

# DFCS Training for New County Directors

## Workshop No. 3 Personnel Management Participant's Guide

**The Mission of the Department of Human Resources: To strengthen Georgia's families by supporting their self-sufficiency and helping them protect their vulnerable children and adults by being a resource to their families, not a substitute.**

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## Personnel Management for New County Directors

It is expected that new County Directors come to their new positions with a basic understanding of personnel management tools such as coaching, motivation, diversity, the disciplinary process, hiring, managing conflict and retention. This workshop will reinforce and build on participants' entry abilities. Participants will also learn about how current policies relate to County Directors and personnel management. Emphasis is placed on a positive approach to personnel management that focuses on building strengths and retaining staff.

## Workshop Objectives

Upon completion of this workshop, new County Directors will be able to:

- Describe the role of the County Director in managing employee performance.
- List key principles of DFCS' vision of personnel management.
- Describe best practices for managing employee performance.
- Identify the effects of a change in County Director on staff.
  - Identify strategies for helping employees cope with change in a positive manner.
  -
- Identify resources County Directors can consult.
- Identify best practices in hiring.
  - Given a description of a hiring situation, identify the appropriate course of action.
  - Describe strategies to use to determine whether staff is using best practices in hiring.
- List the benefits of the Performance Management Process (PMP).
- Describe coaching, its goal and accomplishments.
  - Explain what is required for successful coaching.
- Describe motivation and its goal.
  - List characteristics of motivated and de-motivated employees.
  - Describe the types of individual influences that may affect what motivates an employee.
  - List best practices for motivating employees.

## Workshop Objectives, continued

- Describe conflict resolution strategies that build productive workplace relationships.
  - Given a description of a conflict situation, identify appropriate course of action to build productive office relationships.
  - Identify inherent sources of interpersonal conflict within the system.
- Discuss discipline options according to policy.
- List some of the “costs” of turnover.
- Identify best practices and strategies for improving retention.
- Given a description of a County Director’s action in an employee performance scenario, evaluate whether it was the appropriate action to take.
- Given a description of employee performance, identify the appropriate action to take to promote great performance.
- Develop strategies to resolve specific personnel issues in your county.

# Agenda

Day 1	Section	Topics
	The County Director's Role as Personnel Manager	<ul style="list-style-type: none"> <li>• Welcome &amp; Introductions</li> <li>• What is DFCS Vision of Personnel Management for County Directors?</li> </ul>
	Where Do I Begin?	<ul style="list-style-type: none"> <li>• The Common Challenge of Change</li> <li>• Everyday Resources for Managing Employee Performance</li> </ul>
	Hiring the Right Person for the Job	<ul style="list-style-type: none"> <li>• Personnel—The Key Component in Personnel Management</li> <li>• How Does the County Director Know if Best Practices are Being Followed?</li> </ul>
	Developing Employees	<ul style="list-style-type: none"> <li>• The Performance Management Process</li> <li>• Pillars of Performance Management</li> <li>• Coaching</li> <li>• Motivation</li> </ul>
Day 2	Section	Topics
	Developing Employees, <i>continued</i>	<ul style="list-style-type: none"> <li>• Welcome Back</li> <li>• Conflict Resolution</li> <li>• Discipline</li> </ul>
	Retaining Employees	<ul style="list-style-type: none"> <li>• Employee Retention</li> <li>• Best Practices</li> </ul>
	Case Study Exercise	<ul style="list-style-type: none"> <li>• Part 1: Preparation</li> </ul>

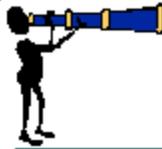
Day 3	Section	Topics
	Case Study Exercise	<ul style="list-style-type: none"> <li>• Part 2: Presentations</li> <li>• 10 Tried and True Rules to Live By</li> </ul>
	Making It Personal	<ul style="list-style-type: none"> <li>• Develop Strategies to Address Your County's Issues</li> <li>• Feedback / Discussion</li> </ul>
	What's On Your Mind?	<ul style="list-style-type: none"> <li>• Current events, Q&amp;A</li> </ul>
	Your Personal Development Plan	<ul style="list-style-type: none"> <li>• Finalize Your Personal Development Plan</li> </ul>
	Wrap Up / Conclusion	<ul style="list-style-type: none"> <li>• "Light bulb" Moments</li> <li>• Course Evaluations</li> </ul>

## Identifying Personnel Management Skills and Knowledge

**Directions:** Read the scenarios below and make a list of the types of skills and knowledge that would be required to address and resolve them (e.g., coaching, motivation, conflict resolution, policy knowledge, etc.).

1. An employee from one unit complains that she did not receive case documentation from an employee in another unit in a timely fashion, causing client services to suffer. She also states that the other employee "doesn't respect her."
2. A new supervisor is having trouble making the transition from social worker to supervisor, causing administrative duties to be neglected.
3. An employee has been implementing a Work Plan you created together to address persistent difficulty in managing his workload; however, after 30 days, he consistently falls behind.
4. You elect not to interview a job applicant who has a lot of social services experience but no college education, for the position of supervisor. The applicant contacts the Office of Human Resources and states that she was treated unfairly.

## DFCS "Vision" of Personnel Management



### DFCS "Vision" of Personnel Management

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- Begin with positive assumptions about people, behaviors and motives.
- Build strengths and increase productivity.
  - Encourage continuous improvement.
- Practice early intervention in performance and disciplinary issues ("nip it in the bud").
- Set expectations high.
- Focus on the ultimate goal/mission.
- Follow policies and procedures.
  - Manage your county like a business.
- Retain staff.

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**Notes:**

## Activity: Strategies for Coping With Change

**Directions:** Use the space below to record the strategies your small group brainstorms as well as those presented by other groups.



## Did You Know? Interesting Facts About Hiring

**Directions:** Fill in the blanks below.

1. \_\_\_% of resumes and job applications are falsified in some way.
2. Experts estimate that a bad hire costs \_\_\_ to \_\_\_ times a person's annual salary.
3. Some companies report that personnel who are involved in \_\_\_\_\_  
\_\_\_\_\_ (3 words) contribute to a cooperative  
workplace environment.
4. Experts found that the number one predictor of long-term job success is the applicant's  
\_\_\_\_\_.

## Check Your Policy Preparedness: Steps to Effective Employee Selection, Section 400

**Directions:** Determine whether each of the following statements is “true” or “false” according to policy.

1. There are three main objectives for each selection process you conduct. They are: Select the most suitable applicant, avoid perceptions of unfairness and make your choice promptly.

True      False

2. Establish behavioral, rather than personality based, selection/interview criteria.

True      False

3. Develop selection criteria based on the competencies needed to perform the job within the foreseeable future.

True      False

4. Keep a record of all materials related to the selection process for at least three years following your decision.

True      False

5. A job analysis is not needed for each new vacancy in the same job class.

True      False

6. Adjust the amount of interview time you devote to each individual applicant to ensure that you adequately consider each person’s unique qualifications.

True      False

7. Inquiring about information that is not vital to making an informed decision regarding the applicant’s qualifications for the job is a good strategy, because it can break the ice and help the applicant to feel more comfortable during the interview.

True      False

## Check Your Policy Preparedness, continued

8. Policy mandates that you perform reference checks on the top three candidates for the position.

True      False

9. You must inform candidates whose references will be checked.

True      False

10. A question such as, "Is there anything that would prevent you from doing this job as it has been described to you," is not acceptable as it may be construed to discriminate against those with disabilities.

True      False

11. If a reference digresses into non job-related areas, it is all right to let them continue as long as you did not seek or encourage the information they are providing.

True      False

12. "Best" to "minimally acceptable" response values for core questions should be determined *prior* to beginning the interview process.

True      False

13. A numerical scale to rate applicant interview responses is recommended, because it is less restrictive and easier to defend.

True      False

14. Ratings may be given varying weight (relevant vs. critical), depending on the relative importance of the individual question or criterion.

True      False

15. For all positions at pay grade 15 and above, a DHR Selection Report must be submitted to OHRMD Employee Relations Unit.

True      False

### Best Practices - Hiring

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- Listen to your intuition and trust your instincts, but also check the facts.
  - Brian Tracy, *Hire and Keep the Best People*
- Fill vacancies in a careful but *expedient* manner.
  - Unfilled vacancies put pressure on all employees and put their retention at risk.

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### Best Practices - Hiring, *continued*

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- Ask the Office of Human Resources Management & Development to review a resume when you think the applicant's qualifications are on the borderline.
  - Remember that sometimes experience can make up for lack of education.
- Make sure that:
  - The applicant qualifies at the level you are hiring.
  - The job position is right (upgrade the position, if necessary, *before* hiring).
  - There is money in the budget for the level of hire you want to make.

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## Activity: What Experience Tells Us

1. Write down the names of the three best hires you have ever made (first names only).
2. Write down the names of the three worst hires you have ever made (first names only).
3. What do the good hiring decisions have in common?
4. What do the poor hiring decisions have in common?
5. Develop at least three "best practices" based on your conclusions in the previous steps.

## Consider and Critique

**Directions:** Read the following scenario, based on a real-life occurrence, and critique the new County Director's handling of the situation.

**Scenario:** The new County Director for Miscellaneous County has a dilemma. Miscellaneous County shares a Social Services Supervisor with Next Door County. The new County Director notices that the supervisor spends the lion's share of her time working in Next Door County, which also writes her paycheck. The situation does not improve after the new County Director brings the matter to the attention of the County Director for Next Door County. Understandably, Next Door County's Director is pleased that matters in his county are getting such prompt attention from the Social Services Supervisor. The new County Director for Miscellaneous County decides to handle the matter by upgrading one of his employees to the position of supervisor to get the assistance he needs and to accomplish quick resolution of the problem. He offers an upgrade to one of his employees, and the offer is accepted.

1. How did the County Director's actions align with Personnel Policy?

2. What do you think should have been done?

## Words From the Wise

When you make a mistake, don't look back at it long. Take the reason of the thing into your mind, and then look forward. Mistakes are the lessons of wisdom. The past cannot be changed. The future is yet in your power.

*Hugh White*

Learn from the mistakes of others—you can't live long enough to make them all yourself.

*Martin Vanbee*

Credentials are not the same as accomplishments.

*Robert Half, Robert Half International*

There's no such thing as almost qualified. There's only qualified.

*Bruce Hicks, Continental Airlines*

The first requirement for efficiency and economy is highly competent personnel.

*John F. Kennedy*

## Strategies to Start New Employees Off Right

### Strategies to Start New Employees Off Right

- No "sink or swim" attitudes
- Training, supervisory and peer support
- Frequent interaction
- Shared decision making
  - Let the employee know he/she is not "out on a limb"
- Build confidence by increasing responsibility incrementally



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Notes:

## What's Your Management Style?

**Directions:** Read each statement and place a check next to all of the statements that most accurately reflect your way of thinking.

No.	I think that:	✓
1	My staff needs my constant encouragement to get the work done.	
2	Staff receives satisfaction from their jobs and will do their best.	
3	We do not capitalize on the full potential of our employees in today's workplace.	
4	Anything that can go wrong will go wrong.	
5	Managers should lead and make all key decisions by themselves.	
6	A manager should not raise his/her voice to another employee in front of others.	
7	Collaboration with staff makes a stronger, more effective manager.	
8	The carrot/stick approach is effective.	
9	Managers should always solicit opinions on key issues.	
10	Positive results are likely.	
11	Most employees prefer to be directed and dislike responsibility.	
12	People should have the opportunity to use their own initiative.	
13	Satisfying jobs lead to commitment to the organization.	
14	Firing an employee or calling an employee out on the carpet in front of peers can sometimes help to keep others in line.	
15	Asking for suggestions from staff makes a manager appear weak.	
16	Most employees, under appropriate conditions, not only accept, but seek responsibility.	
17	When an employee fails or makes a mistake, I ask myself what I did wrong.	
18	Keeping my distance from the team is necessary for effective management. Good managers shouldn't appear too "chummy."	
19	Employees should be held solely responsible for their errors or missteps.	
20	Most employees desire security above everything else.	
21	I have substantial, but not complete, trust in my staff.	
22	It is appropriate for higher levels of management to have great responsibilities and for lower-level employees to have virtually none.	

*When you are finished, turn the page and transfer your answers to the table.*

# What's Your Management Style? continued

**Directions:** Put a check in the column next to each item you checked on the previous page and total your score below.

No.	Style:	✓
1	A	
2	C	
3	C	
4	A	
5	A	
6	C	
7	C	
8	A	
9	C	
10	C	
11	A	
12	C	
13	C	
14	A	
15	A	
16	C	
17	C	
18	A	
19	A	
20	A	
21	C	
22	A	

Total No. of A's = \_\_\_\_\_ Total No. of C's = \_\_\_\_\_

## How Do Others See Me?

**Directions:** Read each statement and check the box that most accurately reflects how your employees see you.

No.	My employees would say that:	Yes	No	Sometimes
1	I am consistent in my words and actions.			
2	I check to make sure that my instructions/directions have been understood.			
3	I have an open, friendly expression on my face.			
4	I consider ideas from staff at all levels of seniority.			
5	I communicate it when I have used a staff suggestion.			
6	I provide the resources my employees need to get their jobs done.			
7	I provide a good reason when I turn down a request.			
8	I look for the root cause of problems/complaints, and I resolve them quickly.			
9	I make use of the positive attributes of each individual on my staff.			
10	I encourage my staff to achieve and grow by setting high, but realistic goals.			
11	I maintain eye contact with my staff whenever I speak with them.			
12	I communicate their role and its importance clearly.			
13	I sometimes take the back seat at meetings and let others lead.			
14	I follow up on suggestions and comments made by others.			
15	My staff trusts my judgment, and they trust <i>me</i> .			

*Turn the page to determine what your responses reveal.*

## How Do Others See Me? continued

A response other than "yes" on the items indicated reflects a need for improvement in the area shown in the right-hand column.

<b>Item No.</b>	<b>Area in Need of Improvement</b>
1,13	Communication
2,14	Follow Through
3,12	Body Language
4,13,15	Relationship Building
5,7	Feedback
6,9	Resource Management
8	Problem Solving
10	"Growing" Your Employees, Increasing Productivity

## Coaching Accomplishments

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- **Coaching enables:**

- Employees to define and achieve goals
- Employees to grow within their jobs
- Employees to identify issues/behaviors that may be blocking their progress
- Employees to realize their potential
- Substandard performers to meet standards
- Average and above-average employees to enhance their performance



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### Notes:

## What is Required for Successful Coaching?

### What is Required for Successful Coaching?

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- Good "chemistry" between coach and coachee
- The employee must *trust* the coach and see him/her as a good role model
- Agreement to need for improvement
- Reasonable/attainable goals
- Active listening by both parties
- Coach's willingness to remove barriers to improvement for the employee
- Non-inflammatory/non-accusatory statements

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**Notes:**

## Push vs. Pull (Focus on Push)

### Push vs. Pull



#### ● **Push:**

- Similar to instruction—provides clear answers
- Coach demonstrates how to do something
  - Must ensure that the employee can replicate the skill or procedure demonstrated
- Coach does most of the talking
- Appropriate/useful in early development when employee lacks confidence and competence
  - Move toward "pull" as self-reliance grows
- Benefits: Relatively fast
- Disadvantage: Promotes dependence on the coach

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**Notes:**

## Push vs. Pull (Focus on Pull)

### Push vs. Pull



#### ● Pull:

- Draws out the employee's existing strengths
- Coach does most of the listening
  - Coach asks more questions than he/she answers
- Benefit:
  - Employees who develop their own solutions feel more committed to reaching their goals
  - Employees feel more accountable for results
- Challenges:
  - May irritate those who like to be led
  - Requires more time and skill on the part of the coach

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Notes:

## Coaching Styles Scenario: Determining Will and Skill/Push or Pull

**Directions:** Read the scenario below and respond to the questions.

Gerald Jenkins, a caseworker with four years' experience, had a consistent track record of above average performance until a few months ago. Since then, Gerald's accuracy rate has slipped just under the mandated rate. You are not sure what the problem is, but you suspect that he may be experiencing burnout or that he may feel stifled in the job.

How would you describe Gerald's *current* situation?

- Low will/low skill
- Low will/high skill
- High will/low skill
- High will/high skill

What coaching style would you use?

- Pull/push
- Pull/pull
- Push/push

Why did you select this style?

# Back on the Job: Push or Pull?

**Directions:** Complete the table below, basing your entries on two employees (first names only) who are currently in need of coaching.

## BACK ON THE JOB: PUSH OR PULL?

Employee's First Name	Will and Skill Level	Push, Pull or Both?	Why?

## Evaluate Your Coaching Effectiveness

**Directions:** Assess your coaching effectiveness by circling your response to the following statements. When you have finished, add your score and read “What Does This Say About Me?” on the next page. Your responses and your score will help you to determine strengths and areas that need improvement.

1. I believe that employees should be able to exercise initiative.  
1) Never                      2) Sometimes                      3) Often                      4) Always
2. I limit the amount of coaching I do via telephone and e-mail.  
1) Never                      2) Sometimes                      3) Often                      4) Always
3. I carefully consider the individual I want to coach *before* beginning to coach.  
1) Never                      2) Sometimes                      3) Often                      4) Always
4. I place employee development very high on my list of responsibilities.  
1) Never                      2) Sometimes                      3) Often                      4) Always
5. I focus on past and potential achievements when I coach an employee.  
1) Never                      2) Sometimes                      3) Often                      4) Always
6. I ensure that there are no distractions or interruptions when I am coaching someone.  
1) Never                      2) Sometimes                      3) Often                      4) Always
7. During coaching, I pay attention to verbal and non-verbal cues so that I can adjust my approach if necessary.  
1) Never                      2) Sometimes                      3) Often                      4) Always
8. I begin with the assumption that coaching will be effective.  
1) Never                      2) Sometimes                      3) Often                      4) Always
11. I give constructive and specific feedback.  
1) Never                      2) Sometimes                      3) Often                      4) Always

## Evaluate Your Coaching Effectiveness, continued

12. I ask more open than close-ended questions.

- 1) Never                      2) Sometimes                      3) Often                      4) Always

13. I summarize what has been said in the coaching session to confirm mutual understanding.

- 1) Never                      2) Sometimes                      3) Often                      4) Always

14. I conclude coaching sessions by gaining a specific commitment from the employee.

- 1) Never                      2) Sometimes                      3) Often                      4) Always

15. I follow up coaching sessions with requests for updates on progress.

- 1) Never                      2) Sometimes                      3) Often                      4) Always

My score = \_\_\_\_\_

### WHAT DOES THIS SAY ABOUT ME?

If Your Score Is:	Here is Your Coaching Skills Assessment:
15-30	There are many areas in which you need training and practice in order to coach your employees successfully.
31-45	Your coaching skills are sound, but there are still areas that could use improvement. Study the items on the evaluation where you scored low and use these to guide your improvement efforts.
46-60	You are a winning coach. Don't stop your development efforts, though. Continue to promote the best efforts you can from your team, and don't forget to develop coaching skills in others.

### **Motivation Begins With You**

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- Do you follow these **best practices**?
  - Regularly reinforce the organization's plans and goals.
    - Explain why they are important.
  - Give employees responsibility, and tell them what your part of the bargain is.
  - Provide accurate and timely feedback.
  - Deliver frequent compliments for good work and high performance.
  - Make assignments based on capability, regardless of age or years of service.
  - Recognize the average worker for above-average work (recognize improvement).
  - Demonstrate your commitment to the organization and to ensuring your staff's success.

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**Notes:**

# How Do You Demonstrate Your Commitment?

How committed are you to the goals of your organization and to ensuring your staff's success? What are the outward indicators of your commitment to the organization and to your staff's development and success?

1. List the ways in which you demonstrate your commitment to the organization. (No narratives, please. List specific bullet points.)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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2. List the ways in which you demonstrate your commitment to staff:

- \_\_\_\_\_
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## What Does Motivation “Look Like?”

### What Does Motivation “Look Like?”

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- **Does your employee (staff):**
  - Feel useful
  - Appear optimistic
  - Contribute and volunteer freely
  - React positively to requests and new assignments
  - Respond frankly to questions
  - Take advantage of opportunities
  - Look after the interests of other staff members
  - Work cheerfully and efficiently



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#### Notes:

## What Does De-Motivation “Look Like?”

### What Does De-Motivation “Look Like?”

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- Anxious
- Frustrated
- “That’s not my job” attitude
- Restless
- Sloppy work/appearance
- Signs of aggression
- Bored/unenthusiastic
- Reluctance to begin tasks
- Caught up in office politics

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**Notes:**

# Consider These Influences

<b>Consider These Influences:</b>	
<b>"Veteran" Employees</b> Value discipline, hard work, conservation of money and resources. Appreciate a hand-written note, certificates and plaques.	<b>Baby Boomers</b> Team players, driven to prove their worth at work. Desire treatment as equals, public recognition and inclusion in plans and decisions.
<b>Generation "X"</b> Independent, computer savvy, fast-paced, "work to live" mentality. Hate "old boy" politics. Desire responsibility and control over their work.	<b>Generation Next</b> Favor the "employees as customers" approach. Need clear, complete orientation. Strongly desire continuing education and development.

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Notes:

## Assessing Individuals and Recognizing Needs

**Directions:** Read the profiles below and think about the types of needs that may be driving each employee. In the table on the next page, list how you can tailor your actions to respond to and motivate these employees.

**Scenario:** Meet Tiffany Walker and Jacqueline Jenkins.

Tiffany Walker:

- 25 years old
- College graduate
- CPS caseworker with three years' experience
- Unmarried
- Consistently average performance reviews
- Vocal with ideas and opinions within the office
- Pursuing a Masters Degree, one course at a time
- Values her active social life outside the office
- Plays intramural sports

Jacqueline Jenkins:

- 48 years old
- No college degree
- CPS caseworker with twenty years' experience
- Married, two children in college
- Consistently above-average performance reviews
- Quiet, reliable performer, follows rules and policies meticulously
- Referred to by the younger/newer workers as "Miss Jacqueline" out of respect for her age and experience
- Likes to do her job and go home to her family

# Assessing Individuals and Recognizing Needs, continued

<b>Employee</b>	<b>What do you think are the needs that motivate this employee?</b>	<b>How will you tailor your actions to encourage peak performance?</b>
Tiffany		
Jacqueline		

## Behaviors That Lead to Miscommunication and Conflict

**Source:** *Resolving Conflicts at Work, Kenneth Cloke and Joan Goldsmith, Jossey-Bass, 2000.*

Accusing

Assuming

Blaming

Categorizing

Denying

Diagnosing

Distracting

Double-binding (Example: "I'd like you to do it this way, but do it however you want.")

Excusing

Interfering

Judging

Labeling

Manipulating

Ordering

Personalizing

Preaching

Prying

Threatening

## Settling vs. Resolving Conflicts

### Settling vs. Resolving Conflicts

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#### SETTLE:

- Superficial
- Driven by discomfort and avoidance
- Occurrence of conflict viewed as stressful, uncontrollable, frightening
- Afraid to hurt feelings
- Often leads to anger or sullen acceptance
- Lost opportunity for resolution/growth
- Peace at all costs

#### RESOLVE

- Deep communication
- Conflicts viewed as essential to change, growth and effectiveness
- Results in strengthened, more productive relationships
- Lasting change and improvement

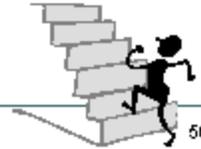
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Notes:

# Steps to Conflict Resolution

## Steps to Conflict Resolution

- 1) Start with a positive assumption about intentions and actions.
- 2) Determine the root cause.
  - Conduct discussions privately.
  - Listen respectfully.
- 3) Develop an approach to resolving the conflict collaboratively.
  - Try to find options for mutual gain.
  - "Win win" solutions meet needs on both sides.
- 4) Monitor and follow up.
- 5) Document the event.



**Notes:**

## Achieving a “Win-Win” Outcome: Conflict Resolution Activity

**Directions:** Read the scenario below, discuss and determine strategies to achieve a “win-win” outcome. Be prepared to present your findings.

**Scenario:** Suzette and Tonya are caseworkers from different units. Suzette needed documentation from Tonya, which was not received in a timely fashion. This caused client services to suffer. Suzette is upset on two levels: She feels that it reflects badly on her when her clients don't get the best services available, no matter what the reason. She is also angry with Tonya for “not doing her job” and causing all of this to occur. Suzette takes this inaction on Tonya's part very personally. She is convinced that Tonya intended to embarrass her and cause her trouble. Tonya says that Suzette is overreacting. Since the incident, there is an obvious coldness and lack of cooperation between the two caseworkers, which is spreading through the units as co-workers take sides.

# Check Your Policy Preparedness: Discipline, Section 1600

**Directions:** Determine whether each of the following statements is “true” or “false” according to policy.

**Note:** Statements 1-12 concern classified employees.

1. It is not necessary or required that every disciplinary action be followed in every situation (i.e., coaching, written reprimand, adverse action).

True      False

2. When a violation of a rule, policy or standard occurs, it is irrelevant whether it was deliberate or unintentional.

True      False

3. The purpose of each disciplinary action should be to punish the employee and ensure that the infraction will not occur again.

True      False

4. An employee who receives a “did not meet expectations” rating in the *Overall Rating for Job and Individual Responsibilities* or the *Overall Rating for Terms and Conditions* of the PMF is not eligible for a performance based salary increase.

True      False

5. A suspension with pay is not a disciplinary action.

True      False

6. If you do not write “written reprimand” on a document given to an employee containing details of an infraction, expectations and consequences of this continued behavior, the employee does not have to consider the action a reprimand.

True      False

7. The OHRMD Employee Relations Unit **must** be consulted in advance to discuss and determine the appropriate adverse action.

True      False

## Check Your Policy Preparedness, continued

8. Chronic tardiness or absenteeism does not warrant an adverse action.

True      False

9. Suspension without pay for disciplinary purposes cannot exceed 60 days.

True      False

10. A disciplinary salary reduction may not be permanent. You must specify the amount of time it will be in effect when it is initiated.

True      False

11. If you demote a classified employee with permanent status for disciplinary reasons, his/her salary must be reduced by at least 5%.

True      False

12. An employee who has been dismissed receives an automatic "no rehire" on his/her Request for Personnel/Payroll Action Form.

True      False

**Note:** Statements 13-18 concern unclassified employees.

13. Unclassified employees have the right to appeal to the State Personnel Board.

True      False

14. You must consult with OHRMD Employee Relations Unit prior to taking disciplinary or separation action against an unclassified employee who has been employed for six months or longer.

True      False

15. Any decision to separate, demote, suspend without pay or reduce the salary of an unclassified employee for disciplinary reasons must be approved in writing by the DHR Commissioner, Division/Office Directors or designees, prior to the action being taken.

True      False

## Check Your Policy Preparedness, continued

16. For unclassified employees, “release” should be considered, instead of “dismissal,” if performance failures occur during the first six months, despite satisfactory efforts by the employee.

True      False

17. Written reprimands for unclassified employees require reviews by authorizing officials prior to presenting to employees.

True      False

18. Disciplinary and separation actions against unclassified employees are “grievable.”

True      False

## Activity: Analyze This!

**Directions:** Read the scenario below. Determine what the County Director did well and what could use improvement. Where there is room for improvement, be prepared to discuss what the County Director *should have done* in this situation.

**Scenario:** Cynthia, a young caseworker, arrived at the County office one day dressed to show off her new acquisition—a belly button ring. There was “buzz” in the office, and Cynthia’s supervisor approached the County Director for guidance. In the past, the County Director had declined to institute a dress code, theorizing that “employees have the discretion to authorize thousands of dollars in benefits and to make life and death decisions for children in services.” The County Director was of the opinion that she “shouldn’t have to dress” her employees. This time, however, the County Director thought this employee had gone too far; and she informed the supervisor that a dress code would be implemented within the week.

Was this the best response? What message did it send to all of the employees? Will it help or hurt morale? What other options did the County Director have? What would you recommend? Which “pillars” would you use?

### Best Practices - Retention

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- Treat staff like the adults they are.
  - Little things mean a lot.
- Set clear expectations, then let them do their jobs.
- There is already enough policy. Don't add more layers of rules.
- Stay aware. Monitor *outcomes*.
- Model and require respect among employees.

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### Best Practices - Retention, *continued*

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- Never tolerate rudeness or mistreatment of others (internal or external).
  - Respond to this behavior as quickly as you would to a case error.
- Ensure that respect for cultural diversity and fairness to all employees is modeled and expected from all employees at all levels.
- Help employees learn from their mistakes.
  - Honest mistakes are a learning experience, not an excuse to fire.
  - If you keep firing people for making honest mistakes, you will replace them with others who will, sooner or later, make a mistake.

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# Fifty Ways to Keep Your Employees

Well, maybe not fifty...but as many as you can think of.

**Directions:** Using the checked items on the flip chart from our brainstorm activity as a starting point, develop as many retention strategies as you can. Make your strategies as *specific* and descriptive as possible.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
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5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
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10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_



## Case Study Exercise

**Directions:** You are the new County Director for Fictitious County. You have inherited several challenging personnel issues. The details of each situation are described below. Consider each one, recommend a specific course of action and explain the reasons for your recommendations.

Employee's Name	Description of the Situation
Natasha	A supervisor shares with you that Natasha works 7:00-5:00 (with a one-hour lunch). The supervisor keeps hearing rumors that Natasha is never on time (sometimes thirty minutes late), but the timesheets show 7:00-5:00. The supervisor works 8:00-5:00, so she has not "caught" Natasha coming in late.
Serena	The telephone log shows large numbers of long-distance telephone calls on Serena's phone. Serena is a Program Assistant. You also recognize the number to a phone catalogue company. This number appears on several workers' logs.
Frank	Frank has been on his case load for seven years and has twenty cases. He recently received his evaluation. It was determined that his case records are out of compliance. He is behind in documentation on twelve cases. Frank has expressed that he is overwhelmed with completing the current documentation. In fact, he has expressed that the work is "too much" for him.
Rhonda	A supervisor hears from a foster parent, who is frustrated that she has not been able to speak with their foster care worker, Rhonda. The foster parent says the Rhonda has never even been in the foster parent's home. The supervisor tells you that she has seen this particular foster home on Rhonda's travel form.
Marie	Marie is a veteran employee (14 years) with a recurring tardiness and absenteeism problem. Marie says her absenteeism is justified, because she is sick. She has self-diagnosed her "illness" as fibromyalgia. Marie also states that she has a thyroid disorder and high blood pressure. She has a pattern of taking different types of medication and reporting allergic reactions, staying out for several days at a time. During absences, Marie was sent Family Medical Leave information and applicable forms. Marie returns to work without the correct forms and caused the agency to be out of compliance with policy. Marie has been absent for half of the last six months. To complicate things further, two employees share Marie's supervision.

## Ten Tried and True Rules to Live By

### Ten Tried & True Rules to Live By for New County Directors

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- 1) Never delegate in-house quality control.
- 2) What you don't know *can* get you in trouble.
- 3) When in doubt, seek consultation with the Regional Director.
- 4) Don't let yourself get too involved in employees' personal issues. Remember, you are their Director, not their best friend.
- 5) Always assume people want to do a good job and approach every situation from this perspective.

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### Rules to Live By, *continued*

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- 6) Use OHRMD, they are your friends! Don't do anything personnel-wise without talking to them.
- 7) Don't get caught up in power and position.
- 8) Avoid office politics.
- 9) Don't screen your calls. Too many filters cause the director to be ignorant of details that can come back and bite you.
- 10) Don't isolate yourself, or you will hear bad news when the public does—in the newspaper.

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## Activity: Making It Personal

**Directions:** In the space below, record the personnel issues in your County, which you identified as pre-work for this workshop. Next, using the knowledge you have gained from this workshop, outline your strategies for addressing these issues. You will have an opportunity to share your issues and strategies and receive feedback.

## My Personal Development Plan: Personnel Management

Knowledge / Competencies Needed	Activities	Deadline for Completion	Measure of Success	Method for Tracking Progress
	1.			
	2.			
	3.			
	1.			
	2.			
	3.			
	1.			
	2.			

## My Personal Development Plan: Personnel Management

Knowledge / Competencies Needed	Activities	Deadline for Completion	Measure of Success	Method for Tracking Progress
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	3.			
	1.			
	2.			
	3.			
	1.			
	2.			

## My Personal Development Plan: Personnel Management

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	3.			
	1.			
	2.			
	3.			
	1.			
	2.			

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