Day Four

Part Two: Building a Highly Functional Team

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TOPICS

Managing a Multi-generational Workforce

Supervisor as Educator

Situational Leadership

Part Two: Building a Highly Functional Team

During this week of training you will be focused on building a highly functional team. This includes identifying and developing skills, knowledge and effective behaviors in managing a diverse group of individuals, performance management and case review.

Key Learning Objectives

✓ Supervisors will build on the understanding that they are supervising a team comprised of individuals who each bring with them a unique set of beliefs, values, skills, knowledge and attitudes that they can tap into in order to increase capacity and morale.

✓ Supervisors will identify and practice techniques that will allow them to effectively develop and guide work performance.

✓ Supervisors will utilize their wisdom and experience to model effective case management processes in order to help your staff become critical thinkers and independent investigators and case managers.

Day Four

Part Two: Building a Highly Functional Team

Topic	Activities
Part Two Overview and Day 4 Introduction	▪ Ice-breaker: Self- Awareness
Supervising a Multigenerational Workforce	▪ When Generations Collide ▪ History-Econ-Soc 101 ▪ Walk Around Assessment ▪ Assets and Liabilities ▪ From the Classroom to the Job
Supervisor as Educator	▪ Test Your Knowledge ▪ Teachable Moments ▪ Visual, Auditory and Kinesthetic Survey ▪ Develop a Learning Plan ▪ Action Plan for Success
Situational Leadership	▪ Developmental Levels ▪ You Be the Expert! ▪ Bringing it Home!
Wrap-up	▪ Complete Evaluations

Managing a Multi-Generational Workforce

✓ List the four generations.

✓ Identify your own generational identity.

✓ Review impact of history, economic, and social influences.

✓ Identify characteristics, assets & liabilities.

✓ Develop supervision strategies.

Supervisor as Educator

✓ Explore the role of supervisor as educator.

✓ Review sources of motivation for adult learners.

✓ Identify the different learning styles.

✓ Develop strategies for transfer of learning.

Situational Leadership

✓ Define situational leadership.

✓ Understand leadership styles

✓ Understand developmental levels of followers.

✓ Discuss the situational leadership model as it applies to your role as a supervisor.

Activity – Self-Awareness

Directions:

Identify someone in the room that you believe you share something in common with and have not had a conversation with since day one. *A conversation does not include speaking to that individual, or participating in general chit chat.*

Record your responses to the following:

1. **Discuss what you believe you have in common.**

   _____

   _____

2. **Discuss what brought about this commonality.**

   _____

   _____

3. **What is the influence of your generation with what you share in common?**

   _____

   _____

4. **What myths do you associate with your generation?**

   _____

   _____

5. **What are your biases of other generations?**

   _____

   _____

6. **How much of what you share in common do you believe is cultural?**

   _____

   _____

Activity – When Generations Collide

Directions: On a flipchart, record your response to the following questions. Work as tables.

1. **Identify the generations that you supervise.**

   _____

   _____

   _____

2. **Identify the challenges of supervising the different generations.**

   _____

   _____

   _____

3. **Discuss and identify the challenges that you have when generations overlap.**

   _____

   _____

   _____

4. **In what ways have you seen or personally experienced generation overlap.**

   _____

   _____

   _____

5. **What have you experienced as a supervisor with the generation of your supervisees and client interaction?**

   _____

   _____

   _____

Activity – Walk-Around Assessment

Directions:

Circle the number for the statement on each that describes you best.

Balance	1	2	3	4
Feedback	1	2	3	4
Rewards	1	2	3	4
Management Style	1	2	3	4
Training	1	2	3	4
Career Goals	1	2	3	4
Retirement	1	2	3	4
Changing Jobs	1	2	3	4

Handout – Assets and Liabilities

	Liabilities	Assets
Millennials	♦ Distaste for menial work ♦ Lack of skills for dealing with ♦ Impatience ♦ Lack of experience ♦ Confidence	♦ Multitasking ♦ Goal orientation ♦ Positive attitude ♦ Technical savvy ♦ Collaboration
Xers	♦ Show impatience with poor performers. ♦ Have a hard time identifying with young employees who don't share their work ethic. ♦ Less "seasoned" in their decision-making (nothing they can do to change their age!) ♦ Give needy employees less attention than they require. ♦ They don't give their respect to others based just on titles. They consider authority a "whatever" kind of thing anyway. ♦ Denigrate rules, absolutes, and structure.	♦ Highly competent technologically. ♦ Hold a strong work ethic. ♦ Bring a fresh perspective. ♦ Have a somewhat lower "need-to-be liked" factor than older managers. ♦ Have a systems/big-picture orientation. ♦ Care less about status and power than some of their older counterparts. ♦ Do not expect special treatment based on titles. ♦ They fully expect to earn every ounce of respect given them. ♦ Worship experience and immediacy.
Boomers	♦ Can be hung up on lines of supervision. ♦ Are not technologically savvy and mistrust computers. ♦ Can be indirect in their communication. ♦ Require clearly defined schedules and procedure.	♦ Loyal to the organization. ♦ Willing to work hard in order to achieve success. ♦ Build relationships with co-workers and genuinely care about coworkers. ♦ Enjoy the input of teams.
Silents	♦ in the box thinkers" ♦ Do not speak up when frustrated or see fault with superiors or organization. ♦ Lack technological skills and are reluctant to learn. ♦ Can be close-minded about any challenges to authority or patriotism. ♦ Require time to problem solve and do not work well under crises.	♦ Dedicated to job and organization. ♦ Willing to wait for the "big payoff" or reward from the company…likely to stick with a company through thick and thin. ♦ Can be relied upon to complete the task assigned within specified timelines. ♦ Extremely thorough. ♦ High adherence to code of honor and ethics.

Managing a Multigenerational Workforce,(2004)
Peter Dahlin, MS & Mary Garrison, LCSW

Handout – Workplace Strategies

	Preferred Work Environment	Intervention Strategies for Working With
Baby Boomers	- autonomy - sense of meaning - chance to learn new things - schedules and routines - opportunity for face-to-face contacts	- redesign the way tasks get done - let people work on their own - teach the basics of the business, help them to understand where their job fits into the big picture
Generation X	- casual, friendly - functional, efficient - technologically up-to-date - neat, clean, orderly - collegial - a place to learn - high level of freedom	- Avoid judging - Accommodate individual needs whenever possible - Demonstrate competence - Forgive impatience - Celebrate - Mentoring - Employee Exchange Program - Weekly Observation Sheets - Provide ongoing feedback - Validate the power of "X" - Projects not jobs - Create Teams - Revisit training - Position your organization goals as a way for Gen X to realize their individual goals
Millennials	- 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 - goal- and achievement-oriented atmosphere	- The boss should be the leader - Challenge them - Let them work with friends - Let's have fun - Respect them - Be flexible - Be Prepared For high expectations - Don't expect them to pay their dues - Don't throw a wet blanket on their enthusiasm - encourage them - mentor them - learn from them - Design office space so that Millennials are set up physically to share ideas - Consider assigning projects to groups for reaching a goal - reverse mentoring program

Handout, cont.: Workplace Strategies

To be more successful working with Boomer- X-ers can:

- Show respect for the Boomers. They've put in their time. They don't want to be called "Mr." or "Mrs." or "Sir" or "Ma'am," but they do want to know you respect their experience.

- Take your time. Boomers tend to value the "people side" of business. Take the time to get to know them as human beings who care what you think of them.

- Be friendly. Call Boomers by name - and "check in" with them ("How did your son do at his soccer match?" "How was your ski trip?")

- Choose face-to-face conversation when possible. Sometimes e-mail and voicemail are too impersonal for Boomers.

To Be More Successful working with Xers, Boomers can:

- Get to the point. Most Xers prefer a straightforward approach. One of the key complaints Xers have about Boomers is their "soft" - some might call it wishy-washy - communication style. Boomers say things like, "I'd love it if you would...." and "You might want to...." Most Xers wish the Boomers would just say, "Here's what needs to get done..."

- Avoid cliché and hyperbole. Xers feel Boomers give lip-service to concepts like employee involvement and empowerment - and don't actually do what they say.

- Learn to use technological communication efficiently. Xers say Boomers play phone tag - when they could simply explain on their message what they want/need. Use e-mail when it's appropriate - not for feedback, for example, but to pass along information.

- When delegating, sketch out the end result, but allow the Xers to figure out how to achieve the result.

Activity – From Classroom to Workplace

Directions: Think about the information we covered on how to supervise a multi-generational workforce and answer the following question:

What information about generations can you take with you and apply in your everyday work environment?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity – Test Your Knowledge of Adult Learning

Directions:

Record your responses to the following:

1. T or F   If you "catch" your staff member in the act of doing something "right" and acknowledge it in some way it is likely that they will repeat that behavior.

2. T or F   A policy memorandum given to staff to read is all that is necessary for all staff members to learn a new process.

3. T or F   What happens out in the field when case managers are working with families with intense crisis issues creates long-lasting learning.

4. T or F   If you tell a staff member to do a new skill once they should be able to perform it without assistance.

5. T or F   It is good for a supervisor to go out into the field with new case managers, coaching and supporting them while they are working with the client, to facilitate learning.

6. T or F   Asking case managers to mentor other case managers with less experience facilitates the learning of both and builds the capacity of the unit.

7. T or F   It is important that new case managers recognize that child welfare is unlike any other job that they have ever had so they should listen to new information like a "blank slate" and not try to apply it to other experiences or jobs that they have had.

8. T or F   Case Managers learn best when the supervisor tells them what they should do and how they should do it.

SOURCE: *Inspired by Sivasailam Thiagarajan's 14 Things to Know*

Handout – Supervisor Strategies for Transfer of Learning

Before:

▶ Collect baseline performance data.
▶ Establish training performance expectations.
▶ Involve trainees in the needs analysis.
▶ Involve trainees in program planning.
▶ Participate in training overview.
▶ Review instructional material.
▶ Express approval of training.
▶ Express expectations of full participation in training activities.
▶ Provide coverage while trainee is in training.
▶ Send co-workers to training together.

During:

▶ Prevent interruptions during training.
▶ Provide time to complete assignments.
▶ Allow trainees practice opportunities.
▶ Make yourself available to answer questions.
▶ Encourage trainee to share new knowledge with peers.
▶ Monitor attendance and participation in training.
▶ Participate in developing Action Planning for Transfer.
▶ Recognize Trainee participation.
▶ Review information brought from training.
▶ Institute a plan to assess the new skills on the job.

After:

▶ Provide role modeling.
▶ Provide promotional opportunities.
▶ Give positive reinforcement.
▶ Arrange "refresher" courses.
▶ Encourage trainee to stay in touch with fellow trainees.
▶ Support trainee reunions.
▶ Schedule opportunities for trainee to train others.
▶ Publicize successes.
▶ Provide support and job aids.

Handout – Trainee Strategies for Transfer of Learning

Before:

▶ Find out why you are attending.

▶ Find out what you will be learning.

▶ Be prepared to learn.

▶ Clear you desk and have other work duties covered as much as possible.

During:

▶ Actively participate in training.

▶ Ask questions.

▶ Ask for assistance.

▶ Challenge ideas.

After:

▶ Practice what you have learned.

▶ Present most interesting topics at a unit meeting.

▶ Share your knowledge with others.

▶ Make recommendations for changes.

▶ Do more learning on the topic on your own.

Activity – Visual, Auditory and Kinesthetic Survey

Directions:

Read each statement carefully. To the left of each statement, write the number that best describes how each statement applies to you by using the following guide:

1	2	3	4	5
Almost Never Applies	Applies Once In A While	Sometimes Applies	Often Applies	Almost Always Applies

Answer honestly as there are no correct or incorrect answers. It is best if you do not think about each question too long, as this could lead you to the wrong conclusion.
Once you have completed all 36 statements (12 statements in three sections), total your score in the spaces provided.

Section One – Visual	
1	I take lots of notes and I like to doodle.	
2	When talking to someone else I have the hardest time handling those who do not maintain good eye contact with me.	
3	I make lists and notes because I remember things better if I write them down.	
4	When reading a novel I pay a lot of attention to passages picturing the clothing, description, scenery, setting, etc.	
5	I need to write down directions so that I may remember them.	
6	I need to see the person I am talking to in order to keep my attention focused on the subject.	
7	When meeting a person for the first time I notice the style of dress, visual characteristics, and neatness first.	
8	When I am at a party, one of the things I love to do is stand back and "people-watch".	
9	When recalling information I can see it in my mind and remember where I saw it.	
10	If I had to explain a new procedure or technique, I would prefer to write it out.	
11	With free time I am most likely to watch television or read.	
12	If my boss has a message for me, I am most comfortable when she sends a memo.	
(note: the minimum is 12 and maximum is 60) **Total For Visual**	

Activity, cont.: Visual, Auditory and Kinesthetic Survey

1	2	3	4	5
Almost Never Applies	Applies Once In A While	Sometimes Applies	Often Applies	Almost Always Applies

Section Two– Auditory

1	When I read, I read out loud or move my lips to hear the words in my head.	
2	When talking to someone else I have the hardest time handling those who do not talk back with me.	
3	I do not take a lot of notes but I still remember what was said. Taking notes distracts me from the speaker.	
4	When reading a novel I pay a lot of attention to passages involving conversations, talking, speaking, dialogues, etc.	
5	I like to talk to myself when solving a problem or writing.	
6	I can understand what a speaker says, even if I am not focused on the speaker.	
7	I remember things easier by repeating them again and again.	
8	When I am at a party, one of the things I love to do is talk in-depth about a subject that is important to me with a good conversationalist	
9	I would rather receive information from the radio, rather than a newspaper.	
10	If I had to explain a new procedure or technique, I would prefer telling about it.	
11	With free time I am most likely to listen to music.	
12	If my boss has a message for me, I am most comfortable when she calls on the phone.	
	(note: the minimum is 12 and maximum is 60) **Total For Auditory**	

Activity, cont.: Visual, Auditory and Kinesthetic Survey

1	2	3	4	5
Almost Never Applies	Applies Once In A While	Sometimes Applies	Often Applies	Almost Always Applies

Section Three – Kinesthetic

1	I am not good at reading or listening to directions. I would rather just start working on the task or project at hand.	
2	When talking to someone else I have the hardest time handling those who do not show any kind of emotional support.	
3	I take notes and doodle but I rarely go back and look at them.	
4	When reading a novel I pay a lot of attention to passages revealing feelings, moods, action, drama, etc.	
5	When I am reading, I move my lips.	
6	I will exchange words and places and use my hands a lot when I can't remember the right thing to say.	
7	My desk appears disorganized.	
8	When I am at a party, one of the things I love to do is enjoy activities such as dancing, games, and totally losing myself in the action.	
9	I like to move around. I feel trapped when seated at a meeting or a desk.	
10	If I had to explain a new procedure or technique, I would prefer actually demonstrating it.	
11	With free time I am most likely to exercise.	
12	If my boss has a message for me, I am most comfortable when she talks to me in person.	
	(note: the minimum is 12 and maximum is 60) **Total For Kinesthetic**	

Scoring Procedures- Total each section and place the sum in the blocks below:

VISUAL	AUDITORY	KINESTHETIC
Number of points: _____	Number of points: _____	Number of points: _____

The area in which you have the highest score represents your best learning style.
Note that you learn in ALL three styles, but you normally learn best using one style.
http://www.nwlink.com/~donclark/hrd/vak.html

Activity – Individual Learning/ Professional Development Plan

Directions:

Record your responses to the following:

Name of Employee:

Date:

Learning Needs:

_____

_____

_____

_____

Strengths:

_____

_____

_____

_____

Learning Action 1:

_____

_____

_____

_____

Learning Action 2:

_____

_____

_____

_____

Directions:

Develop a learning plan for your assigned case scenario. What would skills and challenge areas are you taking into consideration in your plan?

Case Scenarios:

Tommy

Tommy is a new employee with 10 years' experience working as a case manager for a foster family agency. He seems like a very capable, intelligent worker who is current on information and attends to details. He is very task-oriented and very analytical. You have noticed that he does not come to you to ask a lot of questions and already seems to want to work on his own. However, when you do have interaction with him he is pleasant and eager to work. You have noticed that he enjoys the computer work and being in the office. So far he is always up to date on his contacts and administrative case management activities. He seems less interested in engaging children and families and developing creative skills in working on case planning.

Kristin

Kristin just graduated with her masters degree in psychology. Kristin interned in another County in the adoptions unit. She has been through pre-service training. Kristin has a pleasing, quiet personality. You have noticed that she has made immediate friends with everyone in your unit and you often find the workers over in her cubicle talking with her about what is going on in their lives and how they are feeling that day. Kristin seems very thoughtful and open minded. She has already been late turning in documentation on a couple of assignments. What you notice about her is that when she is working with the children and families she becomes very involved and attached. The families love her. During supervision you have noticed that she can begin to take sides with the family when she is discussing them. She is people oriented and more of a follower than a leader.

Rosie

Rosie has just been hired. She has 11 years experience in child welfare in New Jersey where she recently moved from. Rosie is thoughtful, logical and a natural leader. Even though she is new you have noticed that other case managers go to her for advice and guidance already. Rosie is a helpful problem solver who has a lot of knowledge about abuse and neglect issues. She does not however know about Florida laws and practices. She is not familiar with the Florida Statutes and policy & Procedures of your organization. Rosie is good at working with clients. They seem to listen to her and carry out their case plan activities in a positive way. Rosie works well with you and you have already had thoughts that she might make a fine supervisor some day. She is a task oriented problem solver who likes to make decisions.

Activity, cont.: Learning Plan Case Scenarios

Andrew

Andrew recently went back to college to get his masters degree in social work after leaving a successful career in marketing. He is very enthusiastic and positive about the work. He likes working with the families and often comes to you will new and innovative ideas about effective case planning and implementation. When you tell him about a policy or procedure he is able to adapt easily and can be a catalyst to help others do the same. Andrew does not have a lot of child welfare experience but he wants to learn. You have noticed that he can be so positive about the families that he works with and their edibility to change, that sometimes he does not see some of their more challenging issues that might keep this from happening. Andrew likes to start working on new cases but he can get distracted easily and it seems hard for him to follow through sometimes. Andrew is a people oriented person who is innovative and likes to get things done. Andrew has come to you wanting a professional development plan so that he can learn all there is to know about this exciting job.

Activity – Action Plan for Success

Directions: Think about the information we covered on the supervisor as educator and complete the following:

1. **Transfer of learning, adult learning, and motivating principles that I want to use when I get back to the office:**

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

2. **Specific action, how I want to use it:**

   _____

   _____

   _____

   _____

   _____

   _____

Handout – Principals the Promote Learning

1. View mistakes as stepping stones to continuous learning and essential to growth.
2. Be willing to rework organizational structures and systems.
3. Accomplish as much transfer of knowledge and power from person to person as possible.
4. Encourage and teach learners to structure their own learning, rather than structuring it for them.
5. Teach self-evaluation.
6. Recognize different learning styles and personalities as just alternate tools for learning.
7. Ideas are developed best through dialog and discussion.
8. Everything is subject to re-examination and investigation.

Ideas to implement these principles on my team:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Each quadrant shows the level of task and relationship behavior for the leadership style appropriate to that worker developmental level.

S1, in the lower right quadrant, is high in task and low in relationship. This style matches Developmental level (D1) in the same quadrant. The supervisor is high in task because the worker doesn't know how to do the task and needs instruction; low in communication (one way communication) because the supervisor tells the worker how to perform the task. This supervisor style is Directing.

S2, in the upper right quadrant, is still high in task and also high in relationship. This style matches D2 in the same quadrant. The supervisor is high in task because the worker is not yet fully competent in the task; high in communication (two-way communication) because they ask the worker what they think they might do, then validating, modifying or correcting. This style is Coaching.

S3, in the upper left quadrant, is low in task and high in relationship. This style matches D3 in the same quadrant. The supervisor is low in task because the worker is competent in the task; high in communication because they offer the worker emotional support through two way communication (hearing how the worker will carry out the task, praising past performance, discussing resistance.) This style is Supporting.

 S4, in the lower left quadrant, is low in task the and low in relationship. This style matches D4 in the same quadrant. The supervisor is low in task because the worker is competent in the task; low in communication because the worker is motivated and takes responsibility and will approach the supervisor if consultation is needed. This style is Delegating.

D1: Low Competence, High Commitment - They generally lack the specific skills required for the job in hand. However, they are eager to learn and willing to take direction.

D2: Some Competence, Low Commitment - They may have some relevant skills, but won't be able to do the job without help. The task or the situation may be new to them.

D3: High Competence, Variable Commitment - They are experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well or quickly.

D4: High Competence, High Commitment - They are experienced at the job, and comfortable with their own ability to do it well. They may even be more skilled than the leader.

Directions:

Can you think of an employee who fits into each of these developmental levels?

State what you know about the employee that lets you know this is where he/she fits.

What has your reaction to the developmental level of this employee been in the past?

D1

_____

_____

_____

D2

_____

_____

_____

D3

_____

_____

_____

_____

D4

_____

_____

_____

_____

Activity – You Be the Expert

Directions:

Apply the assigned Development Level to the task of staff documentation (either investigation report or documenting a case conference). (D1-D4)

Use your notes and participant guide information to assist you.

Decide as a group what Leadership Style will work best with an employee at the assigned Development Level. (S1 – S4)

List on flip chart paper 3-5 specific steps for teaching/leading a staff member of the assigned Developmental Level to proper documentation.

Post the steps listed on the paper on the wall.

Prepare to share with the class.

Activity – Bringing it Home

Directions:

Make a list of your employees.

Beside each name identify their developmental level.

In a third column record the type of supervision you have been providing: S1 to S4.

In the final column, record the type of supervision you should be providing: S1 to S4. Why?

Does your ***Myers Brigg Profile*** affect what you have been providing? What challenges will it present for you in the new type you will be providing?
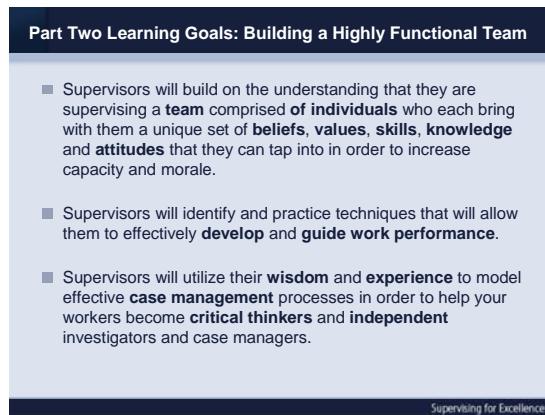
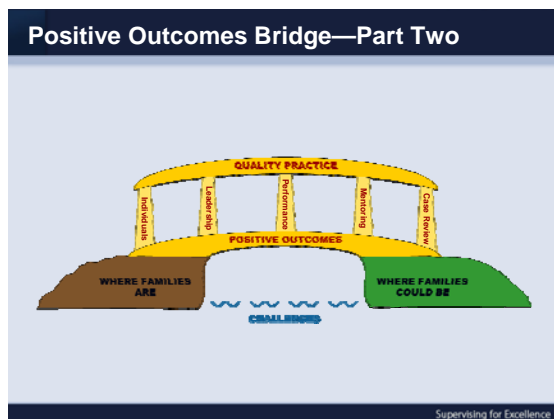|		Type of Supervision	
Employee Name	**Developmental Level**	**Providing Now**	**Should Provide**

Day Four PowerPoint

Slide 4.1

Supervising for Excellence

Day Four
Part Two: Building a Highly Functional Team

Florida Department of Children and Families

Slide 4.2

Part Two Learning Goals: Building a Highly Functional Team

- Supervisors will build on the understanding that they are supervising a **team** comprised **of individuals** who each bring with them a unique set of **beliefs**, **values**, **skills**, **knowledge** and **attitudes** that they can tap into in order to increase capacity and morale.

- Supervisors will identify and practice techniques that will allow them to effectively **develop** and **guide work performance**.

- Supervisors will utilize their **wisdom** and **experience** to model effective **case management** processes in order to help your workers become **critical thinkers** and **independent** investigators and case managers.

Supervising for Excellence

Slide 4.3

Positive Outcomes Bridge—Part Two

Supervising for Excellence

Slide 4.4

Part One: Day Four Overview

- Supervising a Multigenerational Workforce
- Supervisor as Educator
- Situational Leadership

Supervising for Excellence

Slide 4.5

Who's Who

Silents

Baby Boomers

Generation X

Millennials

Supervising for Excellence

Slide 4.6

Silents: 1925 – 1942

Their Heroes

- Babe Ruth
- Eleanor Roosevelt
- FDR
- Winston Churchill
- Joe DiMaggio

Supervising for Excellence

Slide 4.7

Silents: 1925 – 1942

Their Qualities

- Committed
- Responsible
- Conformists
- Traditionalists
- Methodical
- Loyal

Their Media
- Radio

Supervising for Excellence

Slide 4.8

Baby Boomers: 1943 – 1960

Their Heroes

- John F. Kennedy
- Gandhi
- Martin Luther King
- Mother Theresa
- Robert F. Kennedy
- Jackie Kennedy

Supervising for Excellence

Slide 4.9

Baby Boomers: 1943 – 1960

Their Qualities

- "Workaholics"
- Loyal
- Rebellious
- Optimistic
- Passionate
- Sacrificial (career OR family)
- Driven

Their Media
- Television Begins

Supervising for Excellence

Slide 4.10

Generation X: 1961 – 1981

Their Heroes

- Heroes. . . ???
- Possibly comic book or television characters
- "Everyone's fallible!"

Supervising for Excellence

Slide 4.11

Generation X: 1961 – 1981

Their Qualities

- Skeptical
- Disloyal
- Independent
- Flexible
- Unimpressed
- Reluctant to Commit
- Technologically Proficient
- Situational Morality
- Ambitious

Their Media
- 24/7
- Unprotected News

Supervising for Excellence

Slide 4.12

Millenials: 1982 – 2003

Their Heroes

- Bill Gates
- NYFD
- Women's Soccer Team

Supervising for Excellence

Slide 4.13

Millenials: 1982 – 2003

Their Qualities

- Collaborative
- Open-minded
- Civic-minded
- Sociable
- Sought after
- High Expectations
- IWWIW

Their Media
- Internet
- Uncensored
- Immediate
- Global

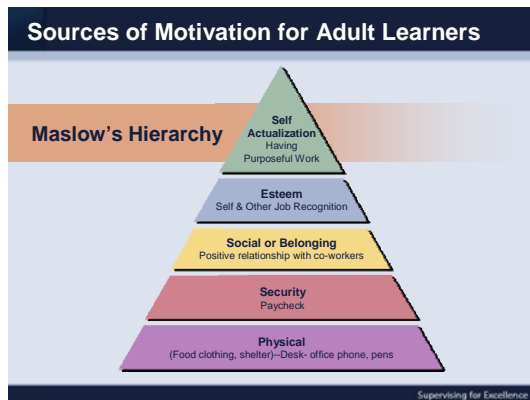*Supervising for Excellence*

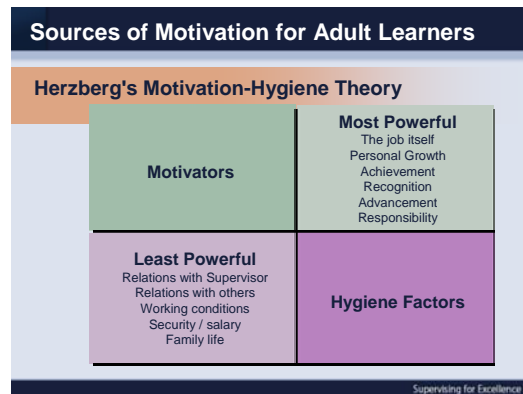## Slide 4.14

Educational Role

- Teach **values** and **belief system** of agency
- Teach **skills**
- Provide and/or support **educational program**
- Teach **discipline** and **correction**
- Provide information about **agency history**
- Provide **coaching** and **mentoring** to promote staff development

Supervising for Excellence

Slide 4.15

Sources of Motivation for Adult Learners

Maslow's Hierarchy

- **Self Actualization** Having Purposeful Work
- **Esteem** Self & Other Job Recognition
- **Social or Belonging** Positive relationship with co-workers
- **Security** Paycheck
- **Physical** (Food clothing, shelter)--Desk- office phone, pens

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Sources of Motivation for Adult Learners

Herzberg's Motivation-Hygiene Theory

Motivators	**Most Powerful** The job itself Personal Growth Achievement Recognition Advancement Responsibility
Least Powerful Relations with Supervisor Relations with others Working conditions Security / salary Family life	**Hygiene Factors**

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Motivation and the Adult Learner

- **WIIFM** – What's in it for me?
- Make me **feel important** about myself.
- You can change people's minds with new information; but they will only change their behavior when they **feel the need to change**.

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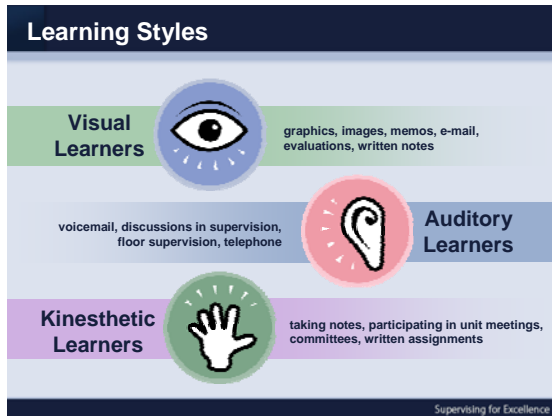**Motivation and the Adult Learner**

- Let me **do it**!
- Let me learn what I want to learn **when I want to learn** it.
- The **teachable moment** is your best training opportunity.
- Utilize all three domains of learning
  - **Cognitive**
  - **Affective**
  - **Psychomotor**

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Learning Styles

Visual Learners — graphics, images, memos, e-mail, evaluations, written notes

voicemail, discussions in supervision, floor supervision, telephone — **Auditory Learners**

Kinesthetic Learners — taking notes, participating in unit meetings, committees, written assignments

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Activity Prompts

- What are the strengths of their learning styles and what is the best way to utilize them in your plan to make sure that learning happens?

- What are the challenges of their learning styles and how do you put a plan together that assists these areas as well?

- Be behaviorally descriptive: How would you know that they had developed the skill—what would it look like?

- Taking into account the employee's learning style; write down at least one specific teaching action that you would take to support the person in developing these skills.

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Situational Leadership Model

- Leader needs to **analyze needs** of followers and **adapt** to the situation.

Leadership Styles — Situational Leadership — Developmental Levels of Followers

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Leadership Styles

- **S1: Directing** – Leaders define roles & tasks of followers. Decisions are made by the leader

- **S2: Coaching** – Leaders still define roles/tasks, but seek ideas & suggestions from followers

- **S3: Supporting** – Leaders pass day-to-day decisions to followers

- **S4: Delegating** – Leaders still involved, but gives control to followers

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Developmental Levels

- **D1:** Low Competence / High Commitment

- **D2:** Some Competence / Low Commitment

- **D3:** High Competence / Variable Commitment

- **D4:** High Competence / High Commitment

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Development Behavior

Willingness
motivation to master certain tasks
- desire to be responsible
- high but realistic goals
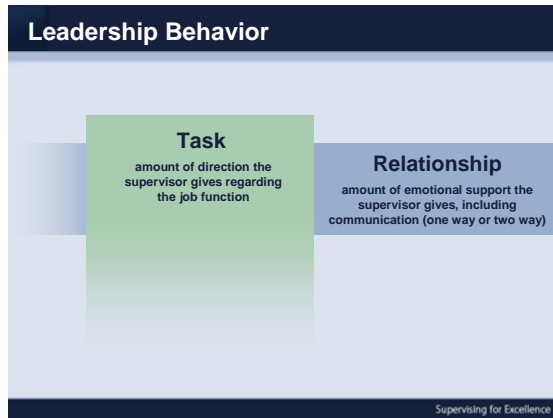- independence
- persistence
- work attitude

Ability
capacity to master certain tasks
- experience or education specific to task
- problem-solving
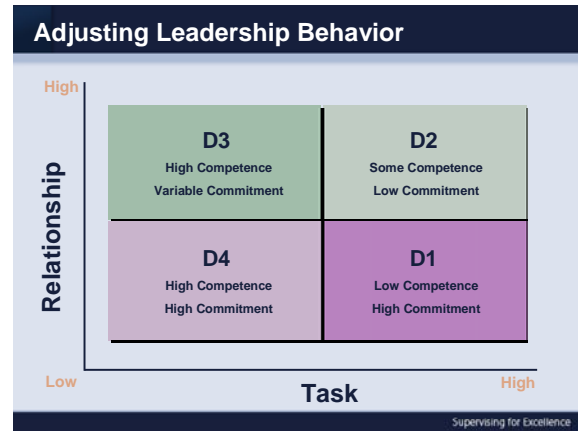- responsibility
- meeting deadlines
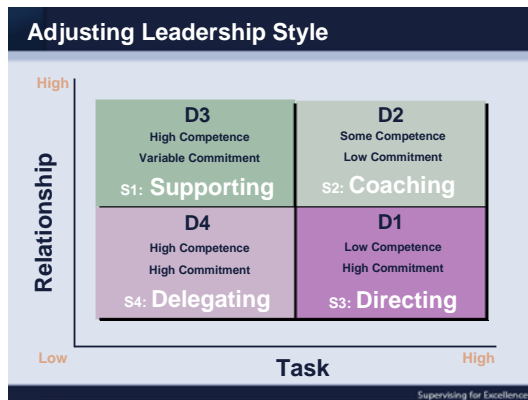
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Leadership Behavior

Task — amount of direction the supervisor gives regarding the job function

Relationship — amount of emotional support the supervisor gives, including communication (one way or two way)

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Adjusting Leadership Behavior

High / Low — Relationship (vertical axis), Task (horizontal axis)

- **D3** High Competence, Variable Commitment
- **D2** Some Competence, Low Commitment
- **D4** High Competence, High Commitment
- **D1** Low Competence, High Commitment

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Adjusting Leadership Style

High / Low — Relationship (vertical axis), Task (horizontal axis)

- **D3** High Competence, Variable Commitment — S1: Supporting
- **D2** Some Competence, Low Commitment — S2: Coaching
- **D4** High Competence, High Commitment — S4: Delegating
- **D1** Low Competence, High Commitment — S3: Directing

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End of Day Four

Thank you for participating.

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