworker's own values/beliefs may impact on how they feel about/interact/respond to others. In addition, the problems caseworkers encounter can affect them personally. Further, the client's circumstance and/or behavior may bring out unresolved issues and conflicts in the caseworker. Greater self-awareness helps workers think objectively and can prevent the workers reactions from contaminating the helping process. Therefore, the caseworker's feelings, attitudes, and behavior need to be examined through supervision. The supervisor assists staff in developing greater self-awareness, so the worker can act in a deliberate, disciplined, and consciously directed manner to be optimally helpful to the client.*

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Sharing—Case Opening to Case Closure

This tool provides a structure for supervisors to assess and support critical thinking in their staff.

Name of Supervisor: ______________________

Name of Worker: ______________________

Date of Supervision: ______________________

Consider how the worker:
• Talks about the family during case consultation
• Represents the perspectives of the family
• Writes about the family in case notes and assessment documentation
• Practices Full Disclosure and Transparency
  ▪ The worker helps the family understand safety threats or risks identified in the assessment process.
  ▪ The worker helps the family understand the assessment and case planning process.
  ▪ The worker helps the family understand the Concurrent Planning Process.
  ▪ The worker clarifies agency expectations and discusses the client's expectations.
 	
Social work requires entering the culture of another human being and trying to understand behavior in the context of this culture.
• Some workers do this very well...and others hold biases against certain races, ethnic groups or socio economic statuses. How have you addressed this?
	▪ Tell me about the family.
	▪ Give me some background; how did they get to this place?
	▪ Tell me about your meeting with the family how did it go? Who was there, what was said and what happened?
	▪ If the caregivers were here right now what how would they describe their situation? What would they say they need to do to assure their child is safe?
	▪ Tell me about the family's connections, resources, protective capacities, resiliencies.
	▪ If the family was 100% successful in addressing the safety factors what would be different?
	▪ If ten is the most motivated to change and one would be totally resistant to change, where you say the caregivers are? Well, if you are seeing them as a five, what would it take to get them to a six?
	▪ How do you feel about the family and their situation?

Supervisory Comment:	

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Stage I Information Review: ▪ Family patterns—has this family been involved with the agency in the past? Similar referral? What did the agency do in the past to assist the family? ▪ Is the worker who served the family in the past still with the agency? Talk to him/her. ▪ Also learn if there has been law enforcement involvement in the past. ▪ Safety Issues (for worker or family members)	▪ Tell me about the family's history with OCS. ▪ What was the severity of the past allegations? ▪ What does the previous worker say about the family and their involvement with OCS? ▪ What services were provided to the children/family? What were the outcomes of the services? ▪ How does the family's previous involvement with OCS relate to this current report? ▪ How does the family's previous involvement with OCS affect your feelings/view of the current family situation? ▪ Do the past problems/involvement with OCS elevate the safety to the child(ren)?
Supervisory Comments:	

Stage II Safety Assessment.
 	
▪ Comprehensive nature of the information compilation in the following areas:
    ○ Behavioral Health Issues of the family
    ○ Parenting/Discipline practices
    ○ Substance Use/Abuse issues of the family
    ○ Housing/Environment/Physical Needs
    ○ Family Interactions
    ○ Child Functioning/Characteristics
    ○ Social Support System
    ○ Caregiver History of Abuse/Neglect
	▪ Tell me about the caregivers' relationship with their children. How do the caregivers view the children? How do the caregivers describe their children? What is the most positive thing that the caregivers told you about their child? What can he/she do that makes you most proud? What do the caregivers think that their child needs from them as caregivers with regard to supervision, meals, helping with homework, helping to get dressed, etc? What are the caregivers' expectations of their children? Tell me about their disciplinary practices. Tell me about the time the caregivers spend with their children. What do they do together as a

○ How the caregiver communicates ○ Caregiver's Day to Day Life skills/Functioning ○ Caregiver Employment/Financial Status ○ Caregiver Use of Community Resources	family? What would they like to do together? ▪ Given everything that is going on in the family how do they make it work? ▪ Tell me how family members interact with each other, talk to each other, meet each other's needs. How do they resolve conflict in their family? On a scale of 1-10, one being distant or extremely conflictual and 10 being a respectful, supportive, loving relationship, where would the adults rate their relationship with their partner/spouse/significant other? ▪ What are some of the concerns in the family that are affecting the safety to the child? ▪ You mentioned the caregivers' use of substances. Tell me more about that. What does the caregiver use? How often? How does it impact the functioning of the caregiver? Is the caregiver aware of how their substance use affects their care of their children? How does it impact on the safety to the child? ▪ Tell me about the home environment. Describe how the home looked. What was positive about the home environment? What concerned you most about the home environment? How does that impact on the safety to the child(ren)? ▪ Tell me about the child. How is he/she doing in academically? Tell me about his/her peer relationships. How is the child's physical health? Tell me about how he is at home. How does he interact with his caregivers, siblings? Tell me about the developmental status of the child? How about mental health issues? Are the needs of the child being met? Do any of these factors impact on the

	child's safety? ▪ Tell me about the family's support system. Who do they turn to for emotional support? Who do they turn to for information and advice? Who do they turn to for concrete assistance? How do the family members describe their relationships with others outside the home? What are the family's connections in the community? For example, are they involved in church or synagogue? ▪ How does the family meet its financial needs? Tell me about employment. What is their income? From where? Is it enough to meet their basic needs? Where does the family live? How do they budget? Do the caregivers ever have concerns about their house or your neighborhood being safe for them or their children? Do any of these factors impact on the safety to the child? ▪ Tell me about the adults in the home. Do they work? How is their physical health? How is their mental health? Do either of the caregivers have a mental health diagnosis? If so, are they on any medications? Are they able to control their behavior/emotions? What do they do for fun? How do they respond to stress? How did/do they respond to you and other service providers? Describe their motivation to change.
Supervisory Comments:	
Stage III Decision Making. ▪ Application of danger threshold ▪ Ensure that workers biases do not impact decision making ▪ Clear understanding of how the safety	▪ What leads you to conclude that? What data do you have for that? What causes you to say that? ▪ You may be right. I'd like to understand more. What leads you to believe?

threats and risks are operationalized in the family—specific behavioral descriptions.	▪ What is the significance of that? How does this relate to the other safety threats? ▪ How did you arrive at that view? Are you taking into account data that I have not considered? ▪ What do we know for a fact? What do we sense is true, but have no data for yet? What don't we know? ▪ Are there family conditions in the form of behaviors, emotions, attitudes, intent, situations, operating in isolation or together that create a current, immediate and significant threat to child safety? ▪ Are these conditions/situations unrestrained, unmanaged, without limits or monitoring, not subject to influence and are out of the family's control? ▪ Describe the possible impact to the child from the family conditions/situations that are out of control? ▪ What led you to conclude that there is a certainty about the occurrence in the immediate or near future? ▪ Tell me why you view the child as vulnerable. ▪ If the safety threat was "lack of supervision" What did that look like? Is this pattern of behavior and not an "incident"? ▪ If the safety threat is simply defined as "substance abuse, mental illness or domestic violence"...What are the specific behaviors that caused the children to be unsafe?
Supervisory Comments:	

Stage IV Safety Planning. ▪ The safety plan must specifically manage and control the identified safety threats (Who, when, where, how) ▪ The people in the family who are supporting the safety plan must agree with us that the children are unsafe and need protection ▪ In home safety plans must be monitored by worker…	▪ How are the safety threats operationalized in the family? ▪ What are the protective capacities of the caregivers and how can they be used in the safety plan to assure the child's protection in the least intrusive manner? ▪ Are there interventions that can specifically target the safety threats and maintain the child in the home? What is the frequency and duration of interventions/services needed to control the risk/safety factors? Will the family accept and participate in these services at the recommended level? Is the home setting calm and consistent to accommodate service providers? Are there special evaluations that need to be completed (e.g. substance abuse evaluation) before we can proceed with an inhome plan? ▪ Is the nonoffending caregiver willing and able to provide protection? Is the nonoffending caregiver fearful or intimidated by the offender? Does the nonoffending caregiver perceive the circumstances accurately and recognize danger? Is the nonoffending caregiver physically, emotionally, and behaviorally capable of providing protection? Who is the nonoffending caregiver allied with in the family? What is the quality of the relationship and attachment between the caregiver and the child? Does the caregiver believe the child and have empathy for the child? Does the child trust the adult? ▪ What do the caregivers believe is necessary to assure the child's protection? ▪ On a scale of 1-10, 1 being a total lack of cooperation to 10 being completely willing, able, and motivated to implement the safety plan, where would you place the caregivers? ▪ What are the interventions that can specifically and successfully address the

	safety threats? Do the safety interventions match the period of time when relevant protective capacities are absent? Are the interventions accessible in time and physical proximity to the safety threats?
Supervisory Comments:	
Stage V Completion of the SDM/Risk Assessment:	▪ Did the worker apply the information gathered during the safety assessment process in the completion of the SDM?
Supervisory Comments:	
Stage VI Case Transfer Meeting: ▪ Clear and specific description of the behaviors or conditions of the caregiver's that have to change in order to eliminate the safety threat or reduce the risk. This should be a collaborative process (whenever possible) between the CPI worker and the Family Services or Foster Care worker and the family. ▪ Family participation in the case transfer meeting.** **If the family is part of the transfer meeting it is an excellent vehicle for creating a common vision for the remainder of the work. If the family is not involved, it is at least important for the worker to spend time with the family helping them to understand why the specific behavioral changes must occur.	▪ Based on our understanding of the family, the safety threats and risks present in the family, and how those safety threats translate into specific caregiver behaviors what must be communicated verbally and in writing to the Family Services or Foster Care worker to assure a smooth transition for the family? What are of the reason(s) the family came to the attention of the system? What are the results of the safety and risk assessment—"The child was found to be unsafe due to the presence of the following safety threats...." How would we describe the safety plan that was put in place and how it is managing or controlling the identified safety threats? What are of the behaviors or conditions of the caregiver's that have to change in order for the child to be safe or to minimize child risk? ▪ Tell be about your relationship with the family. ▪ What can the family contribute to this meeting?

	▪ How would the family describe the next steps in OCS' involvement with them? ▪ What are their expectations of us and of the process?
Supervisory Comments:	
Stage VII Assessment of Family Functioning. ▪ The Family Functional Assessment should be focus on understanding the causes of the safety threats/risks identified during the safety assessment. ▪ The worker draw a clear link between intervening in a specific domain area and changing behaviors that resulted in safety threats/risks. ○ Sometimes functional assessments can simply look like additional information gathering –instead of seeking to understand the causal nature of the safety threats/risks.	▪ What are the safety threats and risks identified during the investigation/initial assessment that must be addressed in the case plan in order for the child to be returned and/or the case closed in OCS? ▪ How are the safety threats/risks operationalized in caregiver behaviors? ▪ What were you thinking and feeling about the family during the assessment process? ▪ What does the caregiver/child/family believe is causing or contributing to the behaviors or conditions posing a risk or safety threat to the child? ▪ As you explore each domain area with workers you must maintain two areas of focus: how the family functions in this area and if this way of functioning contributed to the child(ren) to being unsafe or at risk of future harm. In addition, a time perspective is needed in order to fully understand how the family functions and how their day to day behavior contributes to the safety threats/risks identified. ▪ For the domain of Kinship/Community/Supports available to support family system, some questions to ask include: Tell me about the family's support system.

	Who do they turn to for emotional support? Who do they turn to for information and advice? Who do they turn to for concrete assistance? How do the family members describe their relationships with others outside the home? Who do they consider family/kin? Is the family close to anyone in their church or community? How does what we know about family functioning in this domain help us identify protective capacities that will provide the foundation for change and/or inform what must be addressed in the case plan to reduce the risk of maltreatment and assure the child's safety? ▪ For the domain of Housing/Food Basic Needs: Financial Stability, some questions to ask include: How does the family meet its financial needs? Tell me about employment. What is their income? From where? Is it enough to meet their basic needs? Where does the family live? How do they budget? Do the caregiver sever have concerns about their house or their neighborhood being safe for them or their children? Do their children ever go to bed hungry because there was no food in the house? Does the financial stability adds stress to family system and may result in eviction or lack of stable living environment? How does what we know about family functioning in this domain help us identify protective capacities that will provide the foundation for change and/or inform what must be addressed in the case plan to reduce the risk of maltreatment and assure the child's safety? ▪ For the domain of Medical Issues within

	the family, some questions include: Tell me about the physical health of the caregivers, children. If the child has major medical needs, what are the specific needs of the child? Is the family able to meet the needs of the child? How is the family coping with the child's condition? What is the family's understanding and perception of the condition? Tell me about the caregiver's physical health. Has the caregiver's health ever held them back from getting a job or taking care of their children? Are the caregivers taking any medications? If so, what are they? How does what we know about family functioning in this domain help us identify protective capacities that will provide the foundation for change and/or inform what must be addressed in the case plan to reduce the risk of maltreatment and assure the child's safety? ▪ For the domain of Caregiver Mental Health, some of the questions include: Tell me about the caregiver's mental health? Do either of the caregivers have a mental health diagnosis? If so, are they on any medications? Are they able to control their behavior/emotions? What does the caregiver do when they are having a hard day? When they cannot "get going" who takes care of their child? Does the caregiver's mental health issues impair their parenting decisions and the ability to meet their child/s needs? What do they do for fun? How do they respond to stress? Tell me about the caregiver's childhood. Who raised the caregiver? How were they disciplined as children? What is the caregiver's relationship with his/her parent now? What are some things the caregiver would like to do that are the same as his/her parents, what are some things that he/she would like to do

	differently? If the caregivers experienced maltreatment as children how do they think and feel about their childhood experiences? Do they understand their history and are motivated to ensure a better environment for their children? How does what we know about family functioning in this domain help us identify protective capacities that will provide the foundation for change and/or inform what must be addressed in the case plan to reduce the risk of maltreatment and assure the child's safety? ▪ For the domain of Caregiver Substance Abuse, some questions include: You mentioned the caregivers' use of substances. Tell me more about that. What does the caregiver use? How often? How does it impact the functioning of the caregiver? Has the caregiver's drinking or drug use caused job, family, or legal problems? Are there others in the home abuse alcohol or other drugs in ways that worry the caregiver? Is the caregiver aware of how their substance use affects their care of their children? How does what we know about family functioning in this domain help us identify protective capacities that will provide the foundation for change and/or inform what must be addressed in the case plan to reduce the risk of maltreatment and assure the child's safety? ▪ For the domain of Family Violence, some of questions include: How do family members get along? How do the caregivers resolve conflict in your family? Who makes the rules in the family? Have the police ever been called to your home? Have the victim ever been concerned about the safety of the children when you argue with your partner? Has the victim's child ever scared or threatened to physically harm him/her? If the worker indicates that the caregiver disclosed

	domestic violence you may ask, when was the last incident? How often do the incidents occur? Have you ever been physically injured? Have you ever sought medical attention? Have the incidents increased in severity and frequency? Tell me about the whereabouts and involvement of the children? ? How does what we know about family functioning in this domain help us identify protective capacities that will provide the foundation for change and/or inform what must be addressed in the case plan to reduce the risk of maltreatment and assure the child's safety? How does what we know about family functioning in this domain help us identify protective capacities that will provide the foundation for change and/or inform what must be addressed in the case plan to reduce the risk of maltreatment and assure the child's safety? ▪ For the domain of Day to Day Parenting Skills, some questions include: Tell me about the caregivers' relationship with their children. How do the caregivers view the children? How do the caregivers describe their children? What is the most positive thing that the caregivers told you about their child? What does the caregiver say that the child does that makes him/her most proud? What do the caregivers think that their child needs from them as caregivers with regard to supervision, meals, helping with homework, helping to get dressed, etc? What are the caregivers' expectations of their children? Tell me about their disciplinary practices. Tell me about the time the caregivers spend with their children. What do they do together as a family? What would they like to do together? On a scale of 1-10, where would the caregiver place themselves at in comparison with where would he/she

	would like to be as a parent? How does what we know about family functioning in this domain help us identify protective capacities that will provide the foundation for change and/or inform what must be addressed in the case plan to reduce the risk of maltreatment and assure the child's safety? ▪ For the domain of Child Physical/ Emotional and Developmental status some questions include: Are the child? Immunizations up to date? Tell me about the child's motor development. How is a child developing in terms of gross and fine motor skills? Are the child's motor developmental milestones within age range? How about the child's language development? How is the child developing in terms of language acquisition? Tell me about how the child functions in the day to day activities? Tell me about his communication with others, socialization, daily living skills. Does the child have any medical issues that cause the caregiver to worry about him/her? Tell me about his/her peer relationships. ▪ For the domain of Child Educational Needs, some questions include: Tell me about the child's cognitive or intellectual abilities. Tell me about the child's educational development. How is the child actually doing or achieving as opposed to what he/she is capable of? Does the child ever skip school? Where does he/she go when he/she skips school? ▪ For the domain of Child's behaviors that contribute to being at risk some of the questions include: Do the parents describe the child as hard to handle? How does the child behave in school? Does the child have a mental health diagnosis, e.g. ADHD which make his behavior harder to manage? How do the

	caregivers describe the child? Does the child have a medical condition that may make him/her harder to care for?
Supervisory Comments:	
Stage VIII Behaviorally Based Case Planning ▪ Interventions should be linked to changing behaviors that caused children to be unsafe/at risk of harm ▪ Family must be engaged the family in determining which services would be most helpful ▪ The information on the identified safety threats and the behavioral changes required to eliminate the safety threat must be clearly provided to the community agency (such as mental health provider, substance abuse provider, parenting instructor, etc.) ▪ If the child is in care: ▪ The activities planned for the visitation must be obviously linked to addressing the change in behaviors or conditions that caused children to be unsafe or at risk of future harm? ○ For example are parenting behaviors such as cooking meals, putting the child to bed at night, feeding the child, disciplining the child and other parenting behaviors being practiced in the visitation? ▪ Their needs to be encouraged birth family-resource family relationship. ○ Some workers struggle with partnering well with resource	▪ What are the safety threats that must be addressed in the case plan? ▪ Tell me about the behaviors or conditions that need to change to reduce the risk or assure safety. If they miss something, What about.... ▪ If the behavioral description of what needs to change is stated in negative terms, what will be different in the caregiver's behavior if they stop, refrain from...? ▪ If the behavioral description of what needs to change is stated in general terms, how will we know that there is enhanced family functioning? Or what will the first thing the family will say is different in their family? ▪ If the behavioral description of what needs to change indicates a service, what will be different in their behavior when they finish the service? Or what behavior change are we hoping to accomplish by providing this service? ▪ If the family was here right now what would they say would be most helpful to them in changing? ▪ What do we know about treatment of batterers? What do we have in the community that can meet the need? ▪ What do we know about treatment for substance abuse? What do we have in the community that can meet the need? ▪ Tell me about the family's culture. What resources in the community would be

families. Do you have any concerns about worker biases against resource families?	most beneficial given the family's culture? ▪ In reviewing the referral for service the supervisor may ask: What does the service provider need to know to assure the most targeted service? What specifically do we need to know from the service provider to help us make decisions regarding safety, risk, permanence, and well being? How often do we need contact/reports from service providers? What form of reports will be most helpful? ▪ If the child is in care the following questions may be helpful in reviewing the visitation plan: Tell me about the activities planned for the visit. How will they to meet the child's developmental needs, maintain contact, and help a parent learn new skills or demonstrate improved safer parenting skills? What other activities may be helpful? What else do the caregivers think they could do or what they need to help them learn the skills to safely parent their children? Where are the visits taking place? What's the rationale for the location? Where else could we locate the visit to allow for privacy and natural interaction? How much time do we need to allow for the visit to provide sufficient time for natural interaction and for completion of activities related to the case plan? Who can be supportive in facilitating the visits?
Stage IX Ongoing Assessment and Case Plan Review. • When reviewing the case plan—the focus is on change of behaviors not merely compliance to a set of tasks (services completed). • How has the worker engaged the community providers in assessing progress in behavioral change?	▪ What will we see, hear, experience which will tell us that behavior change is occurring? ▪ Tell me what you've observed in the caregiver's and child's behavior, the interaction in the family, the and the home environment during your visits that demonstrates progress toward risk reduction, elimination of safety threats, and development of protective capacities? ▪ What specifically has changed in the family that tells us that safety can be managed by a combination of family

	protective factors and less restrictive agency safety interventions? ▪ What specifically has changed in the family which tells us that the threats to safety and the relevant risk factors can be managed by the family without additional protective factors offered by the agency? ▪ What do the caregivers say has changed? ▪ What patterns of behavior do the caregivers exhibit that are consistent with actions of protection? ▪ What negative patterns of behavior that cause or contribute to child safety that have been eliminated or reduced significantly? ▪ What do community providers report has changed in the individual/family that will help assure safety? ▪ What do the community providers report still needs to change to assure child safety? ▪ Are the services provided meeting the needs of family? Do they need to change in frequency or duration?
Supervisory Comments:	
Stage X. Case Closure. • Have the safety threats been resolved and the risks of future harm reduced? • Does the family know where to go for help in the future?	▪ What specifically has changed in the family which tells us that the threats to safety and the relevant risk factors can be managed by the family without additional protective factors offered by the agency? ▪ Tell me about the supports systems in the family. Who will they turn to now for emotional support? Who do they turn to now for information and advice? Who do they turn to now for concrete assistance? Describe the family's relationships with others outside the home? Are their connections sufficient to support the behavioral changes?

Supervisory Comments:

OBSERVER WORKSHEET: COACHING TO PROMOTE CRITICAL THINKING REGARDING SAFETY

1. Physical and Psychological Attending

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2. Clarifying

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3. Reflections

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4. Summarization

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5. Analyzing, Synthesizing , Feeding Back

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6. Open Ended Questions and Indirect Questions

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Una: Please make a handout for the questions related to safety threshold.
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Una: Please make a handout for the safety intervention analysis
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THE COACHING MODEL

DIAGNOSTIC SKILLS

Diagnostic skills are the supervisor's ability to assess the employee's developmental needs in preparation for the coaching session. Good coaching begins before the supervisor and an employee meet to talk. Preparation for the session involves the supervisor's assessment of case situations, the employee's actual performance compared to the ideal, and areas for building self awareness. Supervisors with good diagnostics do this analysis accurately and pinpoint areas that need to be addressed with the employee to enhance practice.

Effective use of this component of coaching does not require direct interaction with the employee. While evaluating it is helpful to put yourself in the shoes of the worker. This will help you consider their perspective and to anticipate their reactions during coaching sessions.

COACHING SKILLS/TECHNIQUES

Coaching skills are the supervisor's ability to use communication skills to encourage a meaningful dialogue between yourself and your worker.

Listening

Active Listening includes:

Focusing totally on the worker (putting other work aside)

Physical attending. This includes appropriate eye contact, body posture, gestures, facial expression, and voice quality. Maintaining eye contact; leaning forward and sitting with an open posture; using natural and fluid use of the hands and arms; head nodding; maintaining a calm and interested expression; mirroring the worker's expressions; and using appropriate volume, inflection, emphasis and pauses communicate trust, respect, acceptance, empathy, warmth, interest, and involvement.

Psychological attending. This involves observing and listening to the worker and responding. It means tuning in to the worker's emotions through careful listening and observation and then responding to the worker based on what you understood. Listening is more than just hearing the words the client

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communicates, it also involves observing the worker's nonverbal behavior, hearing what they communicate in their voice, and assessing the congruence between their words and behaviors. Responding verbally involves not just what you say, but how you say it and that your response relates to what the worker has said. You can do this through verbal following and minimal encouragers. Verbal following/minimal encouragers. The supervisor uses uh huh, yes, or states the last word, the worker uses.

Reflections: are concise restatements of the worker's message. Reflections can focus on content, feeling, or a combination of the two. The purpose of using reflections is to: convey understanding, encourage the worker to continue talking; to check out if your perception and understanding is accurate; to focus the discussion; to gather certain types of information; and to develop a broader and deeper understanding of the worker's circumstances.

Paraphrase is accurately reflecting the worker's verbal message by putting it into your own words. It does not mean parroting back (stating word-for-word) what the worker has said. It indicates that you understand the content of the message and it encourages the worker to continue discussing facts, beliefs, or events.

Reflection of feelings focuses on the emotional aspect of the worker's communication. You must first accurately identify and label the worker's emotional state and then communicate it back to

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him/her. To do this you have to attend to the verbal as well as nonverbal messages. It shows you understand the emotional aspect of the worker's situation and encourages the worker to continue to discuss feelings.

Combined reflections tells the worker you understand what he/she is feeling and why. Accurate combined reflections capture the essence of the worker's experience and communicate empathy.

Summarization is the process of adding up for the worker all of the feelings and facts they shared in a given situation. It allows the client to see the interrelatedness of the facts and feelings, and develop clarity on the nature of the problem and share in the selection of alternative courses of action. Summarization should be done in a concise, organized and purposeful manner. The purposes for using summarization include: to check your understanding of what the worker is saying; to help the worker understand the total situation, not just the individual elements of it; to focus the discussion, to facilitate transition from one subject to another; and to highlight contradictions or ambivalence.

Analyzing, Synthesizing, and Feeding Back to the Worker. It requires you to listen to and synthesize a wide range of facts and feelings. It enables you to bring together a wealth of information to form a whole that may be greater than the sum of the individual statements the worker has made. When you share your analysis of the worker's communication you help him/her look at the case situation, their performance, or themselves from a different lens or perspective to promote self awareness.

Questions

There are three types of questions closed, open, and indirect. Closed questions search for factual information. They help you determine the who, what, why, when and where of the story. Open questions encourage the talker to provide information in their own way. These questions are designed to gain a wide range of information about topics and feelings. Indirect questions are a type of closed ended questions without the question mark. Tell me more about that, and let me hear about your experience at the clinic are examples of indirect questions.

Open Questions are key type of question to use in coaching because they require the worker to go inside and think. They encourage talking and elaboration and provide you with details. In a coaching session you start with broad open questions and as the discussion proceeds, you ask more specific probing open questions.

COACHING QUALITIES

Coaching qualities are the personal attitudes and beliefs that support your coaching role. The personal qualities that support the coaching role include: accurate empathy,

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genuineness, respect and support.

Accurate empathy is the ability to perceive and communicate accurately and with sensitivity the feelings and experiences of another person through being an active responder rather than a passive listener. Empathy is a process of attempting to experience another's world and then communicating an understanding of, and compassion for, the other's experience. The supervisor should focus intently on the verbal and nonverbal cues presented by the worker and continuously share with the worker your understanding of what has been communicated. It also requires the supervisor to be aware of his/her own biases and assumptions.

Genuineness **refers to supervisors being themselves. This means simply that supervisors are congruent in what they say and do, non-defensive, and spontaneous. Genuineness means integrating who we are and our role in the agency. It means being open and honest with employees about feedback and about their developmental needs and opportunities. It means demonstrating your commitment to the coaching process.**

Respect involves valuing the worker, separate from any evaluation of his/her behavior or thoughts . It also means believe that workers have the strengths, the internal resiliency, the capabilities, as well as the capacity to

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change their behavior.

Support involves demonstrating positive expectations that workers can do well when they are properly motivated. And, it means giving workers autonomy – letting workers do their work without your stepping in constantly to help or being directive.

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OBSERVATION WORKSHEET FOR LETA ALIVEZ

As you observe the interchange, please take notes on what the supervisor does to coach and guide the worker to greater awareness and responsibility.

1. Listen to the words, feelings and underlying meaning of the worker's issue. How did this worker know that supervisor was listening? What was her initial concern and then what appeared to be the real issue?

2. Focus on increasing the worker's awareness. What questions did the supervisor ask that enhanced her awareness of the issues?

3. Focus on increasing the worker's responsibility. What questions did the supervisor ask that encouraged the worker to accept responsibility?

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COACHING TO IMPROVE INQUIRY AND AWARENESS*

When

Staff have walked up the ladder of inference

Strong views are expressed without any reasoning or illustrations

You want to draw out staff reasoning

You want to find out what led the person to their view

You want to explore, listen and offer your own views in an open way

You want to raise your concerns and state what is leading you to have them

The discussion goes off on a tangent

You encounter an impasse

You perceive a negative reaction

Column Break

What to say

Section Break (Continuous)

What leads you to conclude that? What data do you have for that? What causes you to say that?

You may be right. I'd like to understand more. What leads you to believe?

What is the significance of that? How does this relate to your other concerns?

How did you arrive at that view? Are you taking into account data that I have not considered?

Have you considered...

I have a hard time seeing that, because of this reasoning...

I'm unclear how that connects to what we've been saying.

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Can you say how you see it as relevant?

What do we know for a fact? What do we sense is true, but have no data for yet? What don't we know? What do we agree upon and what do we disagree on? What would have to happen before you would consider the alternative? Is there anything I can say or do that would convince you otherwise?

When you said ..."I had the impression you were feeling ... If so, I'd like to understand what upset you. Is there something I've said or done?"

Section Break (Next Page)

Sample Coaching Questions*

Assessment

- ☐ What do you make of it?
- ☐ What do you think is best?
- ☐ How does it look to you?
- ☐ How do you feel about it?
- ☐ What seems to be the trouble?
- ☐ What seems to be the main obstacle?
- ☐ What concerns you the most about...?

Clarification

- ☐ What do you mean?
- ☐ What does it feel like?
- ☐ Can you say more?

Evaluation/Exploration

- ☐ What do you think it means?
- ☐ What is your assessment?
- ☐ What other angles can you think of?

*Adapted from Whitmore, L, Kimsey-House, H. and Sandahl, P. *Co-Active Coaching.* Palo Alto, CA: Davies-Black Publishing, 1998.

- What's another possibility?
- What are some other options?
- What are other possible meanings?
- What happens when you do ...?
- What would happen if?

EXAMPLE

- Will you give me an example?
- For instance?
- Like what?
- Such as?

ELABORATION

- Will you elaborate?
- Tell me more about it.
- What other thoughts do you have about it?

FOR INSTANCE

- If you could do it over again, what would you do differently?
- How else could it have been handled?
- What caused it?
- What led up to it?
- What have you tried so far?
- What do you make of it?

Options

- ☐ What are the possibilities?
- ☐ What are possible solutions?
- ☐ What options can you create?

Outcomes

- ☐ What do you want?
- ☐ What is your desired outcome?
- ☐ How will you know when you or the family has reached it?
- ☐ What would it look like?

Planning

- ☐ What do you want to do about....?
- ☐ What are your next steps?
- ☐ What support do you need to accomplish....?
- ☐ What do you need from me?
- ☐ What will you do?
- ☐ When will you do it?

Page Break

Observation Worksheet for Practice with Keith

As you observe the interchange, please take notes on what the supervisor does to coach and guide the worker to greater awareness and responsibility.

1. Listen to the words, feelings and underlying meaning of the worker's issue. How did this worker know that the supervisor was listening? What was her initial concern and then what appeared to be the real issue?

2. Focus on increasing the worker's awareness. What questions did the supervisor ask that enhanced her awareness of the issues?

3. Focus on increasing the worker's responsibility. What questions did the supervisor ask that encouraged the worker to accept responsibility

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MODULE 6

Competencies for Managing Effectively in the Organization

- Supervisors will be able to create a positive work climate that nurtures and supports staff and builds motivation for excellence.
- Supervisors will be able to influence agency policy by proposing changes in the way in which the organization functions (e.g. intake policies, personnel policies, etc.)
- Supervisors will be able to influence agency program development by proposing new program directions and identifying implementation strategies.
- Supervisors will be able to advocate for the needs of their staff and serve as a buffer between staff and upper management.
- Supervisors will be able to describe the stages of change and use specific strategies to help staff move forward and accept and adjust to change.
- Supervisors will be able to identify their own and the staff' s personal style in managing change.
- Supervisors will be able to respond effectively to organizational change.
- Supervisors will be able to identify and respond effectively to secondary trauma and compassion fatigue.

MANAGING EFFECTIVELY WITHIN THE ORGANIZATION
AGENDA

DAY 1

8:30-9:30	WELCOME, REVIEW OF ACTION PLAN, AND OVERVIEW OF TRAINING
9:30-10:30	CREATING A POSITIVE WORK CLIMATE
10:30-10:45	BREAK
10:45-11:45	CREATING A POSITIVE WORK CLIMATE (Cont.)
11:45-12:45	LUNCH
12:45-1:45	THE PRINCIPLES OF MANAGING UP
1:45 -2:45	ESTABLISHING AND MAINTAINING AN EFFECTIVE RELATIONSHIP WITH YOUR BOSS
2:45-3:00	BREAK
3:00-4:00	PRACTICE IN MANAGING UP

DAY 2

8:30-9:15	PLANNING REGARDING MANAGING MY BOSS
9:15 -9:45	EXAMINING THE PROCESS OF CHANGE IN MY ORGANIZATION
9:45-10:45	UNDERSTANDING CHANGE AND ITS IMPACT ON STAFF
10:45-11:00	BREAK
11:00-11:30	UNDERSTANDING CHANGE AND ITS IMPACT ON STAFF (CONT.)
11:30-12:30	LUNCH
12:30-1:45	INDIVIDUAL STYLES IN MANAGING CHANGE
1:45-2:00	BREAK

MODULE 6

2:00-3:45	UNDERSTANDING AND RESPONDING TO COMPASSION FATIGUE AND SECONDARY TRAUMA
3:45 -4:00	JOURNAL, ACTION PLAN, AND EVALUATION

MODULE 6

Performance Management Equation

Ability + Motivation + Clarity = Effective Performance

MODULE 6

PERSONAL NEEDS

FACTS ABOUT THE ORGANIZATIONAL CLIMATE

- The organizational climate is the perceptual filter through which staff experience the work place.
- The organizational climate affects organizational performance.
- Climate factors affect whether people's needs are met in the work place.
- Climate factors predict whether staff like to work and whether they will work to the best of their ability.
- If staff are happy with their work climate (their personal needs are met), they will expend the extra effort to do their jobs beyond the minimum; if not, they will not feel a stake in the success or failure of the work group/organization.
- If the overall climate is low or if the gap between the actual climate and the ideal climate is large, performance may suffer.
- If the climate remains poor for extended periods, staff will not believe that things can be improved.
- The likely results of low climate are: high turnover, dissatisfaction, and low productivity.

COMPONENTS OF CLIMATE

- ***Respect/value*** is the fundamental spirit of the organizational culture. It can be seen in the system of values, beliefs about people, and norms of behavior regarding authority and influence.

  - ✓ Management values staff
  - ✓ Management acknowledges the humanity of staff
  - ✓ Management demonstrates respect for all staff.
  - ✓ Staff are treated fairly and equitably.

- ***Collaboration/teamwork/support*** is the physical and social structure of relationships in the organization. It can be seen in how staff interact with both their work and with one another.

  - ✓ Positive relationships among staff
  - ✓ Collegiality, collaboration, and cooperation
  - ✓ Philosophy is translated into action
  - ✓ Support and nurturance of staff

- ***Trust/Integrity*** is based on opportunities for verifying management's trustworthiness and good faith.

  - ✓ Basic trust in management
  - ✓ Belief in the consistency, predictability, and follow through of management.
  - ✓ Norm of reciprocity through staff input

- ***Flexibility*** is staff feels their ideas are readily accepted and there is an openness to change.

  - ✓ Openness to different approaches and styles
  - ✓ Lack of rigidity around policies, procedures, and practices

- ***Responsibility*** is staff having the perception that they have freedom to perform their functions and take calculated risks.

  - ✓ Autonomy
  - ✓ Accountability
  - ✓ Respect for expertise of staff

- ***Recognition/Rewards*** is the degree to which staff feel they are recognized and rewarded for good performance.

  - ✓ Management emphasizes positive feedback

- ✓ Agency system for staff rewards
- ✓ Rewards based on differentials in performance
- ✓ Rewards are individualized

- ***Excellence*** is the emphasis on high quality and results.

  - ✓ Clear concern for excellence
  - ✓ Continual focus on growth, improvement, and enhancement

- ***Openness/clarity*** is that the mission and goals of the agency are clear as well as specific performance expectations for staff.

  - ✓ Understanding and agreement on the agency mission, program goals, vision of practice
  - ✓ Clear performance standards and expectations
  - ✓ Clear policies and procedures
  - ✓ Clear lines of authority
  - ✓ Information flow through open channels of communication

MODULE 6

RATING THE ORGANIZATIONAL CLIMATE

INSTRUCTIONS

Circle the number on the Definitely Disagree--Definitely Agree scale that best describes what the climate is actually like in your unit and in your organization.

1. People are valued as human beings irrespective of the particular jobs they perform.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

2. People are valued according to their contributions, all have opportunities to improve their skills and enhance their personal worth through individual effort.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

3. Basic rights and privileges are uniformly distributed, people at the very bottom can expect the same considerations and protections as those at the top.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree　　　　Definitely Agree

1 2 3 4 5

4. Management expects the best from its staff and appears to have confidence they are all capable of doing the work.

Unit

Definitely Disagree — Definitely Agree

1 2 3 4 5

Organization

Definitely Disagree — Definitely Agree

1 2 3 4 5

5. Power and influence are shared; management remains accountable, all have influence.

Unit

Definitely Disagree — Definitely Agree

1 2 3 4 5

Organization

Definitely Disagree — Definitely Agree

1 2 3 4 5

6. A variety of ways to facilitate information flow among people to overcome barriers to communication and keep people in touch with each other are used.

Unit

Definitely Disagree — Definitely Agree

1 2 3 4 5

Organization

Definitely Disagree — Definitely Agree

1 2 3 4 5

7. Ideas and opinions are valued and there are a number of mechanisms for sharing information and tapping into what people are thinking.

Unit

Definitely Disagree — Definitely Agree

1 2 3 4 5

Organization
Definitely Disagree — Definitely Agree
1 2 3 4 5

8. Management works at creating opportunities for staff to express their thoughts and feelings and management opens up as well.

Unit
Definitely Disagree — Definitely Agree
1 2 3 4 5

Organization
Definitely Disagree — Definitely Agree
1 2 3 4 5

9. Policies and procedures are continually evaluated in terms of whether they help or inhibit people in doing their job and they are updated accordingly.

Unit
Definitely Disagree — Definitely Agree
1 2 3 4 5

Organization
Definitely Disagree — Definitely Agree
1 2 3 4 5

10. Agency mission and program goals are defined, however decisions governing work are made with management and staff doing the work in order to clarify what is needed and how best to do it.

Unit
Definitely Disagree — Definitely Agree
1 2 3 4 5

Organization
Definitely — Definitely

Disagree				Agree
1	2	3	4	5

11. Staff's expertise is valued.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

12. Freedom and personal security stem from feelings of trust and respect; candor is employed in all directions.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

13. Mistakes are analyzed to see what can be learned about the way they operate.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

14. Managers are open, spontaneous, and responsible in relating to those they manage, resulting in staff feeling comfortable in talking with their managers because they expect genuine interest and support.

Unit

Definitely | Definitely

Disagree				Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

15. There is a sense of vitality and in the workplace; staff feel involved in and stimulated by their work and look forward to each day's activities.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

16. Staff are encouraged to take initiative in solving problems.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

17. The mission of the agency, the goals for each program area, and the policies and procedures for each unit are clear.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

18. Staff go out of their way to make the work group successful.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

19. The workers cooperate with each other and support one another.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

20. The supervisor promotes harmony and team spirit among staff; they are encouraged to be thoughtful of one another.

Unit

Definitely Disagree				Definitely Agree
1	2	3	4	5

Organization

Definitely Disagree				Definitely Agree
1	2	3	4	5

21. The supervisor encourages a sense of interdependence and mutual reliance among people as a key ingredient to effective performance.

Unit

Definitely Disagree				Definitely Agree

1 2 3 4 5

Organization

Definitely Disagree | | | | Definitely Agree
1 2 3 4 5

22. People get recognized regularly for the good work they do.

Unit

Definitely Disagree | | | | Definitely Agree
1 2 3 4 5

Organization

Definitely Disagree | | | | Definitely Agree
1 2 3 4 5

23. Staff are made to feel that their individual contributions are of fundamental importance to the well-being of the organization.

Unit

Definitely Disagree | | | | Definitely Agree
1 2 3 4 5

Organization

Definitely Disagree | | | | Definitely Agree
1 2 3 4 5

24. There is a lot of emphasis put on improving performance and achieving excellence.

Unit

Definitely Disagree | | | | Definitely Agree
1 2 3 4 5

Organization

Definitely Disagree | | | | Definitely Agree
1 2 3 4 5

MODULE 6

SCORING SHEET

	UNIT	ORGANIZATION
1)	( )	( )
2)	( )	( )
3)	( )	( )
4)	( )	( )
5)	( )	( )
6)	( )	( )
7)	( )	( )
8)	( )	( )
9)	( )	( )
10)	( )	( )
11)	( )	( )
12)	( )	( )
13)	( )	( )
14)	( )	( )
15)	( )	( )
16)	( )	( )
17)	( )	( )
18)	( )	( )
19)	( )	( )
20)	( )	( )

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21)	( )	( )
22)	( )	( )
23)	( )	( )
24)	( )	( )

SCORING KEY FOR RATING YOUR ORGANIZATIONAL CLIMATE

Respect/Value

#'s: 1, 11, 15, 22, 23

Collaboration/Teamwork

#'s: 5, 10, 18, 19, 20, 21

Trust/Integrity

#'s: 3, 5, 8

Flexibility

#'s: 9, 15, 16, 24

Responsibility

#'s: 12, 13, 16, 21, 23, 24

Recognition/Rewards

#'s: 11, 22, 23, 24

Excellence

#'s: 2, 4, 11, 15, 24

Openness/Clarity

#'s: 6, 7, 8, 12, 14, 15, 16, 17,

MODULE 6

MANAGING YOUR BOSS*

To many supervisors managing your boss may sound unusual or suspicious. In the traditional top-down emphasis in organizations, it isn't obvious why you need to manage your relationships upward, unless, you would do so for personal or political reasons. But in using the expression managing your boss, we are not referring to political maneuvering or "apple polishing." Rather we mean the process of working with your superior to obtain the best possible results for you and your unit.

A compatible relationship with your boss is essential to being effective in your job. In fact recent studies suggest that effective supervisors take time and effort to manage not only their relationships with their subordinates but also those with their bosses. Effective managers see managing the relationship with the boss as part of the job. As a result, they take the time and energy to develop a relationship that works with both persons' styles and that meets the most critical needs of each.

Therefore, the relationship you have with your boss is one of mutual dependence. Consequently, it requires:

- That you have a good understanding of the other person and yourself, especially regarding strengths, weaknesses, work styles, and needs; and
- That you use this information to develop and manage a healthy working relationship that is characterized by
  - compatibility in work styles;
  - mutual expectations, and
  - meeting the needs of the other person.

Understanding Your Boss

There are a number of things you need to become aware of and appreciate regarding your boss. You need to be aware of his/her goals and pressures, his/her preferred working style, his/her strengths and weaknesses, and his/her blind spots.

GOALS AND PRESSURES

There are some do's and don'ts related to checking out and understanding your bosses goals and pressures.

*Gabarro, J. and Kotter, J. *Managing Your Boss.* Harvard Business Review, 1978.

Do

- Seek out information about the boss's goals, problems, and pressures.
- Be alert for opportunities to question the boss and others around you to test your assumptions.
- Pay attention to the cues in your boss's behavior
- Do all of this when you are new and on an ongoing basis recognizing that priorities and concerns change.

Don't

- Take information supplied to you by your boss at face value.
- Make assumptions in areas where you have no information.
- Fail to actively clarify your boss' objectives.

WORK STYLE

It is critical for supervisors to be sensitive to their boss's work style. For example

- Is your boss formal? Does he/she prefer meeting with set agendas?
- Is your boss informal? Does he/she prefer to have free flowing meetings and discuss whatever comes up?
- Is your boss organized? Does he/she prefer to have all of the information prior to the meeting so he/she can be prepared?
- Does your boss prefer to discuss issues/problems/concerns with a minimum of background detail?
- Is your boss a listener or a reader? Does he/she prefer to get information in report form so he/she can read and study it? Does your boss work better with information and reports presented in person so that they can ask questions? If he/she is a listener then you should brief him/her first and follow up with a memo. If your boss is a reader then you should cover important items in a report and then discuss it with him/her.
- Is your boss high involvement? Does your boss like to keep him/her hands on the pulse of the organization? Does he/she prefer to be involved in decisions and problems as they arise? A boss who needs to be involved will get involved one way or another, so it is best if you take the initiative.
- Is your boss high delegation? Does your boss not want to be involved? This person expects you to come to them with major problems and important changes.
- How much information does your boss want? This is dependent on their style, the situation, and the confidence they have in you. It is not uncommon for the boss to need more information than you would naturally supply. Remember you are probably underestimating what your boss needs in terms of information. So, make sure you keep him/her involved through a process that fits he/her style.
- Is your boss directive or does he/she use a participatory style? A directive person tells you what to do. A person with a participatory style involves you in the discussion/decision.

STRENGTHS AND WEAKNESSES

There is no perfect manager. Research of 15,000 managers identified 21 practices linked to effective management and six sets of behaviors that distinguish effective from ineffective managers. The researchers found that to be effective the managers had to have a high level of emphasis and competence in each of the six sets of behaviors that distinguish effective from ineffective managers. They also found that not 1 of the 15,000 managers had a high level of emphasis and competence in the six sets of behaviors. So, you are not perfect and neither is your boss.

Remember you are not going to change your boss's personality or your own. So, you need to be aware of what you both bring to the relationship. For example,

- How does your boss manage conflict? Does he/she tend to avoid conflict? If your boss avoids conflict, you may see personnel problems not being sufficiently addressed. Or, you may see problems being turned back to you to handle. Does he/she tends to compete when conflict occurs? If your boss tends to compete, you may see him/her harden his/her position and overstate it. You may find yourself avoiding any topic of potential conflict with your boss.
- How does your boss deal with difficult and emotional issues where people are involved? If he/she disliked those issues, your boss may avoid them. Your boss may realize that his/her instinctive ideas are seldom very good. When you bring these issues to your boss you should identify possible approaches and present them for discussion.
- How clear and specific is your boss? Perhaps your boss does not clearly think through ideas and assignments, so you and your staff are not clear about what needs to be done. It is your responsibility to push for clarity by asking questions and sharing your assumptions.
- Does your boss only want to hear good news? Managing the flow of information upward is difficult if your boss does not want to hear about problems. These people show their displeasure (usually nonverbally) when someone tells them about a problem. So, find indirect ways to get the information to your boss, such as, through a management information system. Remember whether you communicate potential problems as good surprises or bad news, they need to be communicated immediately.
- Does your boss keep staff apprised of their performance? Does he/she emphasize giving feedback? Does your boss tend to give more positive feedback? Does your boss tend to give mostly negative feedback? If your boss does not emphasize giving feedback and you need a lot of feedback to know if you are doing well, you will not get your needs met in the relationship. You may ask for more feedback than your boss is willing to give.

MANAGING YOUR RELATIONSHIP WITH YOUR BOSS

Your relationship with your boss is one of mutual dependence. A good working relationship is one that accommodates differences in working style, and draws on each others strengths and makes up for each others weaknesses. So, not only do you need you to know your boss' work style and strengths and weaknesses, but you need to be aware of your own.

MUTUAL EXPECTATIONS

Although there are some managers who clearly and explicitly spell out their expectations most do not. So, the responsibility falls on the subordinate to find out what his boss expects. This includes broad expectations regarding tasks, duties, functions, etc. as well as very specific expectations, for example, what needs to be done to complete a project.

Getting a boss who tends to be vague or nonexplicit can be difficult. Here are some strategies to use:

- Draft a detailed memo covering key aspects of your work. Follow up with a face-to-face discussion in which you go over each item in the memo. This discussion should surface most of the boss' expectations.
- Initiate an ongoing series of discussions about good management and objectives.
- Talk to people that worked for this manager previously.

Ultimately you need to establish a set of workable, mutual expectations. This requires you to communicate your own expectations to your boss, find out if they are realistic, and influence the boss to accept the ones that are important to you.

DEPENDABILITY AND HONESTY

Few things are more disabling to a boss than a subordinate on whom he/she cannot trust or whose work he/she cannot depend. Rarely do people set out to be undependable. We may be thought to do so inadvertently because of oversight or uncertainty of the boss' priorities. Few supervisors are intentionally dishonest with their bosses. It is however, so easy to shade the truth a bit and play down concerns. It is impossible for your boss to work effectively if they cannot rely on a fairly accurate reading from you. Dishonestly is probably the most troubling trait in an employee because it undermines credibility. Without a basic level of trust, your boss has to check all of your decisions, which makes it difficult to delegate.

GOOD USE OF TIME AND RESOURCES

Both you and your boss are limited in your time and resources. Every request you have of him/her uses up some of these resources. So, draw on these resources selectively. This may seem obvious, but you would be surprised how many supervisors use their boss's time over relatively trivial issues.

MODULE 6

MANAGING UP: CASE VIGNETTES

VIGNETTE #1

Janet's previous Manager was very informal and intuitive. There was no set agenda for their meetings. Janet and her boss would have open and free flowing discussions and brainstorm solutions to problems as they arose. Janet felt very comfortable with that style of management. Janet's new Manager has a very different style that she has experienced as too much control. The Assistant Manager is very formal and organized. During meetings with the Manager Janet felt that the Manager was spending too much time gathering information. In fact, Janet has been thrown off guard by the questions the Manager asked during the meetings. Janet has sensed the Manager's frustration during the meetings. Janet feels the meetings have been inefficient and unproductive. What Janet did not fully understand was that her boss's work style differed from her previous boss. And that this Manager worked best with formal meetings with set agendas and wanted written information from her prior to the meeting.

1. What are the issues/problems in this situation?

2. What is the supervisor contributing to the situation?

3. What can the supervisor do to better manage the relationship?

VIGNETTE #2

Jim runs into problems whenever he and his Manager disagree. The Manager's response is to harden his position and to overstate it. Jim finds himself raising the ante by overstating his argument. Then Jim finds himself channeling his anger by sharpening his attacks on the logical fallacies of the Manager's assumptions. In response the Manager would become even more adamant about holding his original position. Jim finds himself now avoiding any topic of potential conflict with his manager.

1. What are the issues/problems in this situation?

2. What is the supervisor contributing to the situation?

3. What can the supervisor do to better manage the relationship?

VIGNETTE #3

Clarice was recently promoted to supervisor in her office. She had worked in that office for three years. Clarice knows from experience that the management in the office has not successfully dealt with performance problems with staff. In fact, problem workers have been passed from unit to unit. It seems that whenever the worker resists the authority of the supervisor and complains to management, they are moved to another unit. So, the problems continue to exist. The actions of the supervisor to hold the workers accountable to good performance are often not supported by management. Several of the workers who have been with the agency for 10-15 years and have been on numerous work plans by different supervisors have been assigned to Clarice's unit and she has been told to whip these people into shape. In fact the Manager has told Clarice the issues that need to be dealt with each of the workers. Clarice feels uncomfortable addressing problems she has not observed or dealt with.

1. What are the problems/issues in this situation?

2. What can the supervisor do to effectively manage up?

VIGNETTE #4

Derek has been a supervisor for 1 ½ years. He is extremely frustrated, because his Manager is very unclear. Derek is given assignments that have not been well thought out. Sometimes when he provides the results he finds out that it was not what the Manager wanted. The Manager has begun to think that Jim cannot deliver. Whenever Jim has asked for guidance on how to address issues or problems or asked a lot of questions he gets inadequate information and assistance and, his Manager just gets frustrated with him.

1. What are the issues/problems in this situation?

2. What is the supervisor contributing to the situation?

3. What can the supervisor do to better manage the relationship?

VIGNETTE # 5

Donna has been a supervisor for many years. She has lived through many changes in the agency. She has seen new policies come and go and come back again. She recently transferred to a new program and is not impressed with many aspects of management. Donna is known for saying directly what she thinks. A policy change has been made due to a high profile case; on every case that is substantiated the worker has to file a petition in court. Donna thinks the change is going to create problems for workers in the community, particularly with the court. She knows it will have a negative impact on morale, which is already low. She cannot understand why this change is being made. She is going to share her concerns with her Manager.

1. What are the issues/problems in this situation?

2. What is the supervisor contributing to the situation?

3. What can the supervisor do to better manage the relationship?

VIGNETTE #6

Norma feels like her authority is being eroded. She took over a unit of very experienced workers. All have worked in the agency at least 10 years. Norma has worked in the department for 7 years. The unit had been supervised by Norma's Manager for 4 years. The Manager is still friends with two of the workers in the unit. Whenever they do not like a directive or change Norma makes they go running to the Manager. The Manager supports the workers when they question Norma's approach. Norma is trying to enhance the performance in the unit; something that the Manager did not do when she was the supervisor.

1. What are the issues/problems in this situation?

2. What is the supervisor contributing to the situation?

3. What can the supervisor do to better manage the relationship?

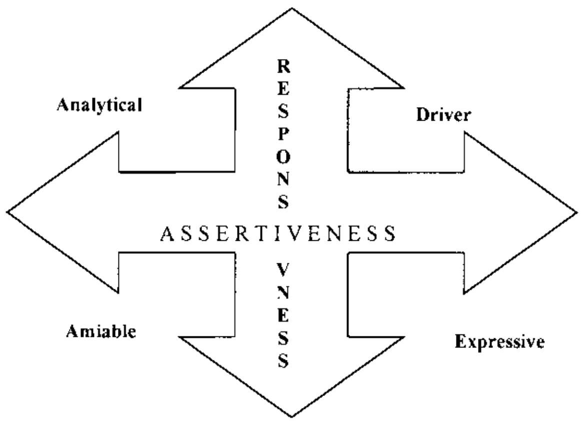
Social Style Behavior Patterns

FACTS

Reserved, serious
Business-like
Eye contact infrequent while listening
Eyes severe and serious
Limited use of hands, clenched, folded or pointing
Limited personal feelings, story telling or small talk
Preoccupied or cool

ASKS

Few uses of voice to emphasize ideas
Expressions and posture quiet and submissive
Deliberate, studied or slow in speech
Tends to lean backwards
Usually soft spoken, quiet
Goes along with others' decisions



TELLS

Emphasizes ideas by change in tone of voice
Expressions aggressive or dominant
Quick, clear or fast paced
Lets one know what is wanted
Tends to lean forward to make a point
Competitive
Takes charge

FEELINGS

Animated, uses facial expressions
Smiles, nods, frowns
Actions open or eager
Little effort to push for facts
Eye contact frequent while listening
Friendly gaze, warm
Hands free, palms up, open
Friendly gestures
Attentive, responsive, enjoys the relationship

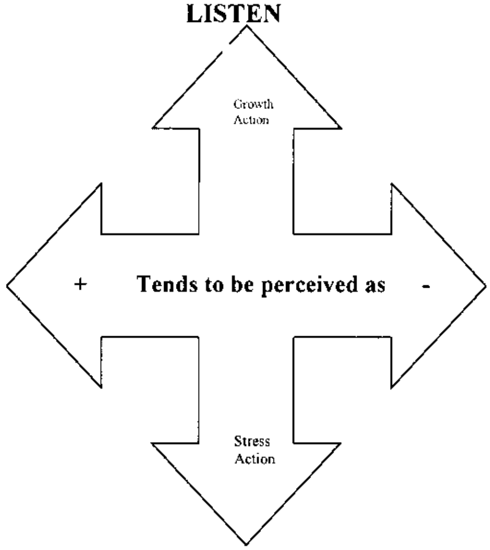
Style Descriptors

Driver	Expressive	Amiable	Analytical
action oriented	verbal	patient	diplomatic
decisive	motivating	loyal	accurate
a problem solver	enthusiastic	sympathetic	conscientious
direct	gregarious	a team person	a fact finder
assertive	convincing	relaxed	systematic
demanding	emotional	mature	logical
a risk taker	impulsive	organized	conventional
forceful	generous	questioning	analytical
adventuresome	influential	supportive	sensitive
competitive	charming	stable	controlled
self-reliant	confident	considerate	orderly
independent	inspiring	empathetic	precise
determined	dramatic	persevering	disciplined
an agitator	optimistic	trusting	deliberate
results oriented	animated	congenial	cautious
HIGH WANTS	**HIGH WANTS**	**HIGH WANTS**	**HIGH WANTS**
challenges	social recognition	guarantees	high standards
authority	freedom from details	security	details
power	to be with people	appreciation	perfection
freedom from controls	to provide service	quality control	traditional procedures
options	group activities	specialization	

The Driver: Take Charge Specialist

The DOER

LISTEN



Autocratic Power

Strong
willed
Independent
Practical
Decisive
Efficient

Pushy
Severe
Tough
Dominating
Harsh

Behaviors

Verbal/Vocal	Non-verbal
Faster	Points at others
More statements	Leans forward to make point
Louder	Direct eye contact
Monotone	Closed hands
Focuses on task	Rigid posture
Uses facts/data	Controlled facial expression

Recognized by

Swift reaction time
Maximum effort to control
Minimum concern for caution in relationships
Present time frame
Direct actions
Tendency to reject inaction
Need for control/results/achievement

Drivers: How Others Respond to your Style

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Analyticals

Relate to Driver's efficiency, logic, command of data and task orientation.

Question Driver's haste, bossiness, risk taking, decisiveness, and competitiveness.

To work better with Analyticals, Drivers need to:

- Bring them detailed facts and logic in writing.
- Be patient while Analyticals evaluate and check the accuracy of the data.
- Help Analyticals reach conclusions by encouraging them to set deadlines after you have provided time for review.

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Other Drivers

Perceive you as action oriented, in a hurry, bossy, commanding, efficient, stubborn, disciplined, tough, independent, secretive, logical, demanding, non-listening, quick, decisive and unfeeling.

To work better with fellow Drivers:

- Agree in advance on specific goals and provide freedom to work within these limits. An unproductive deadlock can occur when there is too much dominance and no allowance for independence and individuality.

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Amiables*

Relate to Driver's efficiency and discipline.

Question Driver's lack of feeling, tough mindedness, bottom-line orientation, impatience, and secretiveness.

To work better with Amiables, Drivers need to:

- Show concern for Amiables and their families, interests, etc.
- Slow down and provide details and specifics about how to accomplish objectives.
- Support efforts and accomplishments with personal attention.

*Working with this style will require

</td><td>

Expressives

Relate to Driver's accomplishments, independence and decisiveness.

Question Driver's coldness, lack of playfulness, critical nature and discipline.

To work better with Expressive Drivers need to:

- Be more open about yourself, your feelings, and opinions.
- Relax time constraints within structure and provide incentives.
- Provide public recognition for Expressive's accomplishments (let them win in front of others).

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you to exercise your versatility.		

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Checklist for Interacting with **DRIVERS**

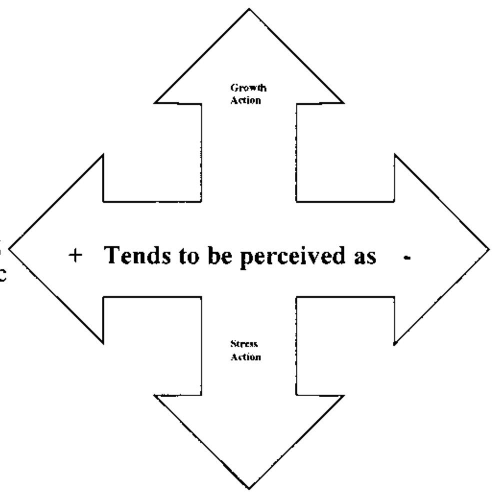
DO'S	DON'T'S
1. Be clear, specific, brief, and to the point.	1. Don't ramble on, or waste their time.
2. Stick to business.	2. Don't try to build personal relations.
3. Come prepared with all requirements, objectives, support material in well-organized "package."	3. Don't forget or lose things; don't be disorganized or messy; don't confuse or distract their mind from business.
4. Present the facts logically; plan your presentation efficiently.	4. Don't leave loopholes or cloudy issues- if you don't want to be zapped.
5. Ask specific (preferably "what?") questions.	5. Don't ask rhetorical questions or useless ones.
6. Provide alternatives and choices for making their own decisions.	6. Don't come with a ready-made decision, and don't make it for them.
7. Provide facts and figures about probability of success or effectiveness of options.	7. Don't speculate wildly or offer guarantees and assurances where there is risk in meeting them.
8. If you disagree, take issue with facts, not the person.	8. If you disagree, don't let it reflect on them personally.
9. If you agree, support results, not the person.	9. If you agree, don't reinforce with "I'm with you."
10. Motivate and persuade by referring to objectives and results.	10. Don't try to convince by "personal" means.
11. Support, maintain.	11. Don't direct or order.
12. After talking business, depart graciously.	12. Don't do an "epilogue" bit after finishing business.

The Expressive: Social Specialist

The INTUITOR

Check

Ambitious
Stimulating
Enthusiastic
Friendly
Dramatic



Manipulative
Excitable
Undisciplined
Reactive
Egotistical

Personal Attack

Behaviors

Verbal/Vocal	**Non-verbal**
Faster	Points at others
More statements	Leans forward to make points
Louder	Makes direct eye contact
Uses voice inflection	Displays open palms
Focuses on people	Casual postures
Uses opinions/stories	Animated expressions

Recognized by

Rapid reaction time
Maximum effort to involve others
Minimum concern for routine
Future time frame
Impulsive actions
Tendency to reject isolation
Need for excitement/personal approach/acceptance

Expressives: How Others Respond to Your Style

Analyticals*	**Drivers**
Relate to Expressive's imaginative, stimulating and thought-provoking nature. Question Expressive's ability to perform as stated, your follow- through, and your loud, flashy, emotional side. *To work better with Analyticals, Expressives need to:* • Talk about facts, not opinions; break down component parts, preferably in writing. • Back up facts with proof from authoritative sources. • Be quietly patient while Analyticals discover for themselves what you already know. **Working with this style will require you to exercise your versatility.*	Relate to Expressive's outgoing, imaginative, competitive and personable aspects. Question Expressive's rah-rah, demonstrative, impulsive, emotional side. *To work better with Drivers, Expressives need to:* • Back up your enthusiasm with actual results; demonstrate that your ideas work. • Be on time and keep within agreed limits; provide materials promptly. • Provide choices of action whenever possible and let the Drivers select the course of action.

Amiables	Other Expressives
Relate to Expressive's warmth, enthusiasm, stimulating and personable nature. Question Expressive's outgoing, loud, dramatic, impulsive side. *To work better with Amiables, Expressives need to:* • Slow down the pace and volume; allow time to build a relationship. • Work on one item at a time in detail; avoid the confusion of too many tasks or ideas at one time. • Encourage suggestions, participation in team activities and supportive roles.	Perceive you as outgoing, enthusiastic, warm, opinionated, talkative, intuitive, emotional, stimulating, imaginative, impulsive, excitable, loud, flashy, dramatic, personable, competitive and caring. *To work better with fellow Expressives:* • Provide the discipline in this relationship, or all the fun and creativity might accomplish nothing. Keep on track and emphasize the basics, allowing carefully limited experimentation as a reward for results.

Checklist for Interacting with Expressives

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DO'S

1. Plan interaction that supports their dreams and intentions.
2. Leave time for relating, socializing.
3. Talk about people and their goals; opinions they find stimulating.
4. Don't deal with details; put them in writing, pin them to modes of action.
5. Ask for their opinions/ideas regarding people.
6. Provide ideas for implementing action.
7. Use enough time to be stimulating, fun loving, fast moving.

DON'TS

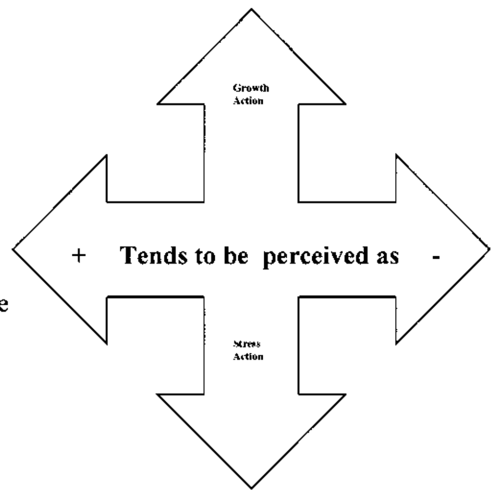
1. Don't legislate or muffle.
2. Don't be curt, cold, or tightlipped.
3. Don't drive on to facts and figures, alternatives, abstractions.
4. Don't leave decisions hanging in the air.
5. Don't waste time trying to be impersonal, judgmental, task-oriented.
6. Don't "dream" with them or you'll lose time.
7. Don't kid around too much or "stick to the

The Amiable: Relationship Specialist

The FEELER

Initiate

Supportive
Respectful
Willing
Dependable
Agreeable



Conforming
Unsure
Pliable
Dependent
Awkward

Compliance

Behaviors

Verbal/Vocal	Non-verbal
Slower	Hands relaxed or cupped
Fewer statements	Leans back while talking
Softer	Indirect eye contact
Uses vocal inflection	Open palms
Focuses on people	Casual posture
Uses opinions/stories	Animated expressions

Recognized by

Unhurried reaction time
Maximum effort to relate
Minimum concern for effecting change
Present time frame
Supportive actions
Tendency to reject conflict
Need for cooperation/personal security/acceptance

Amiables: How Others Respond to Your Style

Analyticals

Relate to Amiable's cooperative, careful, quiet, thoughtful and willing ways.
Question Amiable's soft-hearted, easygoing nature, emotional responses and compliance with others.

To work better with Analyticals, Amiables need to:

- Stress the need for facts and data rather than emotions to build a case, and let Analyticals do the work-up with a time limit.
- Provide added opportunities for course work or study in return for meeting activity standards.
- Build confidence in the relationship through demonstrated technical competence.

Drivers*

Relate to Amiable's supportive, helpful, team-oriented and careful nature.
Question Amiable's lack of initiative, need for detail, contained thinking and responsive side.

To work better with Drivers, Amiables need to:

- Be businesslike; let Drivers tell you how to help and what they want. Do not try to build a relationship or friendship.
- Stay on schedule, stick to the agenda, and provide factual summaries.
- Let them make decisions based on options you provide.

**Working with this style will require you to exercise your versatility.*

Other Amiables

Perceive you as supportive, quiet, friendly, shy, retiring, team oriented, helpful, kind, thoughtful, slow to act, non-threatening, soft-hearted, easygoing, complying, responsive, open, willing, careful and cooperative.

To work better with fellow Amiables:

- Be hard nosed, insistent, and directive (an uncomfortable role, but a necessary one in this situation); otherwise, it is likely that no one will take the necessary initiative, and the end result can be unsatisfactory.

Expressives

Relate to Amiable's supportive, friendly, responsive, and helpful characteristics.
Question Amiable's slowness to act and careful, complying, non-competitive stance.

To work better with Expressives, Amiables need to:

- Bring Expressives definite opinions, backed by third party endorsement; do not waver.
- Publicly recognize and praise Expressive's accomplishments.
- Stand your ground when challenged about rules and previously established procedures.

Checklist for Interacting with AMIABLES

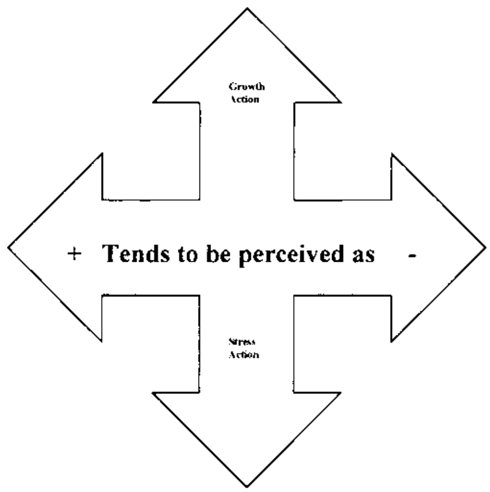
DO'S	DON'TS
1. Start, however briefly, with a personal comment. Break the ice. 2. Show sincere interest in them as people; find areas of common involvement; be candid and open. 3. Patiently draw out personal goals and work with them to help achieve these goals; listen; be responsive. 4. Ask "how?" questions to draw their opinions. 5. Watch carefully for possible areas of early disagreement or dissatisfaction. 6. If you disagree. Look for hurt feelings, personal reasons. 7. Move casually, informally. 8. Define clearly (preferably in writing) individual contributions. 9. Provide guarantees that their decision will minimize risks; give assurances that provide them with benefits. 10. Provide personal assurances, clear, specific solutions with maximum guarantees.	1. Don't rush headlong into business or the agenda. 2. Don't stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal. 3. Don't force them to respond quickly to your objectives; don't say, "Here's how I see it." 4. Don't be domineering or demanding; don't threaten with position power. 5. Don't debate facts and figures. 6. Don't manipulate or bully them into agreeing because they probably won't fight back. 7. Don't patronize or demean them by using subtlety or invective. 8. Don't be abrupt and rapid. 9. Don't be vague; don't offer options and probabilities. 10. Don't offer assurances and guarantees you can't fulfill. 11. Don't keep deciding for them or they'll lose initiative; don't leave them without backup support.

The Analytical: Technical Specialist

The THINKER

Declare

Industrious
Persistent
Orderly
Exacting
Serious



Critical
Indecisive
Stuffy
Picky
Moralistic

Avoidance

Behaviors

Verbal/Vocal	**Non-verbal**
Slower	Hands relaxed or cupped
Fewer statements	Leans back while talking
Softer	Indirect eye contact
Monotone	Closed hands
Focuses on task	Rigid posture
Uses facts/data	Controlled facial expression

Recognized by

Slow reaction time
Maximum effort to organize
Minimum concern for relationships
Historical time frame
Cautious action
Tendency to reject involvement
Need for accuracy/ being right/achievement

Analyticals: How Others Respond to Your Style

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<u>Other Analyticals</u>

Perceive you as thoughtful, wanting more facts, conservative, quiet, critical, logical, cool toward others, thorough, cooperative, distant, reserved, stern, austere, dependable and accurate.

To work better with fellow Analyticals:

- Recognize the need for making timetables and for reaching decisions. Reinforcing one another's desire for more information may form a self-perpetuating cycle that does not produce results.

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<u>Drivers</u>

Relate to Analytical's logic, command of data, accuracy and dependability.
Question Analytical's over abundance of facts, and lack of decisiveness and risk taking.

To work better with Drivers, Analyticals need to:

- Summarize the facts and various outcomes; let the Driver decide.
- Depend on self-discipline rather than on excessive reports or precise instructions.
- Recognize Driver's results with monetary rewards.

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<u>Amiables</u>

Relate to Analytical's cooperative and conservative nature, accuracy and patience.
Questions Analytical's lack of warmth and close relationships, and dependence on figures.

To work better with Amiables, Analyticals need to:

- Show your interest in them as people, rather than as workers.
- User the Amiable's skills as mediators to build relationships inside the organization.
- Help them perceive the big picture and how they relate to it.

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<u>Expressives*</u>

Relate to Analytical's cooperativeness and dependability.
Question Analytical's dependence on facts, criticalness, stuffy nature, impersonal approach and lack of fun.

To work better with Expressives, Analyticals need to:

- Spend informal time with them
- Recognize Expressive's need for package sales, incentives and contests.
- Ask for Expressive's opinions and input on a noncritical, accepting basis.

**Working with this style will require you to exercise your versatility.*

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Checklist for Interacting with ANALYTICALS

DO'S

1. Prepare your "case" in advance.
2. Approach them in a straight forward, direct way, stick to business.
3. Support their principles; use thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
4. Make an organized contribution to their efforts; present specifics and do what you say you can do.
5. Take your time, but be persistent.
6. Draw a scheduled approach to implementing action with step-by-step timetable; assure them that there won't be surprises.
7. If you agree, follow through.
8. If you disagree, make an organized presentation of you position.
9. Give them time to verify reliability of your actions; be accurate, realistic.
10. Provide solid, tangible, practical evidence.
11. Minimize risks by providing guarantees over a period of time.
12. When appropriate give them time to be thorough.

DON'TS

1. Don't be disorganized or messy.
2. Don't be giddy, casual, informal, loud.
3. Don't rush the decision-making process.
4. Don't be vague about what's expected of either of you; don't fail to follow through.
5. Don't dilly-dally.
6. Don't leave things to chance or luck.
7. Don't provide special personal incentives.
8. Don't threaten, cajole, wheedle, coax, whimper.
9. Don't use testimonies of others of unreliable sources; don't be haphazard.
10. Don't use someone's opinion as evidence.
11. Don't use gimmicks or clever, quick manipulations.
12. Don't push too hard or be unrealistic with deadlines.

ACTION PLAN: MANAGING UP

STRENGTHS IN RELATIONSHIP

AREAS FOR IMPROVEMENT IN RELATIONSHIP

STRATEGIES FOR ENHANCING RELATIONSHIP

MANAGING CHANGE WITHIN MY ORGANIZATION

QUESTION 1: What are the changes currently occurring in your organization?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

QUESTION 2: What are the forces that are driving change? List as many as you can think of, e.g. organizational policy, budget cuts, and environmental conditions. Be as specific as possible.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

QUESTION 3: What are the forces that are blocking change in your office right now? For example, limited resources, traditional viewpoints, etc. Be as specific as possible.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

QUESTION 4: In looking at both lists (questions 1 and 2) to what extent is staff resisting or supporting change? Evaluate it based on a scale of 1-10 (1=totally resisting and 10=totally supports.)

____

QUESTION 5: What would you like to see happen right now in your organization? Do not let availability or practicality influence your thinking. The more specific you are the better. Your items should consider the organization as a whole, the staff in your work group, and yourself.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

GENERAL GUIDELINES FOR MANAGING CHANGE*

- Focus on and involve as much as possible the 20% who are proponents of change and use them to help get the 70% nonresisters on board.
- For the resisters set expectations and make sure the resisters understand the expectations, monitor their performance closely, provide feedback and then hold them accountable with actionable consequences if they don't deliver on the expected changes.
- Even if it's not possible to involve staff in designing the change, involve them in generating ideas on how to implement the change.
- Change typically means a loss of something: loss of identity; loss of control; loss of meaning; loss of belonging; loss of competence; and loss of future. Managers must listen and allow staff to express their feelings. People who resist will be more vocal about their losses and may get stuck in the feelings of loss. Managers need to validate their concerns and provide a time limit for venting and help them to focus on solutions to move on.
- It is essential to explain the rationale/purpose for the change. Managers must explain the problem the change is designed to fix and give a thorough explanation of the need. This can be done through presentation of data, telling of stories, or experiences.
- Develop plans that provide staff with clear and consistent direction and communication. The change management plan must focus on: communicating the need for change; involving key stakeholders in creating the change; communicating the change; developing implementation steps; designing communication strategies; and creating reward/recognition strategies.
- Communication must occur throughout the change process: periodic updates; email; briefing meetings; broadcast voice mail; podcasts and webcasts; and newsletters are effective tools are keeping staff informed.
- Managers need to develop an approach for consistently recognizing others for their efforts in implementing the change.

*Essex, L and Kusy, M. *Manager's Destop Consultant: Just-in-time Solutions to the Top People Problems that Keep You up at Night.* CA: Davies-Black Publishing.

Comment [cf4]: Should this be on the previous page?

Deleted: FACTS ABOUT MANAGING CHANGE IN ORGANIZATIONS*¶
¶
<#>In any change effort 20% of the group will quickly accept the change, 70% will get on board if the leader follows a reasonable process, and only 10% will be hard core resisters.¶
¶
<#>Approximately 50% of all organizational change projects fail because of lack of "buy-in" from staff from the very beginning.¶
¶
<#>The most common reason for resistance to change is people have not been involved in planning it.¶
¶
<#>Leaders undercommunicate by a factor of ten during times of major change.¶
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*Essex, L and Kusy, M. *Manager's Destop Consultant: Just-in-time Solutions to the Top People Problems that Keep You up at Night.* CA: Davies-Black Publishing.¶
¶

MODULE 6

CHANGE CONDITIONS*

EXTERNAL NEGOTIABLE

- Most common in organizations
- Outside source imposes change on a group
- Allows group some latitude in implementing change

INTERNAL NEGOTIABLE

- Creators and implementers the same
- Change determined by a self-directed work team
- Generates the least resistance; group sees need to make something better

EXTERNAL NONNEGOTIABLE

- Most common in child welfare organizations
- Outside source imposes the change and demands a specific outcome and implementation process
- No room for flexibility or variance

INTERNAL NONNEGOTIABLE

- Work group determines a change is needed
- Manager decides how it will be implemented with no room for flexibility or variance

* Adapted from Karp, A.B.(1996) *The Change Leader.* CA: Jossey-Bass Publishers.

MANAGING CHANGE CONDITIONS*

EXTERNAL AND NEGOTIABLE

- ❑ Describe the change in detail.
- ❑ Explain the benefits.
- ❑ Explain what hasn't changed.
- ❑ Point out the costs for not making the change.
- ❑ Listen to reactions.
- ❑ Get the group's involvement.
- ❑ Get agreement on an action plan.
- ❑ Thank group members.

INTERNAL AND NEGOTIABLE

- ❑ Describe and get agreement on the conditions that are suggesting/demanding the change.
- ❑ Reach consensus on the causes of the present condition.
- ❑ Actively involve the group in developing a change that will correct the condition.
- ❑ Develop a plan.
- ❑ Develop a system for feedback.

EXTERNAL AND NONNEGOTIABLE

- ❑ Describe the change and why it is being implemented.
- ❑ Explain specifically who is to do what.
- ❑ Ask for and respond to questions.
- ❑ Honor the resistance.
- ❑ Clearly define the possibilities.

* Adapted from Karp, A.B.(1996) *The Change Leader.* CA: Jossey-Bass Publishers.

Comment [cf5]: Should this be on the previous page?

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COMMUNICATING CHANGE: A SIMPLE FORMULA

DISSATISFACTION.

In introducing change consider first the dissatisfaction with the status quo. People need a reason or a rationale for the change effort and it must mean something to them. In some cases dissatisfaction may already exist in which case you don't need to do a whole lot of convincing. However, if staff are totally happy with the current organization and don't want to change then you have to create some motivation for change. You could show compelling facts or appeal to emotions by recounting horror stories created by current practices, use a audit or consultant's assessment to grab the attention of staff and get them to accept the need for change.

While creating dissatisfaction with the status qup, managers should point out what will remain stable and what will definitely not change. It is important for those affectied by the change to understand that there is an anchor in the midst of seeming chaos and that everything is not shifting at one time.

Managers must identify obstacles/potential barriers to successful implementation to change and bring them out into the open and make a concerted effort to counter the negative forces.

VISION

It is important to have a clear vision of what things will look like when the change is complete and then communicate that vision to staff. Could you explain a change you are pursuing in two minutes or less to someone who casually asks you what it is and why you are involved in a new initiative?

Remember a picture is worth a thousand words. So, if the change involves streamlining a process, make a flowchart that shows the old way of doing things and contrasts it with the new way. Before and after illustrations will make the change as well as its benefits clearer to staff. In your explanation of the change you must link it to the outcomes of safety, permanence and well-being.

In addition to succinctly describing the benefits of the change, people need to discuss the future and, in particular understand "what's in it for them."

FIRST STEPS TO ACHIEVE VISION

Once the change is communicated and the vision is clearly articulated, then staff need to know what will happen next. The change should be delineated with action steps and timelines. For successful implementation of the change effort, managers need to focus on the F in the change formula – first steps need to achieve the vision. These steps should be few in number (5-7) and represent concrete actions everyone can support.

The best strategy is "baby steps" because the best change is one that is well calculated and delineate and will make a difference. Track the changes; have a visual representation of what's been done and what's left to accomplish. Involve staff in providing input regarding how well the change process is working and identify strategies for addressing problems encountered.

COMMUNICATION

As state previously managers undercommunicate by a factor of 10 during times of significant organizational change. Consequently, the grapevine heats up, and misunderstandings occur and create undue resistance and overreaction. Managers must establish consistent formal communications in order to overcome this problem. A communication plan should include a schedule of periodic updates, staged frequently enough to keep gossip under control. Email, briefing meetings, broadcast voice mail, podcasts, and newsletters are effective communication tools for keeping staff well informed

COMMUNICATING THE CHANGE

There are three basic ways to communicate a change to your staff:

- ✓ ***The Whole Group.*** If the change involves the whole group, announce it to the entire staff. This is time effective and appropriate.
- ✓ ***The Individual.*** If the change involves only one group member, discuss the change privately with that person.
- ✓ ***Informal Leaders.*** If the change is going to produce some heavy resistance, knowing the informal leaders in the group and discussing the change with them first is helpful.
- ✓ ***Timing.*** A change can be introduced too quickly and result in chaos, or it can be announced and not acted upon for months, resulting in people staying in denial. The best strategy is to announce the change as close to the time for active planning and implementation as possible

* Adapted from Karp, A.B.(1996) *The Change Leader.* CA: Jossey-Bass Publishers.

MODULE 6

COMMUNICATING CHANGE*

EXTERNAL NEGOTIABLE

Provide the Details

- Be as positive as the situation allows
- Describe the change in clear, concise, and positive terms
- Discuss what the change is, why it is occurring, whom the change will affect, when the change will take place, and how it will be implemented **Explain the Benefits**

- Most people will view the change in terms of what is in it for me
- Describe the change in terms of benefits, the more likely people will accept it

Explain What Hasn't Changed

- Emphasize what has stayed the same
- Focus on stability

Explain Costs for Not Making the Change

- Planned change occurs with the objective of making something better
- You should assure staff understand what could happen if the change did not occur
- Any change is going to produce negative reactions; this is natural and healthy
- Something is wrong if you don't get resistance

Get the Group's Involvement

- The more the negotiable the elements, the greater employee involvement
- It is important to be honest about what is negotiable and nonnegotiable

* Adapted from Karp, A.B.(1996) *The Change Leader.* CA: Jossey-Bass Publishers.

Get Agreement on a Plan

- Once the group has decided how to implement the change, a specific plan needs to be developed
- Specify: exactly what is to be done; by whom each action is to be done; and when it should be completed

Thank Group Members

- Change is difficult, so thank staff for their openness and their cooperation
- Establish a feedback process for problems with implementation

EXTERNAL NONNEGOTIABLE

Describe the Change and the Reasons for It

- Describe the change as quickly and clearly as possible
- Convey the rationale/reason/purpose for the change
- Even if staff don't like the change, they may be more accepting if they understand why

Explain Who Is to Do What

- Plan ahead of time
- Remove as much complexity as you can
- The more "matter of fact" you make the change and its implementation sound, the higher probability staff will take it that way

Respond to Questions

- Staff will resist because they have no input in this type of change
- You can minimize the negative effects by encouraging open expression of feelings
- It is important to give staff the opportunity to state what they don't like about the change. Do not let it become a "bitch" session

Honor Resistance

- Acknowledge uncertainty and negative feelings as understandable reactions to something new **Define Possibilities**

- Look for ways you can provide support and assistance to staff in implementing change
- Look for ways you can track their concerns and advocate for them to administration
- Provide a means to get back together to follow up
- It's all right for them not to like everything about the change.
- Management respects the diversity of viewpoints and appreciates the cooperation.
- In the interest of continued improvement, you will be studying the effects of the change and looking for ways to improve it.
- Point out that you realize that not everyone may see it the way you do
- Point out that you need to hear the group members' opinions of the change and that no one is at risk for speaking honestly. Listen to what people tell you what's wrong with what you want; it is in your best interest to ask for and hear it all
- Never use this as an opportunity to resell the change. Be sure to thank each person for his/her input
- When someone is openly stating resistance, he/she is telling you two important things

- He/she is giving you vital information about what may not be workable in the change you want
- He/she are telling you what is important to them. Do nothing to reinforce your demand, here; just listen
- It lets staff know they have been heard
- It tells them that they have a right to their concerns
- Maintain eye contact, restate any important points, ask questions to increase clarity
- Do not agree or disagree with the resistance
- Keep reinforcing the fact that they are safe in stating their resistance and that you appreciate their honesty
- This establishes a safe and effective way of dealing with change and the resistance to it

Explore the Resistance: Authentic and Pseudoresistance

- Authentic resistance is directly focused on the change and has no objective other than to block or stop the change
- Pseudoresistance has nothing to do with the change being demanded. It usually is grounded in experiences and attitudes from the person's past. ?" If the resistance is pseudo, it will dissolve into mumbling

Comment [cf6]: This should probably be deleted.

Explore the Resistance: Probe

- If the resistance is authentic, you can explore some ways to deal with it. For example, "I didn't realize that you had a time problem; is there something we can do to create more time for you?"

Case Situations: Communicating Change

Situation #1

An adolescent who was in the custody of the Department of Family Services had been placed in a facility about 1 year ago. The youth committed suicide in the facility 1 month ago. After a Departmental review it was determined that this youth had not been seen by a DFS social worker in 6 months. A more extensive review was conducted of cases of children in out-of-home care. This review found that approximately 50 % children in facilities had not been seen once a month. The percentage of children being seen who were placed in kinship care settings was almost as bad.

There were constant negative newspaper articles about the Department's care of the children in their care. The Governor was placing a lot of pressure on the Commissioner to take a hard stand. The Commissioner responded by requiring that every child in out-of-home care been seen once a week. As a supervisor of a Permanency Unit, your initial reaction is this is ridiculous and is possible to accomplish with caseworkers caseload size. You view it as a "knee-jerk" reaction to outside pressure and are very concerned about how demoralizing this will be for staff.

1. Discuss the ways in which your staff may react to the proposed change.

2. What do you see as the objective of the change?

3. What elements of the change are nonnegotiable?

4. What elements of the change are, to some degree, negotiable?

5. What approach to this change can you and your staff craft that will achieve the objective of the change and allow a manageable response?

SITUATION #2

You have been a supervisor for many years. You've lived through many changes in the agency. You've seen new policies come and go and come back again. You recently transferred to an investigations unit. A policy change has been made due to a high profile case; on every case that is substantiated in the caseworker has to file a petition in court. You don't know all of the issues with the high profile case or the rationale for the decision to file a on every case. You think the change is going to create problems for caseworkers in the community, particularly with the court. You know it will have a negative impact on morale, which is already low. You don't know all of the issues with the high profile case or the rationale for the decision to file a on every case.

1. Discuss the ways in which your staff may react to the proposed change.

2. What do you see as the objective of the change?

3. What elements of the change are nonnegotiable?

4. What elements of the change are, to some degree, negotiable?

5. What approach to this change can you and your staff craft that will achieve the objective of the change and allow a manageable response?

THE PHASES OF TRANSITION THROUGH CHANGE

- **Danger and opportunity** provide a model of four phases people commonly go through when facing change.

- **Danger** can be divided into

  - # Denial and
  - # Resistance

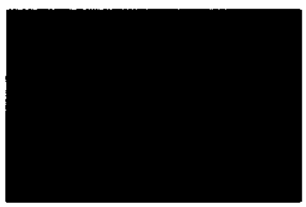
- **Opportunity** can be divided into

  - # Exploration and
  - # Commitment

Most people move through these four phases in every transition. However, some may go quickly or get bogged down in different phases. Effective leadership can help a group and each of its members move through the phases denial through commitment successfully.

Transition Grid

External/Environment

Past  Future

Internal/Self

Changes in an organization will transport your unit through the four phases of the transition process. Think of this process as descending into a valley and then climbing back out. The transition leads from the way things were done in the past toward the future. During the change people focus on the past and deny the change. Next, everyone goes through a period of preoccupation, wondering where they stand and how they will be affected. This is normally where resistance occurs. As people enter the exploration and commitment phases they start to look toward the future and the opportunities it can bring.

MODULE 6

DENIAL

When a big change is announced, the first response is often numbness. The announcement doesn't seem to sink in. Nothing happens. People continue to work as usual. It appears that productivity will continue and nothing will be affected.

The stage of Denial can be prolonged if employees are not encouraged to register their reaction, or if management acts like employees should just move directly into the new ways. Denial is harmful because it impedes the natural progression of healing from a loss (i.e. the old way of doing things) to moving forward. Employees stay focused on the way things were (neglecting both themselves and their future), not exploring how they can or need to change.

Because people are often blind to problems during the denial phase, a manager can mistakenly think he or she has jumped directly to the final phase of Commitment. This hope can be reinforced by motivational speakers who simplistically encourage people to think positively, pull themselves up by their bootstraps and move on to excellence. This is called a Tarzan Swing and appears to work for a short while, (usually until some indicator shows that productivity is decreasing). At this point an organization often calls a consultant to fix problems like stress that the employees are experiencing. The focus on the individual, rather than on the organization's response to the change, leaves an important side of change management untouched.

Top management is particularly prone to want a Tarzan Swing in their organization from the initial announcement of change. They often don't see why people should have trouble. They seem to believe that people are being paid to put aside their feelings, or they may feel that the company simply doesn't have time to move through the other stages. But wishing doesn't change the sequence; it just drives it underground.

MODULE 6

RESISTANCE

Resistance occurs when people have moved through the numbness of denial and begin to experience self-doubt, anger, depression, anxiety, frustration, fear or uncertainty because of the change. Elizabeth Kubler-Ross identified this stage in conjunction with her work with the dying. Some types of organizational change are similar to a death experience. If a company is sold, merged or there are layoffs, the expectations, hopes, promises and actual work goes through something close to a death for certain employees. People focus on the personal impact of the change on them.

In the resistance phase, productivity dips drastically and people are often upset and negative. Managers hear lots of grumbling, the personnel department will be extra busy and the copy machines will be churning out resumes. Accidents, sickness and work related absences multiply. Outside programs on change management are most often requested during the resistance phase.

While it is difficult for a company to openly experience negative expressions, which is exactly what helps minimize its impact. Allowing people to express their feelings and share their experience make this phase pass faster. People who believe they are the only one who felt a certain way, or think their reactions are more intense than their colleagues feel better when they learn through sharing that others feel the same.

Closed cultures where these responses cannot be shared will prolong this phase. Expressing feelings is what helps employees change. During the resistance period organizations can make effective use of organizational rituals (i.e. picnics, parties, awards, luncheons, etc.) to address these normal responses. People need a way to say goodbye to the old and begin to welcome the new.

Eventually everyone reaches a low point and begins to move up the other side of the change curve. This shift is clearly felt by everyone, for everyone indicates things are getting better. Work groups suddenly notice a renewed interest in work and feel creativity coming back. This signals that phase two is passing.

RESISTANCE A LOSS OF SOMETHING VALUED

Resistance to change is often about wrestling with letting go of something valued. There are six possible losses:

- **Loss of Identity.** In response to a change that staff perceive as affecting them negatively and fear a loss of identity often ask "Who am I now?" "I thought the most important aspect of my job was working with children and families and now what's emphasized is case management and specifically documentation."

- **Loss of Control.** In response to change staff may express feelings such as "I didn't ask for this? They should have asked for our input." This loss is exacerbated when staff do not have a voice in the change process – it is done to them rather than with them.

- **Loss of Meaning.** In response to change staff may ask questions such as "Why is this occurring? Why me? Don't my 20 years in this organization count for anything?" What staff thought was important to them and others is seemingly devalued and they enter a state of confusion and disbelief.

- **Loss of Belonging.** In response to change staff may experience a loss in relationship. For example when reorganizations occur, new staff members enter while others leave and new leaders come on the scene.

- **Loss of Competence.** Staff experience this loss when they must acquire a new set of skills in order to meet job expectations. They wonder "Will I be able to learn the required new skills?" New equipment, new technologies, and work processes may pose a threat to staff who are not confident that they can learn whatever is required. Resistance will be greater without a well-designed training program to enable staff to learn the new skills.

- **Loss of the Future.** Loss of the future occurs when staff feel that their diligence, longevity on the job and passion for the work are not recognized. Change can sometimes mean a staff member's career track and subsequent opportunities will be derailed.

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MODULE 6

EXPLORATION AND COMMITMENT

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During the Exploration phase, energy is released, as people focus their attention on the future and toward the external environment once again. Another word for this phase is chaos. As people try to figure out new responsibilities, search for new ways to relate to each other, learn more about their future and wonder how the new organization will work, many things are in question. There is uncertainty during this phase, including stress among those who need a lot of structure. During exploration people tend to draw on their internal creative energy to figure out ways to capitalize on the future. This phase can be exciting and exhilarating. It can create powerful new bonds in a work group.

After searching, testing, experimenting, and exploring a new form begins to emerge. When this happens, the individual or group is ready for commitment. During this phase employees are ready to focus on a plan. They are willing to recreate their mission and build action plans to make it work. They are prepared to learn new ways to work together, and have re-negotiated roles, and expectations. The values and actions needed to commit to a new phase of productivity are in place. This is a phase where employees are willing to solidly identify with a set of goals and be clear about how to reach them. This phase will last until a new cycle of transition begins with another major change.

Since change is inevitable, a good question might be "will we always be riding on this wave of transition?" The ideal answer is yes. For without change our organizations would become stale and unresponsive. The challenge is learning to move through the transition as easily and creatively as possible. What helps people navigate through unknown territory is a map of what they can expect and information on ways to respond most effectively to the predictable challenges that are presented.

MODULE 6

DIFFERENT STAGES CALL FOR DIFFERENT STRATEGIES

Different stages call for different strategies. During change you will probably have employees in different stages. You will need to be situational in your application of techniques to help your people through the change. The checklist below can help you diagnose which stage employees are in. Also, it is not uncommon to find an employee swinging between two stages. When this happens, use the strategy described here at the earliest stage until that person is ready to move forward.

WHAT DO YOU SEE IN YOUR WORK GROUP?

During a recent change in your organization, check any behavior that you observed within your work unit:

DENIAL

- ✓ It will be over real soon
- ✓ apathy
- ✓ numbness

RESISTANCE

- ✓ can't sleep at night
- ✓ anger/fights
- ✓ gave my all and now look what I get
- ✓ withdrawal from the team

COMMITMENT

- ✓ teamwork
- ✓ satisfaction
- ✓ clear focus and plan

EXPLORATION

- ✓ over preparation
- ✓ frustration
- ✓ too many new ideas
- ✓ have too much to do
- ✓ can't focus

Management Of Each Phase

What Actions To Take During Each Phase

During Denial

Confront individuals with information. Provide factual, accurate, complete information – what's known, make known. Let them know that the change will happen. Explain what to expect and suggest actions they can take to adjust to the change. For example, discuss the upcoming change at staff and other meetings. Make public announcements regarding the change. Provide frequent and personal communication regarding the change. Give them time to let things sink in, and then schedule a planning session to talk things over.

During Resistance

Listen, acknowledge feelings, respond empathetically, encourage support. Don't try to talk people out of their feelings, or tell them to change or pull together. If you accept their response, they will continue to tell you how they are feeling. This will help you respond to some of their concerns.

During Exploration

Focus on priorities and provide any needed training. Follow-up on projects underway. Set short-term goals. Provide staff with formal and informal opportunities to participate in the planning process. Conduct brainstorming, vision and planning sessions. Clarify roles, provide question and answer forums, and identify the leaders of change.

During Commitment

Provide frequent and factual information. Set long term goals. Concentrate on team building. Write a mission statement. Honestly acknowledge and address problems and concerns. Acknowledge successes and validate and reward those responding to the change. Use active problem solving. Incorporate the change into the daily operations of the organizations, for example, performance expectations or evaluations.

EXAMINING HOW I MANAGE CHANGE

1. Can I see the early signs of change coming before others are aware of it?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

2. Do I expect change to occur at work and in life?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

3. Am I able to sense small changes that alert me to the larger changes that lay ahead?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

4. Do I readily adapt to change and easily change what I am doing?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

5. Once I see change occurring , do I moving in a new direction quickly?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

6. Can I see what is needed during a time of change and take action immediately?\

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

*Adapted from Johnson, S. *The Cheese Experience. The Presenters Handbook.* NY: 1999.

7. Do I deny that a change is happening?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

8. Do I hem and haw in a new situation and wish change wasn't happening?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

9. Am I too comfortable or too afraid to change so I do not realize the danger in not changing?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

10. Do I get angry, bargain, or become depressed when change occurs?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

11. Am I reluctant to change, but can adapt in time?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

12. Can I laugh at myself if I am resisting change?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

13. Am I able to adapt to change and see myself enjoying something better?

Strongly Agree	Agree		Disagree	Strongly Disagree
1	2	3	4	5

MODULE 6

INDIVIDUAL STYLES OF MANAGING CHANGE*

SNIFF

- Can see the early signs of change before others are aware of it.
- Expects change to occur at work and in life.
- Senses small changes that alert them to the larger changes that lay ahead.
- Can help create a vision by sensing change and its opportunities.
- Like others and organizations that recognize change and adapt in time.

SCURRY

- When change occurs can see what is needed and take action immediately.
- If attempts do not work can change directions by discovering alternative actions.
- Are energetic and like to get things done.
- Need to stay focused on the vision so they don' t waste time and resources with ineffective actions.
- Value actions and results.

Hem

- Are anchors what slow things down.

Comment [cf7]: Different bullets. Should be consistent.

- Deny that change is happening and continue with the same activity.
- Become angry that the change has occurred or at those who have imposed the change.
- Are too comfortable or too afraid to change and they do not realize the danger in not changing.
- May show signs of stress, e.g. depression
- Accepts the loss and stays put

*Johnson, S. *Who Moved My Cheese* NY: G.P. Putnam Sons, 1998.

HAW

- Deny change is occurring and become angry that the change has occurred or at those who have imposed the change.
- Reluctant to change, but adapts in time.
- Understand others reluctance to change and can paint a realistic vision that makes sense to most people.
- Need the organization to provide them with the training and tools to change.

HELPING OTHERS MANAGE CHANGE MORE EFFECTIVELY *

SNIFF

- Involve them in creating new approaches, new programs, etc.
- Encourage them to identify changes that result in better practice to families.

SCURRY

- Support and reward them for their innovative ways of managing change.
- Encourage them to take new actions.
- Help them see that their current action is not working and assist them in taking a different direction.

HEM

- Position them in a way that shows them that change will increase their sense of security.
- Provide them with a sensible vision so they can see how changing works to their advantage.
- Assist them in moving through the stages of loss.

Haw

- Help them get in touch with reality while change is occurring.
- Help them expect change to happen and actively look for it.
- Provide them with the training or the tools they need to adjust to the change.
- Help them change the way they look at change so that it works to their advantage.
- Help them visualize what the change will look like which will give them confidence to move on.

*Johnson, S. *Who Moved My Cheese* NY: G.P. Putnam Sons, 1998.

WHAT IS SECONDARY TRAUMA/COMPASSION FATIGUE?

Secondary trauma is defined as "the natural and consequent behaviors and emotions resulting from knowledge about a traumatizing event experienced by a significant other. It is the stress resulting from helping or wanting to help a traumatized or suffering person. The kind of exhaustion that can result has been seen by some as a special kind of burnout called "compassion fatigue."* According to Figley (1995a) individuals who work directly with or have exposure to trauma victims on a regular basis are just as likely to experience traumatic stress symptoms and disorders. Because caseworkers are directly exposed to children's and family's traumas on a daily basis they may suffer from secondary trauma.

Research in the area of secondary trauma has identified important issues. First, professionals can exhibit the same range of symptoms as the victims with whom they are working. Second, the severity and longevity of the symptoms will vary from individual to individual. Third, professionals working with trauma victims are more likely to exhibit symptoms as if they have experienced trauma themselves. Fourth, female workers are more likely to experience symptoms than their male counterparts. **

Some of the sources of secondary trauma in our work include:***

- ❑ Death of a child or adult family member, death of a foster family member, or terminal illness or death of a colleague.
- ❑ Investigating a particularly vicious abuse report.
- ❑ Exposure to domestic violence.

Figley, C. (1995a) Compassion fatigue as secondary stress disorder: An overview. In Figley, C. (Ed.) *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized* (pp.1-20) NY: Brunner/Mazel.

**Cormille, T. and Meyers, T. (1999) Secondary trauma stress among child protective services workers: Prevalence, severity and predictive factors. Traumatology, 5:1, Article 2.

***Friedman, R. and Zepnick, S. (2002) Secondary traumatic stress in social services-The importance of helping the helper. MD: The Governor's Conference on Child Abuse and Neglect.

- Sexual assault or serious abuse/neglect in client families.

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- Frequent exposures to family traumas, etc.
- Placing a child when the emotional intensity is very high.

WHAT CAUSES SECONDARY TRAUMA AND WHAT INTENSIFIES IT?*

Secondary trauma is a natural emotional reaction helpers have when working in close proximity to the unpredictable and viciousness of life. Child protection staff often encounter "terrible knowledge" about life in their work and the shock and stress of these encounters can cause post-traumatic stress symptoms. Adding to the secondary trauma is the perception of many staff that if they were emotionally healthy or mature they would not feel shocked, depressed, isolated, angry, and helpless after encountering trauma.

Some of the influences that intensifies secondary trauma include:

- Vicarious traumatization: when aspects of a traumatized client or client family reminds the caseworker of their own family, e.g. the caseworker has a child the same age as the abused child.
- Many traumatic cases: when the caseworker has so many frequent traumas that the caseworker doesn't have time to absorb or recover from any of them.
- Encountering street violence.
- Experiencing frustrating court events where the caseworker believes the child or family remains in a dangerous situation.
- Confronting intense verbal or physical assault by clients.
- Death or serious injury of a child under the age of three.
- Intense general work stress, e.g. high caseloads, lack of supervisory/administrative support, few community resources, conflict/difficulty with other community professionals increase the caseworkers vulnerability to secondary trauma.
- The closer the caseworker's relationship to a traumatized client the more intense his/her reaction will be.
- When the client's trauma reminds the social work of past trauma in his/her own life.

*Friedman, R. and Zepnick, S. (2002) Secondary traumatic stress in social services-The importance of helping the helper. MD: The Governor's Conference on Child Abuse and Neglect.

COMMON SIGNS AND SYMPTOMS OF SECONDARY TRAUMA*

- Decreased sense of energy
- Mental preoccupation with thoughts, smells, and sounds of trauma events they have encountered
- Crying unexpectedly, feeling victimized, guilty, alone, and/or angry
- Recurring regrets or guilty worries about one's own competency and responsibility
- Lack of concentration and lack of productivity at work, although the caseworker continues to comply with the basic requirements of the job.
- Irritability toward colleagues and family
- Physical symptoms include sleep disturbance, fatigue, migraine headaches, psoriasis, and muscular pain
- Reviewing life and work choices
- No time for oneself
- Stop caring about clients, colleagues, and loved ones
- Social withdrawal
- Increased sensitivity to violence, threat, or fear or the opposite – decreased sensitivity, cynicism, generalized despair, and hopelessness.

*Friedman, R. and Zepnick, S. (2002) *Secondary traumatic stress in social services-The importance of helping the helper.* MD: The Governor's Conference on Child Abuse; Neglect and Dane (2000) Child welfare workers: An innovative approach for interacting with secondary trauma. *Journal of Social Work Education.* Vol. 36, No.1 (Winter) pp. 27-38; and Friedman, R. (2002) the Importance of Helping the Helper. *Best Practice.* Washington, DC: National Resource Center on Family Based Practice.

STRATEGIES FOR DEALING WITH SECONDARY TRAUMA/COMPASSION FATIGUE

INDIVIDUAL STRATEGIES*

- ❑ Taking time to have lunch, exercise, e.g. a walk during the day
- ❑ Exercise after work, e.g. jogging, walking, working out at the gym, playing sports
- ❑ Listening to music, watching television, reading a good book or magazine
- ❑ Hobbies or interests outside of work that take one's mind off the trauma, e.g. gardening, painting, needlepoint, sewing, or crafts
- ❑ Take a mental hour or afternoon or day and get one's mind off work
- ❑ Meditate and read affirmations
- ❑ Keep a journal about one's traumatic experiences and how they effect one's life
- ❑ Seek a spiritual consultant to provide solace and counseling when children die

INTERPERSONAL STRATEGIES**

- ❑ Talk with a good friend at work about the trauma and pain one's feeling
- ❑ Go to lunch with the unit and don't talk about work and have fun
- ❑ Go for a walk with friends at work to get one's mind off of things that are worrisome

*Friedman, R. and Zepnick, S. (2002) *Secondary traumatic stress in social services-The importance of helping the helper.* MD: The Governor's Conference on Child Abuse and Neglect.

- Talk about the pain one's feeling and ask for help at a unit meeting or with one's supervisor
- Talk with friends, family or church about the difficult time and ask for help and comfort
- Play with one's children
- See a counselor/therapist
- Ask coworkers to help out with home visits or doing paper work when feeling traumatized

AGENCY STRATEGIES

- Supervisors must assist workers in dealing with the emotional impact of the work by enabling them to share their thoughts and feelings about it.
- When a traumatic event has occurred staff need to receive support and validation for their feelings and opportunities to talk about thoughts, feelings, and memories. If intrusive thoughts, etc. extend beyond the trauma experience, workers need to learn to anticipate and manage them effectively.*
- Crisis debriefing can be implemented after a workplace trauma event has taken place to provide support and validation. Debriefing establishes a temporary culture where events are reviewed and experiences are validated.** The debriefing services should occur within 24 hours of their traumatic experience.
- Initiate biweekly trauma support groups that are open for anyone to attend. They should occur at the same time twice a month and the focus is on the traumatic stress in caseworkers' lives. ***
- Many supportive activities can be initiated on the unit level. For example, co-workers helping with paperwork or assisting with home visits during particularly traumatic periods. Establish flexible work schedules, including 'mental health' days or days spent in the office, not making home visits. Spend time in meetings discussing the personal side of work.***
- Deliver training to create self awareness regarding stress and how one manages it, understanding the effects of trauma, developing enhancing coping skills to enable staff to better manage trauma.

- Hold twice yearly retreats or team meetings for caseworkers and management to assess how the organization supports staff through traumatic events, and/or explore how personal traumas in the lives of staff are impacting their hopefulness and effectiveness with clients.

- Have a quiet room in the building where staff can go to as a sanctuary from work demands.

- Maintain a trauma book or log that is kept in an honored way where staff record their experiences of trauma for others to read and as a memorial.

- Develop group rituals as a staff for grieving losses and for acknowledging anniversaries of traumas and losses in subsequent years.

- Reserve staff meeting time for discussion of the emotional side of work, how to help each other find hope, and how to change restrictive norms of communication within the organization.

* Hurwitz, M. (June, 1998) Caseworker trauma: building resilience in child protection caseworkers. *Smith College Studies in Social Work.* 68(3).
** Dyregov, A. (1989) Caring for helpers in disaster situations: Psychological debriefing. *Disaster Management*, 2, 25-30.
*** Friedman, R. (Winter 2002) The importance of helping the helper. *Best practice/Next practice.*

STRUCTURE FOR PEER TRAUMA SUPPORT TEAM*

- Debriefing of a critical incident must occur within 24-72 after a traumatic event.

- The debriefing is usually a one time event, but can be repeated in a few days or week if a follow-up is requested. After a second debriefing, other forms of support should be discussed.

- The meeting should last between 1 to 1 ½ hours and be held in a quiet, confidential space.

- All information should be kept confidential.

- The interview should be facilitated by a trained debriefer.

  - The interview should begin on the cognitive level, by focusing on a description of what happened and what the caseworker is thinking in response to the traumatic event .
  - Then, the interview should move to more emotional questioning to focus on the caseworker's feelings in response to the traumatic incident.
  - The next step in the interview is providing education regarding what to expect in terms of short-term effects of the traumatic event.
  - The final step in the interview is to help the caseworker identify what he/she can do to help him/herself cope with the stress. The interview should close with a discussion of next steps/tasks that need to be completed with the client.

- A unit meeting should be planned in a week or two to discuss the impact of this event on everyone.

* Friedman, R. and Zepnick, S. (2002) Secondary traumatic stress in social services-The importance of helping the helper. MD: The Governor's Conference on Child Abuse and Neglect.

SMALL GROUP DISCUSSION GUIDELINES

1. Members of your group should sit in a way that you can face each other.

2. Identify a group leader who will facilitate the activity and report briefly on what the group discusses.

3. Each person should select one or more of the questions listed below to discuss with the group. Go around the group, one at a time, giving each person the chance to respond to the question(s). You will have 20 minutes for this portion of the activity. Be certain that everyone gets a chance to talk.

   - How has your work experience in child protection/welfare changed you forever?
   - How does secondary trauma affect you in the agency and away from work?
   - What about these topics have you not shared with others?

4. At the end of the discussion, identify the common themes in your discussion and comment on what it is like to speak so personally about these issues with your colleagues. The facilitator should write down the common themes and what the sharing experiences where like for group members. (10 minutes)

SECONDARY TRAUMA: CASE VIGNETTES

SITUATION #1

Ms. Nelson had been working with the Gonzales family for approximately six months. Scott, 3 1/2 years of age, had been in protective day care for 3 month. The day care center director called Ms. Nelson today because Scott had been absent the last 3 days. The director called the home and the father's girlfriend said Scott had a bad case of the flu and they would probably be keeping him home all week. Ms. Nelson made an unannounced home visit that day. The father was at work, but the girlfriend was home. She told Ms. Nelson that Scott had the flu and that she had just gotten him down for a nap. The worker left without seeing Scott, intending to make another unannounced visit the next day. Unfortunately, that night the ER called the worker because Scott had been brought to the ER by the father who said he went to wake him up and he was unresponsive. Scott had been admitted to the hospital with a subdural hematoma. The hospital reported that Scott has bruises all over his back and buttocks. The next day the newspapers are calling the Area Office for information and the entire agency is in a frenzy. The worker has been with the agency for many years and is well respected. She has a daughter about the client's age and has been so caught up in the flurry of activity that she has not had time to think, feel, or sleep much.

1. How do you think the secondary trauma/critical incident has affected the worker? (be specific with feelings and thoughts)

2. What would you do to help her individually?

3. How might you help her unit and office?

4. What would be the hardest part of this situation for you?

SITUATION #2

A 16-year-old male child has been in foster care for two years. Last night he was shot and killed in a drug sale "gone bad." He has been in three foster homes because of his oppositional behavior. The worker is quite attached to John and was hoping to transfer him to a residential substance abuse treatment center since he recently had asked the worker for help. The foster father had called the police and reported him as a runaway last night, but the police were unable to find him until it was too late. The worker has been with DFS for 1 1/2years and is said to be devastated. This is her first job out of social work school. The newspapers have picked up the story, but are not blaming the agency or the worker yet.

1. How do you think the secondary trauma/critical incident has affected the worker? (be specific with feelings and thoughts)

2. What would you do to help her individually?

3. How might you help her unit and the office?

4. What would be the hardest part of this situation for you?

RATING SYMPTOMS OF BURNOUT

Rate yourself on each of the symptoms below according to the scale that follows each item.

1. ***Physical Symptoms***: Exhaustion, fatigue, sleep difficulties, headaches, upset stomach, colds.

Never	Occasionally	Frequently	Continually
1	2	3	4

2. ***Emotional Symptoms***: Irritability, anxiety, depression, guilt, sense of helplessness.

Never	Occasionally	Frequently	Continually
1	2	3	4

3. ***Behavioral Symptoms:*** Callousness, defensiveness, pessimism, aggressiveness, substance abuse.

Never	Occasionally	Frequently	Continually
1	2	3	4

4. ***Work-Related Symptoms***: Poor work performance, absenteeism, tardiness, wanting to quit, poor concentration.

Never	Occasionally	Frequently	Continually
1	2	3	4

2. ***Interpersonal Symptoms:*** Withdrawal, intellectualizing, perfunctory communication, dehumanizing.

Never	Occasionally	Frequently	Continually
1	2	3	4

Compassion Fatigue

1. How often do you lose sleep over a client's traumatic experiences?

Rarely/Never	At times	Not sure	Often	Frequently
1	2	3	4	5

2. How often do you feel a sense of hopelessness associated with working with clients?

Rarely/Never	At times	Not sure	Often	Frequently
1	2	3	4	5

3. How often do you feel weak, tired, and run down as a result of your work?

Rarely/Never	At times	Not sure	Often	Frequently
1	2	3	4	5

PREVENTING BURNOUT*

- ***Warning sign: There is a noticeable change in interest toward duties.***
  ⇒Action: Look at any levels in energy, degree of comfort with day-to-day activities, or moods. Have they changed?

- ***Warning sign: Caseworker threshold for coping with anger begin to change significantly.***
  ⇒Action: Caseworkers should discuss this with their supervisor or a counselor. Determine if it is transient or part of a pattern.

- ***Warning sign: Caseworker begins to take risks that were previously avoided.***
  ⇒Action: Examine basis for change. Is it confidence based on experience, or is internal risk monitor malfunctioning?

- ***Warning sign: Caseworkers have a "Sunday night syndrome"– vague anxiety after sundown Sunday and staying up later than usual on Sunday night for no particular reason.***
  ⇒Action: Talk with supervisor or trusted coworker, or both, about current work challenges.

- ***Warning sign: There is a pattern of taking "mental health days"- caseworker is not sick but calls in.***
  ⇒Action: Talk with a spouse, partner, counselor, or trusted friend. Commit to finding out why this behavior is occurring.

*DePanfilis, D. and Salus, M. (2003) *Child protective services: A guide for caseworkers.* Washington, DC: Office of Child Abuse and Neglect, Department of Health and Human Services.

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Reply to **sender** | Reply to **group** | Reply **via web post** | **Start a New Topic**
Messages in this topic (**1**)

RECENT ACTIVITY:
Visit Your Group

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Maste ng the
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Child elfare
Supe ision

Jou nal

Journal

Date:___________

1. What I heard, saw, paid most attention to today.

2. How today affected me. What I felt and how I am feeling now.

3. What I can take away from today (new ideas, tools, approaches.)

4. What I learned about myself and my work.

My strengths

My areas of need.

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Acti[illegible] Plan

AREA OF NEED TO BE ADDRESSED

STRATEGIES

1.

2.

3.

4.

5.