

Supervising the Worker of Tomorrow

SUN Community Schools

September 7, 2011

Dennis Morrow, MAEd, MBA

(503) 542-4607

dmorrow@janusyouth.org

Dennis Morrow, M.A.Ed., MBA, has been the Executive Director of Janus Youth Programs, Inc. since 1980. The agency has an \$8 million budget, employs a staff of 150 at 18 locations in Oregon and Washington, and provides a wide array of services to high-risk adolescents. Dennis is also a management consultant working with both nonprofit and for-profit businesses, and he serves as an instructor at Portland State University (Institute for Nonprofit Management) and Portland Community College (Alcohol and Drug Counselor Education). He has provided training and workshops for over 15,000 people and hundreds of businesses/organizations ranging from small nonprofits to some of the largest accounting firms in the world. His primary focus is on Values-Based Management, a unique model for supervision and support of employees in the nonprofit/public service sector, but he has also provided training in the areas of organizational change, team building, staff conflict resolution, and race/gender issues in the workplace. As a working manager himself and a parent of eight children, Dennis tends to focus on concrete strategies and techniques even for complex organizational/human dynamics.

Agenda

Welcome/Overview/Groundrules

Group Introductions

Why: **Most Important Job**
Personal focus for today

What: **The real job is**

Why Not: **3 conflicts**
Ethics/Boundaries
Promotion of Peers

How: **The Supervisory Loop**
Evidence-Based Practice

When: **Meet and Document**
Structuring the Meeting
Listening
Expectations
Avoiding Power Struggles
Feedback
Coaching

Whoa: **Gender Differences**

Who: **A, B, C's**

Whoops: **5 Reasons**
Corrective Meeting

Wow: **The Gift**

Why: Supervision is Vital to Organizational Success

- **HR = CA**
- **People Work for People**
- **Supervision = Job = Profession**
- **Can't Avoid Being a Boss**
- **Can't Give/Don't Get**
- **No 100% Solutions**

What: Definition of Supervision

*A unique interpersonal relationship
designed to improve the
performance of the employee
in service of the mission of the organization.*

Key Concepts:

- **Unique Interpersonal Relationship**
- **Improve Performance**
- **Balance: Mission/Person**

Why Not: Conflicts Inherent in the Job

1) No Time

- **Not paid to get your job done!**
- **Task Completion vs. Prioritization**
- **Do not leave wrong thing undone**

2) No Fun

- **Training and Passion vs. Administration**
- **Balancing Act**
- **Creating a Real Choice**

3) No Friends

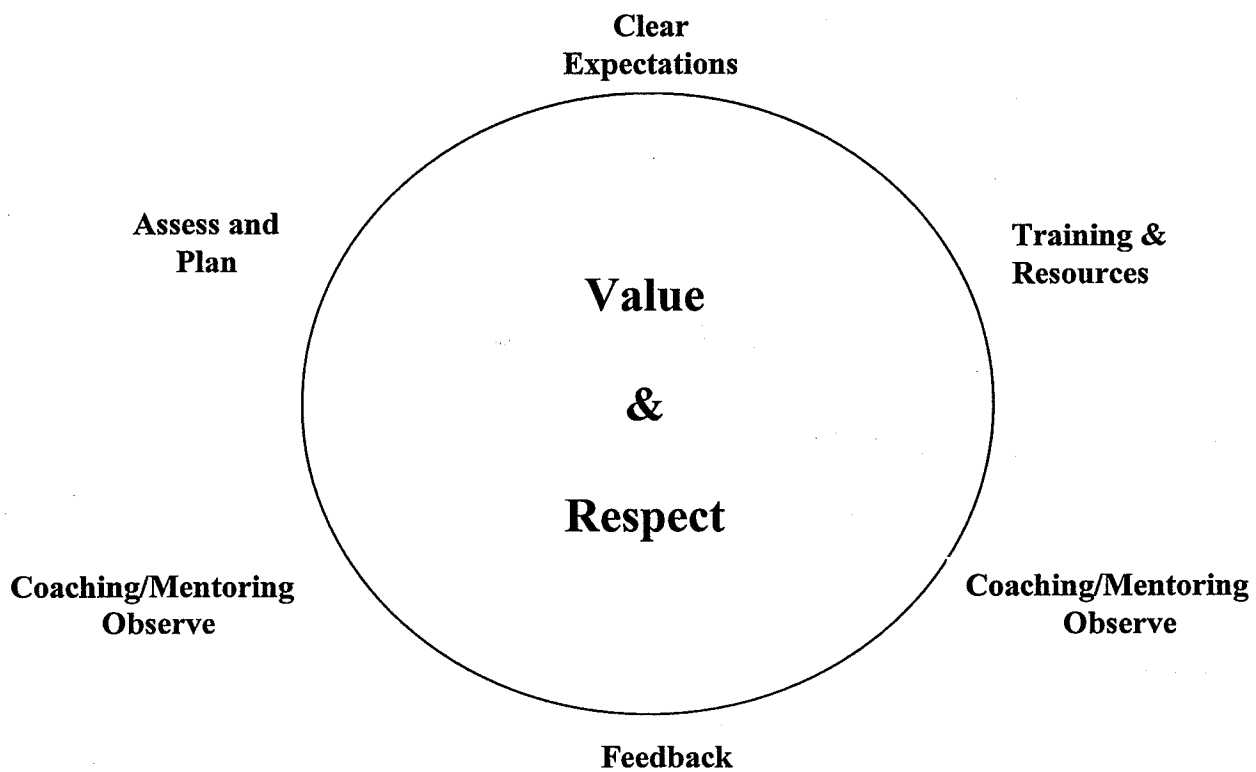
- **Loss of Peers**
- **Nepotism Dangers**
- **Get a Life!**

Promotion of Peers

- 1) “Duty to Warn”**
- 2) Grief Process**
- 3) Ritual to Recognize**
 - **“Leaving”**
 - **“Arriving”**
- 4) Differentiation: Marking the Change**
 - **Meet with Each Peer**
 - **“Uniform” = supervisory file**
- 5) The Inevitable Test...**

THE SUPERVISORY LOOP

“Maximizing Employee Success”



Evidenced-Based Practice: What Employees Need

(Jeff Boormaster, CWLA)

The Gallup Organization conducted two large studies over twenty-five years*. The first study asked: "What do the most talented employees need from their work place?" This study yielded that talented employees needed great supervisors/managers.

Talented employees may join a company because of a charismatic leader, its generous benefits or its world class training but how long the employee stays and how productive s/he is while there is determined by his relationship with his/her immediate supervisor.

The second study asked: "How do the world's greatest supervisors/managers find, focus and keep talented employees?" For this study companies were asked to identify their best supervisors/managers and those that were average using performance measures including:

- Productivity
- Profitability
- Customer satisfaction
- Employee satisfaction
- Employee turnover

On million surveys were conducted, eighty thousand managers were interviewed and meta-analysis was used to identify and distinguish excellent managers from those that were average.

The results yielded nearly unanimous "Yes, I strongly agree" on the following items from supervisees of excellent managers whereas everyone else answered either neutrally or negatively. Thirteen questions were identified. Then in 1998 Gallup tested the 13 questions in 24 industries with 2500 business sites to determine if there was a positive link between the response to the questions and the performance measures – This included for profit and non-profit agencies.

Results indicate that employees who responded more positively also worked in units with higher performance. This result was unit based not company based. This means that responses were based on the employee's immediate supervisor not the senior management or company as a whole. The 13 items are:

- 1) I know what is expected of me at work.
- 2) I have the materials and equipment I need to do my work right.
- 3) At work, I have the opportunity to do what I do best every day.
- 4) In the last seven days, I have received recognition or praise for doing good work.
- 5) My supervisor, or someone at work, seems to care about me as a person.
- 6) There is someone at work who encourages my development.
- 7) At work, my opinions seem to count.
- 8) The mission/purpose of my agency makes me feel my job is important.
- 9) My fellow employees are committed to doing quality work.
- 10) I have a best friend at work.
- 11) In the last six months, someone at work has talked with me about my progress.
- 12) The last year, I had opportunities at work to learn and grow.
- 13) Overall, I am satisfied with this agency as a place to work.

***Study Report in First, Break All the Rules Marcus Buckingham & Curt Coffman**

Characteristics of Effective Supervision

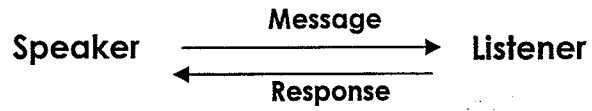
- A. Expectations are Clearly Stated and Understood**
- B. The Employee's Performance is Observed**
- C. Feedback Regarding the Employee's Performance is Provided in a Timely Fashion and Discussed**
- D. Teaching and Learning are Part of the Supervisory Process and**
- E. The Relationship is Marked by Caring Respect.**

Supervisory Conference Structure

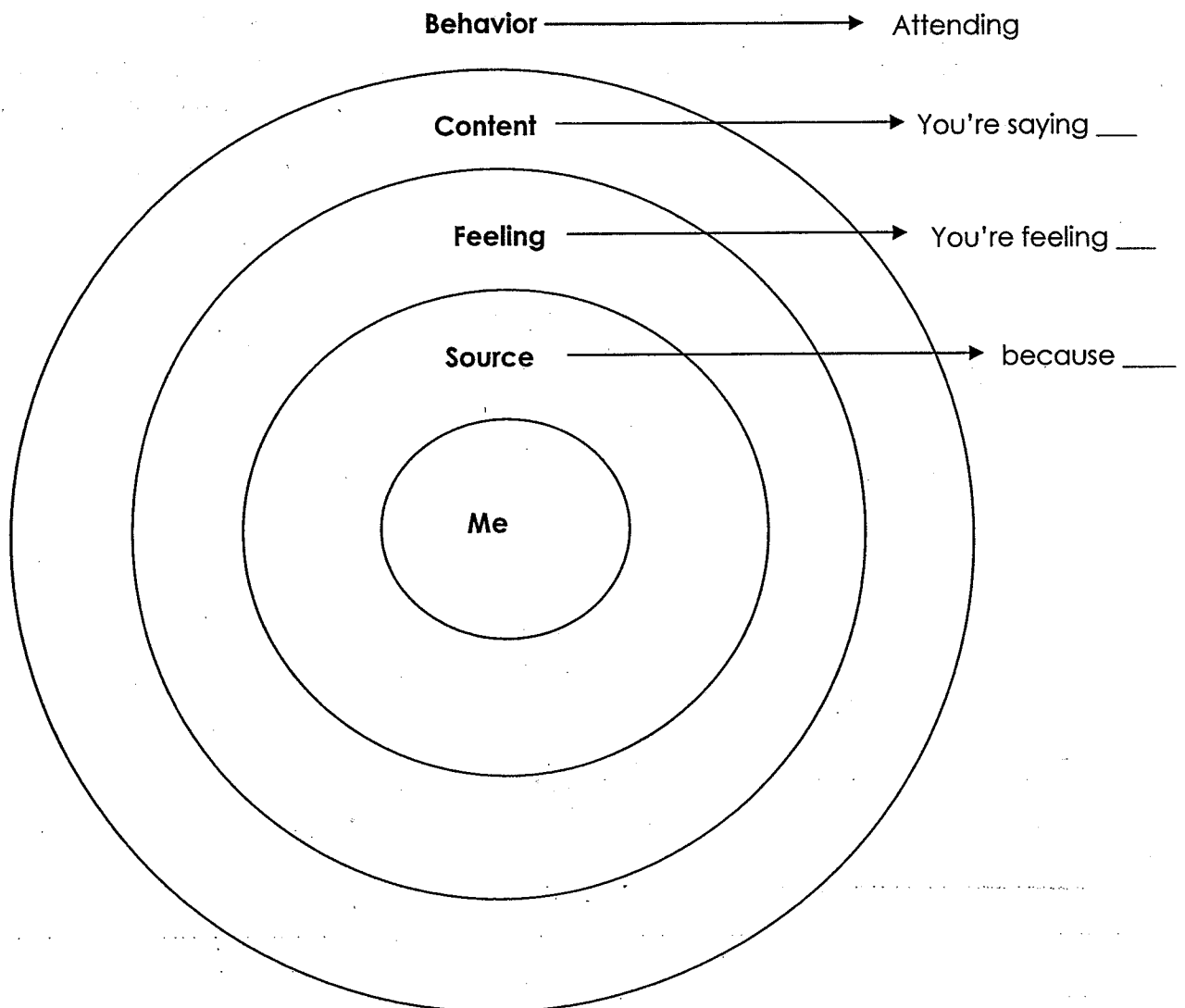
	<u>Purpose</u>	<u>Routine Meeting Tools</u>
AGENDA	Clarify outcomes Decrease anxiety Involve employee	Prioritize Time Frame Outcomes
TEACHING and COACHING	Empower employee Individualize supervision Responsibility to Employee	Listen/Clarify Open-ended questions Feedback “What kind of support do you need from me?” Menu-Approach
CONTRACTING	Clarify expectations Clarify responsibility Create mutual accountability	Replay Close-ended questions Written notes
DOCUMENTATION	Professionalize role Mutual Accountability Performance Appraisal Legal Back-up (if needed)	Supervisory File Completed during meeting To form or not to form

Communication & Respect

Listening: *The unnatural act of verbally demonstrating to another person that she/he has been heard.*



Message Concept



Setting Clear Expectations

Purpose: To assure that the task that gets done and the task that needs done are the same thing.

Three Kinds:

1. **Mandatory** – So important that it cannot be left undone: creates compliance.
2. **Discretionary** – Creates choice, empowers creativity.
3. **Optional Mandatory** – Employer believes it's mandatory; made discretionary by the employee.

The Elements of a Mandatory Rule

1. **Specific Behavioral Definition of the Task or Job**
 - As specific as the employee needs – specificity goes up the more the employee is stressed.
2. **Time Frame**
 - Day/time is specified: *"Before 5:00 pm on Fridays"* OR
 - Event based: *"Write the note after group and before going home"*
3. **How Often/How long**
 - *"Each week – or for as long as you work here"*
 - *"Every day you are scheduled to work"*
4. **Fallback/Contingency**
 - Sick
 - Scheduled Leave
 - Natural disaster

Useful Tools for Setting Clear Expectations

- A. **Write it down** – In all of our jobs, **clear expectations** begin with the job description. In addition however, new employees (or stressed or challenging employees) will need more specific direction for some tasks. If it's important that they do things according to program expectations (rather than their own SWAG approach).
- B. **Replay** – Have the employee tell you in her/his own words what you said. Then you can confirm or correct the expectations.
- C. Don't be derailed into **arguments or power struggles** regarding expectations. Respectful discussion is usually useful – but don't end up “discussing” so much that neither of you know what the expectations are at the end of the discussion.

Tools to Avoid Arguments/Power Struggles

Deflectors

**Regardless
Nevertheless**

Differential Supervision

Sponges

**Uh Huh
Anything Else
I Heard You**

The Supervisory Feedback Model

FEEDBACK

A definition:

Any overt response, verbal or nonverbal, which gives specific and subjective information to a person about how his/her behavior in a particular situation affects someone or something.

The objective of Feedback:

To transmit reliable information so that the person receiving it may establish a "data bank" from which to change their behavior, if they choose to do so.

STEPS IN GIVING FEEDBACK

- See -- Use eyes and ears to collect objective data**
- Think -- Your assessment about intention of employee**
- Feel -- Your level of response, support or concern**

Say:

- 1. "When I saw you do"**
- 2. "I assumed....." or "I thought....."**
- 3. "I felt....."**

FEEDBACK PROCESS

- 1. Permission**
- 2. Feedback**
- 3. Replay/Confirm**
- 4. Discuss**
- 5. What kind of support to you need?**

Gender Differences

- 1) Seeing**
- 2) Hearing**
- 3) Brain Processing**
 - **Constant Vigilance vs. Red Alert**
 - **Multi-task vs. Single Focus**
- 4) Emotional Processing**
- 5) Conflict Response**
- 6) Communication Styles**
 - **Face-to-Face vs. “Angled”**
 - **Listening vs. Helping**
 - **Nodding vs. Agreeing**

Differential Supervision

	<u>Employee Behaviors</u>	<u>Supervision Required</u>
A. "Always"	Responsible Consistent Meets deadline Exceeds standard <i>Internally motivated</i>	Minimal oversight High discretion Challenges Limits: self-care Recognition: personal
B. "Better Be There"	Usually-responsible Usually-consistent Usually meets deadlines Usually meets standards <i>Externally motivated</i>	Beginning Middle End Recognition: Work
C. "Challengers"	Not responsible Consistently inconsistent Rarely meets deadlines Below minimum standard <i>Internally motivated</i>	Constant

Whoops: Assessing Employee Needs

SYMPTOM

PLAN

Doesn't know or doesn't understand	Clarify Expectation
Lacks Skills	Training
Fear/Anxiety	Support Smaller Steps Mentoring
Personal Life Issues	Employee Assurances Program
Values Conflict	Clarify the Choice
Job Fit	Clear Bottom Line Counseling "Out"

Sorting the Personal From Work Performance

<p>No problem at work No problem at home</p> <p><i>Regular Supervision</i></p>	<p>Performance problem at work No problem at home</p> <p><i>Supervision concerning work problem Corrective Conference</i></p>
<p>Problem at home Because of home, performance at work</p> <p><i>Call HR</i></p>	<p>No problem at work Problem at home</p> <p><i>Call HR</i></p>

Corrective Conference

PREPARE AHEAD: Clarify Outcome

Write Feedback

Write Expectation

Meeting

SET AGENDA:

Name Issue

Purpose is to develop a plan to succeed

Describe steps in process

DELIVER INFORMATION: Feedback

Replay

Discussion

Develop plan or Assign

CONTRACTING:

Clarify Expectation

Replay

Verbal/written Commitment(s)

Supervisory Conference Summary

Employee: _____ Date: _____

Supervisor: _____

AGENDA ITEMS

Priority #1.	Items Share Appreciation for work well done, personal support, other:
-----------------	--

Agenda Item # #1	Summary of Discussion: Appreciation shared:	Agreements (include due date and responsible person)
------------------------	--	---

Staff Initials/date _____ Supervisor Initials/date _____

Supervisory Conference Summary

Employee: Insert Employee name Date: date of session

Supervisor: Your name

AGENDA ITEMS

Priority	Items
<p><i>In this section assign priority to all items. Mark for next mtg. if necessary. Always make #1 Appreciation</i></p>	<p><i>In this section list all of the items from both the employee and the supervisor. Look back at your last notes for carryover items, check due dates for any agreements that are due. Always make item number 1 "share appreciation"</i></p>

Agenda Item #	Summary of Discussion:	Agreements (include due date and responsible person)
<p><i>Use priority #,s above so that you don't have to label the items more than once</i></p>	<p><i>In this section write a <u>brief</u> description of the main points of your discussion for each item addressed. Be sure to include specific feedback given, expectations, concerns etc.</i></p> <p>General Note: <i>The completeness of this entire record constitutes necessary record keeping for employee support; performance evaluation and will give you good documentation of your supervision efforts should legal action ever be an issue. Basically, these notes should keep you out of trouble.....and if you get in trouble.....they will support your efforts.</i></p> <p><i>These notes should not be lengthy and ideally they are done <u>during</u> your supervisory session. They should not create extra work for either you or your employee. Completion by the end of the session helps assure that you both leave the session with a common understanding. One of the most common complaints by employees in personnel action is "No one ever told me!!!"</i></p>	<p><i>In this section write exactly what agreements are made for future action. Include specific information concerning what will be done; who is responsible for what action; and the date due.</i></p> <p><u><i>This is the most critical information for tracking performance. Future agenda items should always address these agreements.....whether they are met/ renegotiated/ or indicate a performance problem</i></u></p>

Staff Initials/date _____ Supervisor Initials/date _____

Example

Supervisory Conference Summary

Employee: Susan Somebody

Date: 01/24/01

Supervisor: Barbara Boss

AGENDA ITEMS

Priority	Items	
#1.	Share Appreciation for work well done, personal support, other:	
#2.	Vacation scheduling	
#3.	New drug policy	
#5.	Case discussion	
#4.	Team issue	
Agenda Item #	Summary of Discussion:	Agreements (include due date and responsible person)
#1.	Appreciation shared: <i>I appreciate the way Susan participated in the committee that is studying the new progress note form. Susan was particularly clear and persuasive in showing that therapists need the form to be simple and short.</i>	
	<i>Susan requested May 14-19 as vacation days.</i>	
#2.	<i>Gave Susan the new policy.</i>	<i>Approved by BCH. No further action needed</i>
#3.		<i>Susan will read and bring back next week for discussion.</i>
#4.	<i>Susan reported concern about coworker J.H. leaving her shift early last Thurs. Reports she has tried to discuss it w/ J.H. but did not feel heard. She asks for a mtg w/ J.H. and supervisor (B.H.) to address issue. Major concern is residents were acting out and Susan felt unsafe when J.H. left.</i>	<i>Barbara will set mtg with J.H. and Susan at a time convenient to both this week and meet w/ them for problem-solving. Barbara will let Susan know date by Monday 1-29.</i>
	<i>Susan brought copies of 2 case reviews. Requested assistance in being more behavioral in her writing. Discussion and ideas were shared.</i>	
#5.		<i>Susan will revise report & bring to next sup. mtg on 1-31.</i>

Staff Initials/date _____ Supervisor Initials/date _____

Termination Checklist

- 1. Job description/expectations**
- 2. Clear message that performance is below standard**
- 3. Corrective plan: "on notice"**
- 4. Clear statement of consequences**
- 5. Adequate supervision and support**
- 6. If disabled: no discrimination and reasonable accommodation**
- 7. Introductory periods: beware**
- 8. Document**

SUPPLEMENTAL READING

Staff and Work Environment Linked to Patient Outcomes

As printed by PaceCom Incorporated; "Substance Abuse Letter Magazine;" 03/03/98

A substance abuse program's staff and work environment is an important component of treatment that affects patient outcomes, according to recently published findings.

Dr. Rudolph H. Moos and Bernice S. Moos, of Stanford University, concluded that patients do better in programs in which staff members are highly motivated, staff rules and policies are clear, staff are supportive of each other and supported by supervisors, and employees are encouraged to make their own decisions. They call these work environments "supportive and goal-directed."

The researchers studied 329 staff members and 3,228 patients in 15 substance abuse programs in Department of Veterans' Affairs Medical Centers. Their focus was on how characteristics of the workplace and staff members' beliefs about substance abuse are linked to the quality of the treatment environment and patients' participation in and satisfaction with treatment.

They found that in supportive and goal-directed programs, patients participated in more substance abuse, educational, social, and family treatment services; were more involved in self-help groups; were more satisfied with the treatment they were receiving; improved more during treatment; and were more likely to participate in outpatient aftercare programs.

Staff members in those programs were more likely to espouse belief in the disease model of addiction and a 12-step orientation toward substance abuse treatment, the researchers found.

The results of the study were published in

the January issue of the *Journal of Studies on Alcohol*.

Dr. Moos said that five of the substance abuse programs studied fell into the supportive, goal-directed category. He labeled another set of five as "uninvolved and demanding." In these programs, staff members were found to be less committed to their work, coworkers were less supportive of each other, and supervisors were less supportive of staff members. The researchers found that the programs in this category had a high level of work pressure and managerial control, and staff members were less autonomous. The work environments of the final five programs were somewhere between the other two. The researchers labeled these programs "clear but nonsupportive."

The researchers reported that staff members in the three sets of programs did not differ significantly in age, education, race, or gender composition, or in percentage of staff with a professional degree. There were also no significant differences in the percentage of staff members who were certified alcohol and drug counselors or in recovery, or in the average amount of time staff members had worked in the program.

Patients' Perceptions

The study indicated differences in patients' perceptions of the treatment environment in the three sets of programs. Patients in supportive and goal-directed workplaces perceived the treatment as more involving and supportive, with a greater emphasis on both a practical and a spiritual orientation, and as clear and better-organized.

Patients in those programs also tended to participate more actively in formal treatment and self-help activities and to be more satisfied with treatment. They attended more 12-step meetings and were more

likely to have Alcoholics Anonymous or Narcotics Anonymous sponsors, and to have friends in 12-step groups.

They also showed better outcomes at discharge, being more likely to espouse a goal of total abstinence and to be more confident that they could maintain that goal. In addition, they expressed more confidence that they would be able to manage high-risk situations without relapsing. The researchers found that three of the five programs with a supportive and goal-directed work environment had a 12-step orientation and two had a mixed 12-step and cognitive-behavioral orientation. In contrast, three of the five programs with a nonsupportive work environment had a cognitive-behavioral orientation.

Treatment Orientation of Staff

In line with their belief in the disease model, staff in the supportive, goal-directed programs were more likely to emphasize 12-step goals and activities in treatment, such as the importance of understanding that addiction is a progressive disease, turning one's life over to a higher power, and accepting the idea that recovery is a lifelong process, Dr. Moss said. In contrast, staff in clear but nonsupportive work settings were more likely to endorse a cognitive-behavioral orientation.

"Overall, staff in these programs had a stronger, more pervasive and more dominant belief system and orientation towards treatment," he wrote.

It is likely, Dr. Moss said, that support and goal-direction in the workplace and staff members' beliefs and treatment orientation mutually reinforce one another.

"A coherent belief system can reduce the ambiguity and conflict of human service work, provide moral support and a rationale for difficult decisions, and develop commitment by highlighting intrinsic rewards and valuing routine or aversive tasks," he wrote. "In turn, these factors help to improve work climate by promoting job involvement and cohesion, trust and rapport among staff and supervisors, and more choice and autonomy at work."

The researchers concluded that the work and treatment climate in a substance abuse treatment program can have important consequences for staff as well as patients.

"Supportive, goal-directed and well-structured work environments tend to combine with staff beliefs and treatment orientations to shape more effective treatments," they wrote. "Patients and staff have a common interest developing programs that can enhance staff members' energy and motivation and thus facilitate patients' treatment outcomes."

The study was supported by the Department of Veterans' Affairs and the National Institute on Alcohol Abuse and Alcoholism.

Managers Found More Prone to Depression

New evidence support something many personnel managers suspected all along: A manager's home and work life can lead to serious bouts of depression.

A study of 1,870 white-collar employees of Westinghouse Electric Corp. in Monroeville, a Pittsburgh suburb, shows that 16.6% of female and 8.6% of male managers were clinically depressed in the year prior to the survey, which was taken in 1987 and 1988. Westinghouse interviewed its managers under a grant from the National Institute of Mental Health.

The figures exceed the latest depression rate for all Americans (4.4% in 1986), according to the National Institute of Mental Health. Thirty-six percent of female and 23% of male Westinghouse managers qualified as clinically depressed at some point during their lives, the study notes.

"The first-line managers are the ones who get hell from over them and hell from under them," says Dr. E. Carroll Curtis, Westinghouse's medical director.

***Most common causes:* lack of job rewards, a cloudy job future and specific events such as pay cuts or bad evaluation, the study indicates. The most common cause of depression at home was a spouse with a history of psychiatric disorders.**

From Personnel Manager's Letter, September 24, 1990

Employee Expectation

If you are a manager, you may think you have a pretty good idea of what your employees want from their jobs. Lest you become too secure, however, consider the results of this recent study of managers and employees (on the chart below, 1 is most desired,; 10, least desired)

What Employees Really Want		What Managers Think Employees want
1	Interesting Work	5
2	Full Appreciation of work done	8
3	Feeling of being in on things	10
4	Job security	2
5	Good pay	1
6	Promotion and growth	3
7	Good working conditions	4
8	Loyalty to employees	7
9	Help with personal problems	9
10	Tactful Discipline	6

The study was conducted by Kenneth Kovoch, Associate Professor of Business Administration at George Mason University, Fairfax, Virginia, and was reported in the Advanced Management Journal.

Praise!

Each one of us is a walking bundle of habits. It's a plus when one of the habits is the practice of *seeing the good in others and commenting on it*.

There are times when legitimate complaints are in order. But imperfection is only one aspect of every human life. It takes no great skill to discover another's habits.

Marriages are happier in homes where compliments outnumber the complaints. There is no merit in looking for the worm in the apple of your eye. The grave of love is dug with little digs.

Wise parents emphasize encouragement rather than censure. Praise is to the child what sunshine and rain are to the flower. *We tend to become like others believe we are.*

There are those who have the curious impression that praising a person will make him conceited. Almost without exception, the *reverse* is true.

Few things are as humbling as warmhearted recognition and approval; the recipient feels unworthy of what is said and wishes it make it true.

The minor tragedy of many lives is that people go on and on, week in and week out, never hearing a word of praise for their efforts from anyone. One office worker once commented wistfully, "The only time my boss notices what I do is when I don't do it."

The Rewards of Recognition

The National Study of the Changing Workforce

Why They come...

Reasons considered to have been “very important” in deciding to take a job with a current employer:

1. Open Communication	65%
2. Effect on Personal/Family Life	60%
3. Nature of Work	59%
4. Management Quality	59%
5. Supervisor	58%
6. Gain New Skills	55%
7. Control over Work Content	55%
8. Job Security	54%
9. Co-worker Quality	53%
10. Stimulating Work	50%
16. Position Salary	35%

Source: Families and Work Institute, New York (1993)

And Why They Go...

35% of respondents in a national survey cited “limited recognition” as the most common reason for leaving an employer.

Source: Robert Half International, 1995

Research on Recognition & Rewards

What Do Workers Want from their Jobs

	Managers	Employees
Full Appreciation for Work Done	8	1
Good Wages	1	5
Good Working Conditions	4	9
Interesting Work	5	6
Job Security	2	4
Promotion/Growth Opportunities	3	7
Personal Loyalty to Workers	6	8
Feeling "In" on Things	10	2
Sympathetic Help on Personal Problems	9	3
Tactful Disciplining	7	10

Source: Lawrence Lindahl, Personnel (1949)

(Repeated with similar results by Ken Kovach in 1980 and Bob Nelson in 1991)

*"The greatest motivational act one person
can do for another is listen."*

**Roy E. Moody, President
Roy Moody & Associates**

©2000 Bob Nelson

Top Motivating Techniques Reported by Employees

Study of 65 Workplace Incentives
% = Frequency of NOT Getting

#1	Personal Thanks	58%
#2	Written Thanks	76%
#3	Promotion for Performance	78%
#4	Public Praise	81%
#5	Morale Building Meetings	92%

Source: Dr. Gerald Graham, Wichita State University, 1991

Top Motivating Techniques

- Manager Initiated
- Based on Performance

Study Conclusion

“It appears that the techniques that have the greatest Motivational impact are practiced the least even though They are easier and less expensive to use.”

©2000 Bob Nelson

Facts and Myths About Staff Retention

- Wage is not the #1 reason for leaving for many employees. It is true for minimum wage employees, but not for higher wage earners. It was also found that in exit interviews, it is easier to identify wage as an issue than to identify a person or jeopardize the relationship for future employment references.
- The #1 reason for leaving employment is the relationship with the supervisor.
- Incentives such as gifts and cash bonuses increase employee retention for about 30 days. When the money is gone, employees quickly look to the actual work environment for true incentive.
- Employees are willing to take on more responsibilities when they have good supervision and support.
- Loyalty to the agency is the most powerful incentive that an organization has.
- Employee satisfaction is directly related to staff turnover.
- Employees need 6 essential components to be satisfied and successful:
 - Training
 - Supervision
 - Reinforcement
 - Meaningful Work
 - Tools to do the Work
 - Recognition for the Work

Values Based Management

Values Based Management is a system of management techniques built on the concept that the mission and objectives of any organization can best be met when management uses skill-based supervision grounded in the values of the agency and the needs of its employees. The workforce of today is increasingly diverse in many areas; race and culture, gender, age, and physical abilities. This diversity brings differences in life experience, values, expectations and needs in the work force. Dealing with these differences can be a challenge for supervisors and managers. Values Based Management provides a way to meet that challenge that is flexible and respectful. Four basic courses are available, each modeled on the same core concepts.

Values Based Management (VBM)

Supervision is the "second-most important job we're ever given to do and not told how." It involves assuming responsibility for the lives of others and for the success of the organization. Values Based Management is a concrete approach to professionalizing supervision in the nonprofit sector. It provides a framework which any agency can adopt to ensure that workers will feel supported as well as a set of survival skills to prepare supervisors to function as professionals. *Participants will come away with a clear definition of supervision, a model for providing what workers need, a simple way to implement a "system of supervision", and an answer to the basic question of why workers do not perform successfully. Values Based Management has been presented to thousands of nonprofit managers in hundreds of organizations across the country and continues to receive outstanding support because of its unique tailoring to the needs of nonprofit workers and organizations.*

Building a REAL Team

"TEAM" is the management buzzword of the '90's, but managers and supervisors rush headlong into trying to function as a team without a framework to build on. This workshop provides a structural model for answering key questions regarding team functioning that are applicable to any team such as: "Why are we using a team approach anyway?", "What is this team going to do/why are we here?", "How do we make decisions, and what if we don't agree?", and "What is my role as a team leader (or team member)?" *This course can be offered either in conjunction with VBM or independently, depending on the needs of your organization. The course is valuable for anyone in your organization who is called on to work in a "team" setting. Any manager or director contemplating movement to a more team-centered approach will find this a critical first step. Workshops are also available for use as team "retreats" to create a new team, to re-energize an existing team, or to resolve difficult issues and personal conflicts, which are blocking team functioning.*

Managing Staff Conflict

Conflict has become a "dirty word" for many teams. In many businesses staff conflict is often either ignored until a major problem exists or is dealt with at such a personal level, that little else can be accomplished by the team. Our approach is that conflict is the inevitable result of two or more people working together and that problems occur primarily when the "conflict" is avoided, hidden or ignored. *This course builds on the concepts of the team-building model and can be used either in conjunction with VBM or Team Building or standing alone. The course provides the basic structure needed for effective team functioning and presents a simple model for understanding the real dynamics of interpersonal conflict. Concrete tools and processes are provided to build team agreements about direct professional communication; to develop effective conflict resolution processes, and to implement these processes in a work setting.*

Managing and Surviving Organizational Changes

Designed for employees, managers, and leaders of organizations facing conflict resulting from any type of internal change. The focus is on understanding how real change happens for people and for organizations. Gain a clear definition for organizational change vs. re-organizational non-change. *Concrete strategies are presented to maximize the likelihood of a successful change process, to survive in a rapidly changing organization, and to assess your own personal/organizational style of response to change.*

Contact: Dennis L. Morrow, MAEd, MBA, Executive Director
Janus Youth Programs, Inc.

phone: (503) 542-4607
e-mail: dmorrow@janusyouth.org