

Day Nine

Part Three: Supervisor as the Critical Link



TOPICS

Supervisor as Change Manager

Project Presentations

Leadership Panel/
Peer Consultation & Action Planning

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Part Three: Supervisor as the Critical Link

Topic	Activities
Day 9 Introduction	<ul style="list-style-type: none"> ▪ Ice-breaker: Wall of Wisdom
Supervisor as Change Manager	<ul style="list-style-type: none"> ▪ Change is Like... ▪ Anticipating Change, Don't Hold Your Breath ▪ A Change I Recently Led ▪ Change Commitment; Where Are We? ▪ Reactions and Actions
Project Presentations	<ul style="list-style-type: none"> ▪ Project Presentations
Leadership Panel/ Peer Consultation & Action Planning	<ul style="list-style-type: none"> ▪ Option 1: Leadership Panel ▪ Option 2: Peer Consultation and Action Planning ▪ Option 3: Supplemental Materials
Wrap-up	<ul style="list-style-type: none"> ▪ Complete Evaluations
Day 9 Introduction	<ul style="list-style-type: none"> ▪ Ice-breaker: Wall of Wisdom

Objectives

Supervisor as Change Manager

- ✓ Identify the characteristics of an effective commitment builder.
- ✓ Identify the phases of change commitment.
- ✓ Discuss the barriers to change and how to overcome them.
- ✓ Plan for initiating change in the workplace.

Leadership Panel/Peer Consultation

- ✓ Articulate insights gained from participating in the ***Supervising for Excellence*** training.
- ✓ Celebrate their successful completion of ***Supervising for Excellence***.
- ✓ Discuss any remaining questions or issues of concern.
- ✓ Plan for implementing knowledge and insights gained from participating in Supervising for Excellence into their daily supervisor practice.

Activity – Change is Like...

Directions:

Complete one or more of the following statements:

1. For me, change is like (name a food), because...

2. For me, change is like (name an animal) because...

3. For me, change is like (name a season) because...

4. For me, change is like (name a season) because...

5. For me, change is like (name a body of water) because...

6. For me, change is like (name a movie) because...

Activity – A Change I Recently Led

Directions:

Respond to the following:

- 1. What changes have you led as a supervisor (be it introducing a new policy, reforming practice or supervising employees)?**

- 2. How did you decide to lead this change? What did you experience in your own reaction? (Include feelings and behaviors.)**

- 3. What reactions did you get from those impacted by the change? (Include feelings and behaviors.) Did the reactions change over time?**

- 4. What are the two things about change that cause us to feel anxiety?**

Handout – Signs of Distress in Change

Low Level

- Brief irritation, which may divert attention from work.
- Poor communication and reduced trust.
- Decreased honesty and directness.
- Defensive and blameful behavior.
- Reduced propensity for risk-taking.
- Poor decision-making.
- Increased conflict with other workers.
- Decreased team effectiveness.
- Inappropriate outbursts at the office.
- Venting job frustration at home.

Increasing

- Feelings of victimization and unempowerment.
- Lower morale.
- Headaches.
- Stomach pains.
- Chronic absenteeism.
- Apathy or compliance behavior.
- Feelings of resignation.

Extremely High

- Malicious compliance.
- Overt blocking of company tasks or procedures.
- Covert undermining of organizational leadership.
- Actively promoting a negative attitude in others.
- Strike.
- Sabotage.
- Chronic depression.
- Substance abuse or other addictive behaviors.
- Physical or psychological breakdowns.
- Family abuse.
- Suicide.

Source: Daryl Conner

Handout – MBTI Type and Stress

What They Need		A Good Stretch
Extraverts	A chance to express, the opportunity to talk and share	Taking notes or writing in a journal; concentrated reflection time.
Introverts	A chance to write, reflect, and meditate	An extemporaneous discussion or sharing of something personal.
Sensors	The specifics spelled out carefully and a good experiential event	Fantasizing to music or imagining and discussing the unknown.
Intuitives	A chance to add to the design with their own imagination and an opportunity to connect the learnings to their own experience	Experiencing the world of the senses; doing some detailed assignment, even things like proofreading or bookkeeping
Thinkers	An opportunity to analyze the situation, to control things and challenge them; often they like a win/lose reward	Experiencing powerlessness or lack of control; exploring the world of nonverbal communication.
Feelers	Affirmations and positive rewards, a happy learning climate; seeing the value of what's being learned for themselves and others.	Learning for the sake of the idea itself with no other use or reward; doing some objective analysis and sticking to a conclusion, even if it is against their personal values
Judgers	An agenda, a schedule, a plan, handouts, and charts like this one.	Having no agenda for some part of the work of change; just winging it and not following the schedule now and then to see if something positive can result.
Perceivers	Room to move, to know that there are rewards even if the assignments aren't completed or deadlines are missed; the opportunity for self-pacing and self-determination	Contemplating some of the material on time and without changing it; not wandering down extraneous paths; following the directions as written.

Handout –Effective and Committed Sponsors of Change

- **Power:** the organizational power to legitimize the change with targets.
- **Pain:** A level of discomfort with the status quo that makes change attractive.
- **Vision:** a clear definition of what change must occur.
- **Resources:** a thorough understanding of the organizational resources (time, money, people) necessary for successful implementation and the willingness to commit them.
- **The Long View:** an in depth understanding of the effect the change will have on the organization.
- **Sensitivity:** the capacity to fully appreciate and empathize with the personal issues major change raises.
- **Scope:** the capacity to understand thoroughly the size the group to be affected by the change.
- **A Public Role:** the ability and willingness to demonstrate the public support necessary to convey strong, organizational commitment to change.
- **A Private Role:** the ability and willingness to meet privately with key individuals or groups to convey strong personal support for the change.
- **Consequence Management Techniques:** preparation to reward promptly those who facilitate acceptance of the change or to express displeasure with those who inhibit it.
- **Monitoring Plans:** the determination to ensure that monitoring procedures are established that will track the transition's progress and its problems.
- **A Willingness to Sacrifice:** the commitment to pursue the transition, knowing that a price will most often accompany the change.
- **Persistence:** the capacity to demonstrate consistent support for the change and reject any short- term action that is inconsistent with long-term change goals.

Activity – Change Commitment; Where Are We?

Directions:

Respond to the following:

Change #1

1. The change I am addressing is:

2. With regard to this Change, I am in the phase of:

Preparation _____

Acceptance _____

Commitment _____

3. To move out of that phase, I need:

Change #2

1. The second change I am addressing is:

2. With regard to this Change, I am in the phase of:

Preparation _____

Acceptance _____

Commitment _____

3. To move out of that phase, I need:

Handout – Reactions and Actions

Team Member	Reactions	Actions

Activity – Peer Consultation and Action Planning

My Peer Consultant's Name is: _____

My Peer Consultant's email Address is: _____

My Peer Consultant's Telephone Number is: _____

We Have Agreed to Follow Up on This Date: _____

At This Time: _____

1. Reflecting on the *Supervising for Excellence* training experience, I view my biggest supervisory challenges to be:

2. The personal strengths I have to manage the challenges above are (be specific): *Base this response on what you have learned about yourself self during this training, along with your own level of self-awareness.*

3. The personal strengths I have to manage the challenges above are (be specific): *Base this response on what you have learned about yourself self during this training, along with your own level of self-awareness.*

Handout, cont.: Peer Consultation and Action Planning

4. Considering my supervisory challenges and personal strengths, I am committed to the following goals to be accomplished during the next 60 days (Be specific and realistic.):

5. To accomplish each of these goals I am committed to taking the following actions (be specific):

6. Suggestions from my peer consultant include:

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Part Three: Supervisor as the Critical Link

Florida Department of Children and Families

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Part Three: Day Nine Overview

- Supervisor as Change Manager
- Project Presentations
- Leadership Panel/Peer Consultation & Action Planning

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Commitment to Change: Characteristics

- **Commitment to major change is evident when people:**
 - Invest resources (time, energy, money, etc.) to ensure a desired outcome
 - **Consistently pursue their goal**, even when under stress and with the passage of time
 - **Reject ideas** or action plans that offer short-term benefits but are **inconsistent with the overall strategy** for ultimate goal achievement
 - **Stand fast** in the face of adversity, remaining determined and persistent in their quest for the desired goal
 - **Apply creativity, ingenuity, and resourcefulness** to resolving problems or issues that would otherwise block their achievement of the goal.

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Phases of Change Commitment

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Preparation Phase

- During this phase the **Change Manager:**
 - **Contacts** the stakeholders
 - Builds **awareness** of the change
 - Provides a **clear message** on what the change involves and its major implications

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Acceptance Phase

- During this phase the **Stakeholder:**
 - **Demonstrates initial understanding** of the nature, intent and impact of the change.
 - **Makes a judgment** about the change and have positive and negative perceptions.
 - May develop **anxiety** which can result in **resistance**.
 - Does not have an entirely **positive** or all **negative response**.

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Commitment Phase

- **During this phase:**
 - Change is **installed, implemented** and becomes **operational**
 - **Unanticipated problems, unexpected complications** and **'checking out behavior'** can arise.
 - People **begin to assess the benefits** of the change from long-term perspectives
 - Change is now **the norm**
 - **Enthusiasm, high-energy** and **persistence** characterize commitment at this level
 - **Institutionalization** and **internalization** occur

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End of Day Nine

Thank you
for participating.

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