



SUPERVISORS LEADERSHIP ACADEMY
Cultivating an Evidence-Based Organization



Participant Workbook

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Supervisors Leadership
Academy:
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The Supervisors Leadership Academy (SLA) was authored by Nancy C. Hoffman, Ph.D., and was developed with input and feedback from a group of advisors who were national leaders in implementing Evidence-Based Practices. Members of the advisory group included:

Michael Collins, Orange County, California

Kenny Holloway, Oklahoma

Linda Layton, Georgia

Steve Liday, Multnomah County, Oregon

Judith Sachwald, Crime and Justice Institute at Community Resources for Justice

Ingrid Sharos, DuPage County, Illinois

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Academy Goal

To provide first line supervisors and mid-level managers the leadership knowledge and skills required to support implementation of evidence-based practices

Academy Schedule

Session 1: [Dates]

Session 2: [Dates]

Session 3: [Dates]

Session 4: [Dates]

Session 5: [Dates]

Session 6: [Dates]

Session 1: The Leadership Journey

Session Description:

This session provides an overview of leadership and links leader behaviors to effective implementation of evidence-based practices. Participants are introduced to their roles as leaders in creating an organizational culture that supports and encourages high levels of performance.

Learning Objectives:

At the conclusion of this session, participants will be able to:

1. State the difference between management and leadership.
2. Identify the characteristics and behaviors of an effective leader.
3. Define organizational culture and climate.
4. State the relationship of organizational culture to effective implementation of evidence-based practices.
5. Describe a learning organization.
6. Make a commitment to participate actively in developing their leadership skills and building organizational capacity.
7. State the exemplary leadership practices identified by Kouzes & Posner in their research and reported in their book entitled "The Leadership Challenge."
8. Assess their competencies in the leadership knowledge and skills areas required for successful implementation of evidence-based practices.
9. Write a leadership development plan based on the self-assessment of competencies.
10. Meet with a peer mentor to discuss and receive feedback on the leadership development plan.
11. Share pre-course journal entries concerning expectations for the course.
12. Write a new journal entry describing what they have learned.

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Agenda:

- Day 1
 - Introduction/Overview
 - Leading in an Integrated Model of Evidence-Based Practices
 - Management vs. Leadership
 - The Leadership Challenge
 - Peer Mentor Selection
 - Peer Mentor Meetings
 - Debriefing
- Day 2
 - Welcome
 - Opening Activity
 - Organizational Culture and Climate
 - Becoming a Learning Organization
 - Self-Assessment of Leadership Competencies
 - Leadership Development Plans
 - Peer Mentor Meetings
 - Journaling Session
 - Workplace Assignment

Leading in an Integrated Model of Evidence-Based Practices

Notes

Leadership vs. Management

Leaders	Managers
Innovate	Administer
Develop	Maintain
Investigate	Accept Reality
Inspire Trust	Rely on Control
Keep Eyes on the Horizon	Keep Eyes on the Bottom Line
Do the Right Thing	Do Things Right
Provide Support	Provide Structure
Architect	Builder
Ask Why	Ask How and When

An Effective Leader

Establishes direction by developing a vision of the future, aligns people by communicating the vision and inspires people to overcome hurdles.

An Effective Manager

Brings order and consistency by drawing up formal plans, designing organizational structures and monitoring results against plans.

Kouzes and Posner (2007) Model

- Used extensive case analysis and survey questionnaires
- Sought personal best leadership experiences
- Identified common patterns of action that guided people along unconventional and pioneering leadership paths
- Looked for behavior and skill patterns across varied cultures and circumstances.
- Results reported in their book, *“The Leadership Challenge.”*

Five Exemplary Leadership Practices

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable Others to Act
5. Encourage the Heart

Practice #1: Model the Way

- Commitment #1 - FIND your voice by clarifying your personal values; and
- Commitment #2 – SET the example by aligning actions with shared values.

NOTES:

Values Clarification Exercise

Imagine that you are at a celebration to honor your selection as man or woman of the year. Hundreds of people from all aspects of your life are in attendance and four people will be making speeches. Jot down a few notes about what you would most like to hear each of them say about you.

1. Someone you work for
2. Someone who works for you
3. A family member
4. A close friend

What values do their comments reflect?

On the following list, check off your top seven values. The blank lines at the end of the list may be used to note values that you hold but are not included in the list.

Values Checklist

- | | | |
|--|---|---|
| <input type="checkbox"/> achievement | <input type="checkbox"/> freedom | <input type="checkbox"/> responsibility |
| <input type="checkbox"/> caring | <input type="checkbox"/> fun | <input type="checkbox"/> risk |
| <input type="checkbox"/> caution | <input type="checkbox"/> growth | <input type="checkbox"/> security |
| <input type="checkbox"/> challenge | <input type="checkbox"/> honesty & integrity | <input type="checkbox"/> service to others |
| <input type="checkbox"/> communication | <input type="checkbox"/> human relationships | <input type="checkbox"/> speed |
| <input type="checkbox"/> competition | <input type="checkbox"/> individualism | <input type="checkbox"/> task focus |
| <input type="checkbox"/> cooperation | <input type="checkbox"/> innovation | <input type="checkbox"/> teamwork |
| <input type="checkbox"/> creativity | <input type="checkbox"/> involvement | <input type="checkbox"/> uniqueness |
| <input type="checkbox"/> curiosity | <input type="checkbox"/> learning | <input type="checkbox"/> winning |
| <input type="checkbox"/> customer focus | <input type="checkbox"/> leisure time | <input type="checkbox"/> _____ |
| <input type="checkbox"/> determination | <input type="checkbox"/> organization | <input type="checkbox"/> _____ |
| <input type="checkbox"/> diversity | <input type="checkbox"/> productivity | <input type="checkbox"/> _____ |
| <input type="checkbox"/> fairness | <input type="checkbox"/> quality | <input type="checkbox"/> _____ |
| <input type="checkbox"/> family time | <input type="checkbox"/> quantity | <input type="checkbox"/> _____ |
| <input type="checkbox"/> flexibility | <input type="checkbox"/> respect | <input type="checkbox"/> _____ |

Setting Priorities

It is not unusual for us to find that at times some of our values will be in conflict with others. For example, if you value achievement as well as family time, going to college to get a degree may decrease the amount of time available to spend with family. This kind of conflict cannot be avoided. Therefore, it is very important to gain a greater understanding of your priorities so that you may be better able to resolve the conflicts that arise.

In the space below, list each of your top seven values as noted on the Values Checklist. Then distribute a total of 100 points among the seven. Be sure to assign a numerical value to each of the seven priorities. If you do not want to assign a numerical value to a priority, it should not be on your list.

Value	Points
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Total = 100

Aligning Actions with Values

In your journal, list your seven values and the points you have assigned to each. Then write your answers to the following questions:

How does how you spend your time reflect what you value?

Other than how you spend your time, how can you communicate your values?

How do you handle conflicts in values when they inevitably occur?

Practice #2: Inspire a Shared Vision

- Commitment #3 – ENVISION the future by imaging exciting and ennobling possibilities; and
- Commitment #4 – ENLIST others in a common vision by appealing to shared aspirations.

NOTES:

Practice #3: Challenge the Process

- Commitment #5 – SEARCH for opportunities by seeking innovative ways to change, grow, and improve; and
- Commitment #6 – EXPERIMENT and take risks by constantly generating small wins and learning from mistakes.

NOTES:

Practice #4: Enable Others to Act

- Commitment #7 – FOSTER collaboration by promoting cooperative goals and building trust; and
- Commitment #8 – STRENGTHEN others by sharing power and discretion.

NOTES:

A Leader's Words

The six most important words: *"I admit I made a mistake."*

The five most important words: *"You did a good job."*

The four most important words: *"What is your opinion?"*

The three most important words: *"If you please."*

The two most important words: *"Thank you."*

The one most important word: *"We"*

The least most important word: *"I"*

- Author unknown

Practice #5: Encourage the Heart

- Commitment #9 – RECOGNIZE contributions by showing appreciation for individual excellence; and
- Commitment #10 – CELEBRATE the values and victories by creating a spirit of community.

NOTES:

Peer Mentors

- Provide feedback to each other on various activities during the academy
- Work together on some projects during and between sessions
- Keep in touch between sessions to check on each other's progress in applying what is learned
- Generally serve as coach and cheerleader

My peer mentor's name: _____

Phone #: _____

E-mail address: _____

Organizational Culture

Culture is comprised of the assumptions, values, norms and tangible signs (artifacts) of organization members and their behaviors.

Types of Culture (Sonnenfeld)

Academy Culture

Employees are highly skilled and tend to stay in the organization, while working their way up the ranks. The organization provides a stable environment in which employees can develop and exercise their skills. Examples are universities, hospitals, large corporations, etc.

Baseball Team Culture

Employees are "free agents" who have highly prized skills. They are in high demand and can rather easily get jobs elsewhere. This type of culture exists in fast-paced, high-risk organizations, such as investment banking, advertising, etc.

Club Culture

The most important requirement for employees in this culture is to fit into the group. Usually employees start at the bottom and stay with the organization. The organization promotes from within and highly values seniority. Examples are the military, some law firms, etc.

Fortress Culture

Employees don't know if they'll be laid off or not. These organizations often undergo massive reorganization. There are many opportunities for those with timely, specialized skills. Examples are savings and loans, large car companies, etc.

(Senge's 2006) Learning Disabilities

- “I am my position.”
- “The enemy is out there.”
- The illusion of taking charge
- The fixation on events
- The delusion of learning from experience
- The myth of the management team

(Senge's 2006) Five Disciplines

1. Personal Mastery

2. Mental Models

3. Shared Vision

4. Team Learning

5. Systems Thinking

Learning Organizations

Definition:

An organization that is continually aware of and working to implement evidence-based principles, develop corresponding organizational capacity, and develop collaborative relationships with public safety and community partners.

Characteristics:

- Creativity is encouraged
- Employees are provided opportunities to develop their knowledge and skills
- Mental models are consistently challenged
- People are allowed to experiment with how work is done
- There is a safety net (lack of fear)
- The emphasis is on fixing the problem, not the blame
- It is okay not to always have the answer. It is more important to be asking the right questions
- People are clear on where they fit in the organization
- People collaborate instead of compete; teamwork is the norm
- Collaboration with system stakeholders enhances internal and external buy-in

Leadership Competencies Inventory

(Based on supervisory competencies developed by CPS Human Resource Services and the Orange County Probation Department)

Self-Assessment

Name: _____ Date _____

Instructions: Carefully review the following leadership competencies and rate the extent to which you believe you exhibit each of them.

Competency	Never	Rarely	Sometimes	Frequently
Building Trust – Interact with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promises and commitments.				
Coaching – Providing timely guidance and feedback to help others strengthen knowledge/skill areas needed to accomplish a task or solve a problem.				
Collaboration – Builds constructive working relationships with clients/customers, other work units, community organizations and others to meet mutual goals and objectives. Behaves professionally and supportively when working with individuals from a variety of ethnic, social and educational backgrounds.				
Communication – Clearly conveys and receives information and ideas through a variety of media to individuals or groups in a manner that engages the listener, helps them understand and retain the message, and invites response and feedback. Keeps others informed as appropriate. Demonstrates good written, oral and listening skills.				
Conflict Management – Uses appropriate interpersonal styles and techniques to reduce tension and/or conflict between two or more				

people; able to size up situations quickly; able to identify common interests; facilitates resolution.				
Continuous Learning and Professional Development – Is committed to developing professionally, attends professional conferences, focuses on best practices values cutting-edge practices and approaches; takes advantage of a variety of learning activities, introduces newly gained knowledge and skills on the job.				
Cultural Competence – Cultivates opportunities through diverse people; respects and relates well to people from varied backgrounds, understands diverse worldviews, and is sensitive to group differences; sees diversity as an opportunity, challenges bias and intolerance.				
Decision Making and Problem Solving – Breaks down problems into components and recognizes interrelationships; makes sound, will-informed, and objective decisions. Compares data, information, and input from a variety of sources to draw conclusions; takes action that is consistent with available facts, constraints, and probable consequences.				
Facilitating Change – Facilitates the implementation and acceptance of change within the workplace; encourages others to seek opportunities for different and innovative approaches to addressing problems and opportunities.				
Guiding and Developing Staff – Focuses on guiding others in accomplishing work objectives; rewards and recognizes others, both formally and informally, in ways that motivate them. Sets high performance expectations for team members; sets clear performance expectations and objectives; holds others accountable for achieving results. Successfully finds resources, training, tools, etc. to support staff needs. Works with staff to create developmental opportunities to expand knowledge and skill level; provides effective feedback and guidance for career development.				
Influence – Uses appropriate interpersonal skills and techniques to gain				

acceptance for ideas or solutions. Uses influencing strategies to gain genuine agreements; seeks to persuade rather than force solutions or impose decisions or regulations.				
Managing Work – Shows ability to plan, schedule, direct work of self and others; balances task requirements and individual abilities; organizes materials to accomplish tasks; sets challenging yet achievable goals for self and others.				
Quality Orientation – Monitors and checks work to meet quality standards; demonstrates a high level of care and thoroughness; checks work to ensure completeness and accuracy.				
Strategic Focus – Understands how an organization must change in light of internal and external trends and influences; keeps the big, long range picture in mind; builds a shared long-range organizational vision with others. Committed to course of action to achieve long-range goals and influences others to translate vision into action.				
Team Leadership – Communicates a vision and inspires motivation; engages with others (direct-reports and peers) in team process to solve problems; works to find a win/win resolution of differences; is aware of how management style impacts staff productivity and development; modifies leadership style to meet situational requirements; helps team stay focused on major goals while managing within a context of multiple directives.				
Visionary Leadership – Keeps the organization’s mission, vision, and values at the forefront of employee decision making and actions; ensures alignment of organization’s strategic plan and agency practices with vision, mission and values.				

Leadership Development Plan

Strengths:

Which of the leadership competencies are your strengths? Indicate the 5 competencies which you believe to be your strengths and give examples of specific behaviors that demonstrate each competency.

Strength #1:

Strength #2:

Strength #3:

Strength #4:

Strength #5:

Areas for Improvement:

Now consider the competencies in which you most need improvement. List the 5 competencies you select as improvement areas and indicate what outcomes you would anticipate if you were to improve in each area.

Improvement Area #1:

Improvement Area #2:

Improvement Area #3:

Improvement Area #4:

Improvement Area #5:

Action Plan:

Select 2 or 3 of the Improvement Areas and create an action plan outlining how you will go about developing your leadership competencies in these areas.

Competency	Activity	Resources	Start Date	Progress Notes
1.				
2.				
3.				

Session 1 Workplace Assignment

- Conduct a search to find an article on change (either organizational or individual). The article may come from the internet, a professional journal, popular magazine or newspaper. Write a brief (1-2 paragraph) summary of the article and bring both the article and the summary to the next session.
- Make at least one contact (phone, e-mail or in person) with your peer mentor to exchange information on how you are progressing with your Leadership Development Plan.
- Schedule a meeting with your supervisor to discuss what you learned at this session, how you rated your leadership competencies, and the Leadership Development Plan you have created.
- Optional: Give copies of the “Leadership Competencies Assessment-Others” to your manager, direct reports and peers in order to get feedback on your leadership competencies.

Leadership Competencies Inventory

(Based on supervisory competencies developed by CPS Human Resource Services and the Orange County Probation Department)

Assessment by Others

Leader's Name: _____ Date _____

Instructions: Carefully review the following leadership competencies and rate the extent to which you believe the above leader exhibits each of them.

Competency	Never	Rarely	Sometimes	Frequently
Building Trust – Interact with others in a way that gives them confidence in one’s motives and representations and those of the organization. Is seen as direct and truthful; keeps confidences, promises and commitments.				
Coaching – Providing timely guidance and feedback to help others strengthen knowledge/skill areas needed to accomplish a task or solve a problem.				
Collaboration – Builds constructive working relationships with clients/customers, other work units, community organizations and others to meet mutual goals and objectives. Behaves professionally and supportively when working with individuals from a variety of ethnic, social and educational backgrounds.				
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variety of learning activities, introduces newly gained knowledge and skills on the job.				
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Influence – Uses appropriate interpersonal skills and techniques to gain acceptance for ideas or solutions. Uses influencing strategies to gain genuine agreements; seeks to persuade rather than force solutions or impose decisions or regulations.				
Managing Work – Shows ability to plan, schedule, direct work of self and others; balances task requirements and individual abilities; organizes materials to accomplish tasks; sets challenging yet achievable goals for self and others.				
Quality Orientation – Monitors and checks work to meet quality standards; demonstrates a high level of care and thoroughness; checks work to ensure completeness and accuracy.				

<p>Strategic Focus – Understands how an organization must change in light of internal and external trends and influences; keeps the big, long range picture in mind; builds a shared long-range organizational vision with others. Committed to course of action to achieve long-range goals and influences others to translate vision into action.</p>				
<p>Team Leadership – Communicates a vision and inspires motivation; engages with others (direct-reports and peers) in team process to solve problems; works to find a win/win resolution of differences; is aware of how management style impacts staff productivity and development; modifies leadership style to meet situational requirements; helps team stay focused on major goals while managing within a context of multiple directives.</p>				
<p>Visionary Leadership – Keeps the organization’s mission, vision, and values at the forefront of employee decision making and actions; ensures alignment of organization’s strategic plan and agency practices with vision, mission and values.</p>				

Supervisors Leadership Academy

Course Evaluation-Session 1

Facilitator(s): _____ Date: _____

1. The class as a whole was:

Poor Fair Good Excellent

2. The content of the class was:

Poor Fair Good Excellent

3. The relevance and usefulness of the class to your job were:

Poor Fair Good Excellent

4. The course organization was:

Poor Fair Good Excellent

5. The use of class time was:

Poor Fair Good Excellent

6. The instructor's knowledge of the subject matter was:

Poor Fair Good Excellent

7. The instructor's effectiveness in teaching the subject matter was:

Poor Fair Good Excellent

8. The instructor's responsiveness to the participants was:

Poor Fair Good Excellent

9. The relevance of the training aids (handouts, slides, etc.) was:

Poor Fair Good Excellent

Comments (continue on reverse side):

Session 2: Beginning the Journey

Session Description:

This session prepares leaders to begin the process of changing the organizational culture. Participants learn the stages of change as they apply to both organizations and individuals and develop strategies for managing change. They are encouraged to create and communicate a powerful vision for the future.

Learning Objectives:

At the conclusion of this session, participants will be able to:

1. Describe the nature of change in today's world.
2. Identify the process of change in an organization.
3. List the stages of change through which individuals progress.
4. Differentiate between change and transition for individuals.
5. State the leader's role in implementing change.
6. Analyze a case study of an agency implementing evidence-based practices.
7. Evaluate the current stage of change for both the agency and the participant.
8. Create a forcefield analysis of the drivers and restrainers of change in the agency.
9. Meet with a peer mentor to discuss new approaches to handling change to evidence-based practices.

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Agenda:

- Day 1
 - Welcome/Overview
 - Opening Activity: Check-In
 - Workplace Assignment Review
 - Organizational Response to Change
 - Individual Responses to Change
 - Stages of Change
 - Journaling
 - Peer Mentor Meetings

- Day 2
 - Opening Activity
 - Leading Change
 - Change Case Study
 - Forcefield Analysis & Change Plans
 - Peer Mentor Meetings
 - Journaling Session
 - Workplace Assignment
 - Summary and Evaluations

The Pace of Change

Discrete Steps:

- **Specific actions that address a particular problem or need.**
- **Relatively small and short-term with an end date.**

Continual Steps:

- **Do not carve out dramatic, widely spaced steps, but rather continual small shuffles.**
- **There is no end date, but committed to learning forever.**

Rogers, Everett M. 1983. *Diffusion of Innovations, 3rd Edition*. New York, Macmillan Free Press.

Technological Changes

Number of years until mass use:

- Electricity - 46
- Telephone - 35
- Television - 26
- Personal Computer - 16
- Mobile Phone - 13
- The Web - 7

Organizational Response to Change

Time needed for Different Personalities to change:

- Innovators and Early Adaptors – Short time to change and join the organization.
- Intellectuals – need more time to process. Will eventually come along.
- Late adaptors – Need more time to change.
- Traditionalists/Diehards – Will hold out to the end until they have to change.

For an Idea to become incorporated into an organization:

- When just **5%** of the organization accepts a new idea, it becomes "**embedded.**"
- When **20%** adopt the idea, it is "**unstoppable.**"

Top Management

- Isolated at the top and may underestimate the impact of change.
- Avoid communication in fear they do not have the answers.
- Depend on Middle-Managers to make change happen.
- Middle Management
- Squeeze between Top Management and Workers.
- Feel pressure to make change happen.
- Often feel deserted, blamed or misunderstood when there is resistance to change.
- Workers
- Often feel attacked that they are not doing a good job when changes are made.
- Many respond with anger, frustration, and confusion.
- Become afraid to take risks or be innovative.

Rogers, Everett M. 1983. *Diffusion of Innovations, 3rd Edition*. New York, Macmillan Free Press.

The Ancient Chinese Symbol for Change

Danger



Opportunity

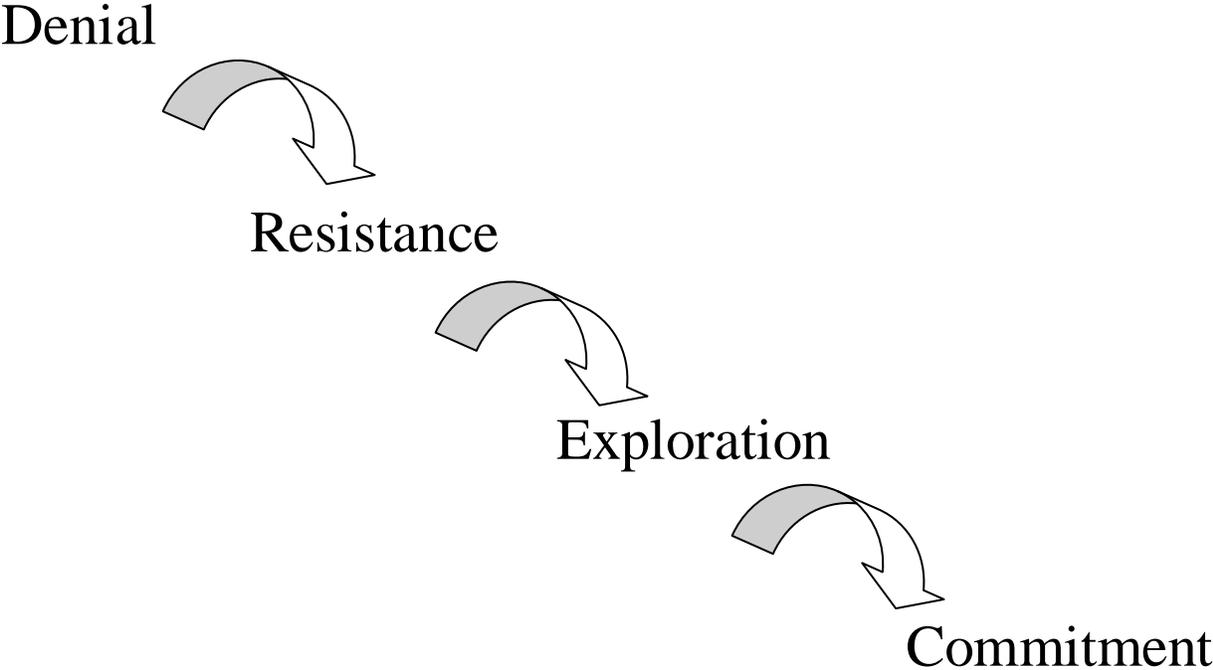
No Man's Land

It's not so much that we're afraid of change or so in love with the old ways, but it's that place in between that we fear...It's like being between trapezes. It's Linus when his blanket is in the dryer. There's nothing to hold on to.

Marilyn Ferguson

Author and Futurist

The Change Process: Individual Response to Change



People Respond Differently to Change Based on Their:

- Skills
- Knowledge
- Attitudes
- Motivation
- Experiences
- Personality

Personal Change Experience

Recall an experience in your life when you went through a personal change. This may be a major or minor life or career change, but should be something you are willing to share with others. Make a few notes about the change:

What else was going on in your life at that time? Were there any other major changes or factors you think contributed to your experience?

What feelings and thoughts did you experience concerning this change?

What was the eventual outcome of the situation?

What and who were most helpful to you in working through this change?

Stages of Change (Prochaska, Norcross and DiClemente 1995)

Precontemplation – People and organizations in this stage tend to be content with the status quo. If things are working, why change?

Contemplation – People and organizations thinking about change can't be overwhelmed with too much information. They need just enough to make them interested.

Preparation – People and organizations getting ready to make a change. The movement to the “action” stage of change is not smooth and preparation becomes an important step.

Action – People and organizations actively changing. It is important to support people and organizations in change. We often focus more on getting people and organizations to buy into change and withdraw support once the action stage is reached.

Maintenance – Continue the behavior change. It is important to focus on maintenance of a new behavior so people and organizations follow through and don't just move on to the next “innovation” or drift back to old, familiar ways of doing business.

Stages of Change Assessment

On this form, please note which stage of change you believe you, your staff, and the agency as a whole are currently experiencing in connection with the implementation of EBP. Check only one stage of change for each of yourself, your staff and the agency. Do not put your name on the form.

Stage of Change	Me	My Staff	The Agency
<i>Precontemplation</i> – People and organizations in this stage tend to be content with the status quo. If things are working, why change?			
<i>Contemplation</i> – People and organizations thinking about change can't be overwhelmed with too much information. They need just enough to make them interested.			
<i>Preparation</i> – People and organizations getting ready to make a change. The movement to the “action” stage of change is not smooth and preparation becomes an important step.			
<i>Action</i> – People and organizations actively changing. It is important to support people and organizations in change. We often focus more on getting people and organizations to buy into change and withdraw support once the action stage is reached.			
<i>Maintenance</i> – Continue the behavior change. It is important to focus on maintenance of a new behavior so people and organizations follow through and don't just move on to the next “innovation” or drift back to old, familiar ways of doing business.			

Leading Change (Kotter 1996)

Reasons for failed change initiatives:

- Inwardly focused cultures
- Paralyzing bureaucracy
- Parochial politics
- A low level of trust
- Lack of teamwork
- Arrogant attitudes
- Lack of leadership
- General human fear of the unknown

Kotter's Eight Stage Process of Creating Major Change

Stage 1: Establishing a Sense of Urgency

Stage 2: Creating the Guiding Coalition

Stage 3: Developing a Vision and Strategy

Stage 4: Communicating the Change Vision

Stage 5: Empowering Broad-Based Action

Stage 6: Generating Short-Term Wins

Stage 7: Consolidating Gains and Producing More Change

Stage 8: Anchoring New Approaches in the Culture

Change Case Study

The Evergreen Probation Department consists of 200 employees. They are implementing Evidence Based Practices throughout their Department. Recently 30 of their employees completed a risk assessment training which will result in providing differential supervision to offenders placed on probation. This will result in a shift of philosophy on the part of employees who, up until this point, were solely monitoring court conditions. Employees will now also be responsible for developing interventions for offenders to change their anti-social behavior.

You are a supervisor of a unit within this Department. Your fifteen Probation Officers will be required to begin assessing the offenders with the new tool and using the data to develop case plans. Your job is to ensure successful implementation of this initiative.

Please discuss and answer the questions below and consider the following factors:

- Staff resistance
 - Quality of the scored risk assessments
 - Quality of the interview between Probation Officer and Offender
 - Positive reinforcement for staff who implement the risk assessment successfully
 - Computer/software issues that might occur as a result of this implementation
 - Reactions from stakeholders (ie Judges, public defenders, states attorneys, service providers)
-
1. How will you engage officers in using the new risk assessment? How will you handle any resistance that occurs among your officers?
 2. Who will be the stakeholders in the change? What will you do to bring the stakeholders to the table?
 3. What process will you put in place to be certain that the risk assessment process is being properly utilized by staff? How will it be incorporated into performance reviews?
 4. How will you coach staff if you identify a gap in performance?
 5. What incentives will be developed for staff? How will you celebrate successes?
 6. How will outcome data be collected?

Session 2 Workplace Assignment

- Each peer mentor pair is to select one of the following list of e-learning modules available on the National Institute of Corrections website (www.nicic.org)
- Both participants are to register and complete the assigned module, print their certificates of completion and bring a copy to the next session
- The peer mentor pairs are to meet and prepare a 20 minute presentation on their module, to be delivered at the next session
- Prior to Session 3, each peer mentor pair is to submit 2 questions and answers that will be covered in their presentation
- The presentations should be *creative* and involve participation by the rest of the cohort. While you may use PowerPoint, please do not just stand up and read a series of slides. If you want to use handouts, bring 25 copies.

NIC e-Learning Courses (as of 2010)

Name: Appraising the Performance-oriented Team

Description: CourseDescription=An increasing number of managers has come to recognize the benefit of creating employee teams that bring a common focus to the challenges and opportunities of business. This course guides managers through the important process of identifying team purpose, creating effective teams, evaluating team performance by extending the performance-based appraisal process and, just as important, helping teams prepare for unanticipated challenges.
Duration=3.0

Name: An Essential Guide to Giving Feedback

Description: CourseDescription=The performance of any business depends upon the performance of everyone within the organization. To ensure that all staff are meeting their potential it is essential that there is a culture which enables feedback to be given and received. This course enables you to become familiar with the key aspects of giving candid, constructive feedback about performance. The purpose of this course is to enable you to enhance your skills in giving feedback. The course starts by exploring the nature of feedback, and it then develops a practical approach to the feedback process. Giving feedback is not always straightforward however, and so the final part of this course looks at barriers to giving feedback and strategies for dealing with situations where your feedback is challenged.
Duration=2.5

Name: Building a High-performance Team

Description: CourseDescription=Project managers are responsible for planning, developing, and overseeing projects that represent major investments for their companies. To guarantee high returns on these investments, project teams need to move into high gear. In this course, you'll learn tools, techniques, and tips to move your project team from adequate to high performance. You'll recognize the value of cultivating a new project team culture and learn how to choose the right people for your team. Next, you'll become acquainted with attributes of high performance and explore a model for superior team development.
Duration=2.0

Name: Communicate to Develop Relationships

Description: CourseDescription=Achieving your goals in life - whether career or personal - is impossible unless you have the ability to communicate effectively. Interpersonal Communication Skills will bring you closer to all your goals. You might be smart. But unless you understand human nature, you will never achieve true success. You have to "connect." That's what "interpersonal" is all about. Debra Benton sums up **Description:** "Interpersonal Communication" in her book Lions Don't Need to Roar like this: "It is not what we say that is so important. It is what the other person hears that is important." Whether you're petrified or totally comfortable meeting new people, whether you're never misunderstood, or whether you're almost always misunderstood, this course can help improve your interpersonal Communication Skills.
Duration=2.0

Name: Communication Tools

Description: CourseDescription=What kind of leadership are you providing? Are you a powerful communicator? Communication is a two-way process. Are you able to send and receive messages effectively? Receiving involves listening for content, asking questions, and providing feedback. In this course, you'll learn about the steps in the listening process and how you can actively engage them in the listening process to ensure everyone is receiving the same message. Effective questions are a leader's most essential tool. You'll learn how to ask the right questions to get the information you need and, at the same time, stimulate the views and opinions of others. You'll learn about the ways to assess progress, problem-solve, and motivate through the use of feedback. And you'll explore the use of silent messages and how interpreting and using body language can add to your communication success.
Duration=2.0

Name: Dynamics of Interpersonal Communication

Description: CourseDescription=As a manager, do you always get the results you want? If not, is part of the problem your ability to communicate? Are accurate, effective communication skills important in managing others? Yes, they are crucial. It is almost impossible to be productive in today's business environment without being an effective communicator. In this course, you'll see why most misunderstandings, conflicts, and mistakes have been caused by communication problems. You'll learn how people differ in communication styles and ways you can adapt your communication to get the results you want. You'll discover how to create change by shifting conversations out of the past and into the present. And finally, you'll learn about the influence of gender on communication styles and strategies to bridge the gap.
Duration=2.5

Name: Emotional Intelligence at Work

Description: CourseDescription=What makes someone a top performer in the world of work? If you think high IQ, advanced degrees, analytical skills, and technical expertise are the answer, it's time to think again. Experts now agree that Emotional Intelligence often determines who will climb the corporate ladder and who will be passed over. Exciting new research shows that, unlike IQ, Emotional Intelligence can be developed and increased during any point in your career. This course identifies some of the common misconceptions about intelligence at work and defines three key areas of focus: self-awareness, self-regulation, and motivation.
Duration=2.5

Name: Energizing and Empowering Employees

Description: CourseDescription=Energy. Without it, the wheels and gigabytes of industry come to a screeching halt. And without energized, empowered employees, your part of global industry will make far less progress. This course introduces you to the importance of energizing and empowering employees. By doing so, you multiply the benefits to your department, team, and organization. The course begins by showing you ways to cultivate employee energy as well as the reasons why it's important. It shows you not only the need to energize and empower employees, but also how to do so. Then you'll explore the role of communication in amplifying that energizing process. You will also learn how to create a work environment that inspires excellence. Finally, you'll see how to act on that energy and reap the benefits.
Duration=2.5

Name: Fixing Broken Teams

CourseDescription=Have you ever experienced leading a team that was en route to breakdown or had already fallen apart? Is it too late to put your team on the right track for success? No. Many mature team leaders can share their experiences of broken teams. But you can turn teams around if you have the right tools. Whether you're attempting to fix your own broken team or need to step in and fix someone else's, this course can help you.

Description:

You'll learn why teams typically break down and fail. You'll examine how to determine what stage of development the broken team is in and how to move it forward and be more effective. You'll also explore ways to rebuild the team and your leadership and discover how to create a nurturing environment for teams to heal and thrive.

Duration=2.5

Name: Gaining Allies, Creating Change

CourseDescription="If you scratch my back, I'll scratch yours." Is this an effective strategy for gaining allies to create change? How about, "If you do it my way, you'll feel better about yourself"? Finding and winning partners for the purpose of creating change is not easy in the intensely competitive and harried environment of the corporate world. It's especially difficult when you lack authority. The people whose help you need most may have no desire to help you, or if they do, they may lack the time. In either case, winning allies, partnering successfully, and creating change require unique strategies when you are not the one who is in control.

Description:

Duration=3.0

Name: Increasing Your Emotional Intelligence

CourseDescription=In today's workplace, you need to have both the intellectual skills to do the job and the emotional intelligence to interact effectively with co-workers. The successful leaders and managers around you outshine others because of their stellar people skills. Most people believe that emotions are automatic responses that they have no control over. Few realize that their emotions are determined by what they think, and that concrete techniques exist for gaining control of their feelings. This course will provide you with the skills to increase your emotional intelligence so that you can become an effective contributor in the work force.

Description:

Duration=2.5

Name: The Basics of Listening

CourseDescription=Do you sometimes feel like you are not getting the whole message when someone talks to you? If you have problems receiving information that is verbally communicated, this is the course for you. This course will familiarize you with the communication and listening processes, and how listening functions within communication. You will discover the factors and variables that influence communication and listening and learn strategies to overcome weak listening skills. You will then apply these skills to business-based examples. Knowing the basic communication and listening processes will make you aware of where communication can be adversely affected.

Description:

Duration=2.5

Name: Teamwork and Emotional Intelligence

Description: CourseDescription=Elizabeth and Cassandra started with the same company at the same time in similar positions. Both were bright women. Both were at the top of the class at prestigious universities. Both had exceptional technical skills. Yet, after six months in the organization, Elizabeth seemed to be making a bigger impact and enjoying more success. She was friendly with members of her own department and knew many other people throughout the organization. People often came to her for advice, and she had no trouble recruiting assistance when she needed it. Cassandra, who had kept her nose to the computer and kept pretty much to herself, was struggling to understand Elizabeth's popularity. When she questioned her team leader, his response was, "You need to be more social." Stunned, Cassandra returned to her cubicle. Social? More social? What does that have to do with work? Although Cassandra's boss may not have realized it, he was talking about teamwork and emotional intelligence. The glue that holds today's work teams together is made up of social competence, the ability to influence others, participation, and collaboration. These skills, combined with a willingness to develop the team, are the hallmarks of effective teams that will be discussed in this course.

Duration=2.5

Name: The Emotionally Intelligent Leader

Description: CourseDescription=Putting emotional intelligence to work is an emerging trend in corporate leadership. Developing the best talents in executives, managers, and others throughout the organization has become vital to corporate success. As a leader, you cannot rely upon your intellectual knowledge.

Description: You must have the interpersonal competence that comes with emotional intelligence. This course will guide you in developing your emotional intelligence as a leader and then direct you in developing it in others.

Duration=2.5

Name: What Is Emotional Intelligence?

Description: CourseDescription=Does IQ determine your destiny? For years, that was an overriding belief. However, new behavioral research shows that IQ provides, at best, a narrow view of human intelligence. Factors such as self-awareness, impulse control, persistence, zeal, self-motivation, empathy, and social deftness contribute greatly to an individual's success. These qualities, termed "emotional intelligence," often determine if people excel in life, relationships, and the workplace. In this course, you'll learn more about these specific characteristics and how they influence every area of your life.

Duration=2.5

Supervisors Leadership Academy

Course Evaluation-Session 2

Facilitator(s): _____ Date: _____

1. The class as a whole was:

- Poor Fair Good Excellent

2. The content of the class was:

- Poor Fair Good Excellent

3. The relevance and usefulness of the class to your job were:

- Poor Fair Good Excellent

4. The course organization was:

- Poor Fair Good Excellent

5. The use of class time was:

- Poor Fair Good Excellent

6. The instructor's knowledge of the subject matter was:

- Poor Fair Good Excellent

7. The instructor's effectiveness in teaching the subject matter was:

- Poor Fair Good Excellent

8. The instructor's responsiveness to the participants was:

- Poor Fair Good Excellent

9. The relevance of the training aids (handouts, slides, etc.) was:

- Poor Fair Good Excellent

Comments (continue on reverse side):

Session 3: Engaging Others

Session Description:

The focus of this session is on developing the skills leaders need to engage others in actively pursuing the vision. Participants learn how to use effective communication to develop positive relationships and build high functioning teams. They develop an appreciation for motivating staff through enabling others to act.

Learning Objectives:

At the conclusion of this session, participants will be able to:

1. Describe a communication model
2. State the leader's role in establishing good communications, both vertically and horizontally
3. Identify the elements of emotional intelligence
4. Assess the current level of their emotional intelligence
5. Define the concept of interdependence as it relates to positive interpersonal relationships
6. List the eight (8) characteristics of high functioning teams
7. Identify strategies for improving the functioning of their work teams
8. Develop approaches to engaging external stakeholders (e.g., unions, judges, state's attorneys, public defenders, community organizations)
9. Complete an e-learning module on a topic relevant to the session
10. Make a presentation with the peer mentor on their selected e-learning module.

References:

Covey, Steven R. 2000. *The Seven Habits of Highly Effective People*. Free Press, A Division of Simon & Schuster, Inc.

Goleman, Daniel. 1997. *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Publishing.

LaFasto, Frank M.J. and Larson, Carl E. 2001. *When Teams Work Best: 6,000 Team Members and Leaders Tell What It Takes To Succeed*. Sage Publications, Ltd.

LaFasto, Frank M.J. and Larson, Carl E. 1989. *TeamWork: What Must Go Right/What Can Go Wrong*. Sage Series Interpersonal Communications.

Lencioni, Patrick M. 2002. *The Five Dysfunctions of a Team: A Leadership Fable*. Jossey-Bass, A Wiley Company.

Stakeholder EBP Box Set. 2009. Crime and Justice Institute and National Institute of Corrections. <http://cjinstitute.org/boxset>.

Agenda:

- Day 1
 - Welcome/Overview
 - Opening Activity: Hot Buttons
 - Peer Mentor Meetings-Preparation for Presentations
 - Presentations
 - Lunch
 - Afternoon Energizer: Attitude Charades
 - Presentations Continued
 - Small Group Activity (Content Review)
 - Journaling Session
 - Peer Mentor Meetings & Debriefing

- Day 2
 - Opening Activity
 - Definition of Team
 - Presentations Continued
 - Characteristics of High Functioning Teams
 - Team Problems
 - Team Assessment
 - Journaling Session
 - Lunch
 - Afternoon Energizer: Snowflake Activity
 - External Stakeholder Analysis
 - Small Group Activity: Challenges in Engaging External Stakeholders
 - Presentations Continued
 - Small Group Activity: Stakeholder Engagement Strategies
 - Journaling Session
 - Peer Mentor Meetings
 - Workplace Assignment
 - Summary and Evaluation



Notes on Communication Skills:



Notes on Emotional Intelligence:



Team: A Definition

- Two or more members
- Has a specific performance objective or recognizable goal to be obtained
- Coordination of activity among the members is required for the attainment of the team goal



Notes on Team Building:



Eight Characteristics of High Functioning Teams

(Larson and LaFasto, 1989, 2001)

1. A clear, elevating goal
2. Results-driven structure
3. Competent team members
4. Unified commitment
5. Collaborative climate
6. Standards of excellence
7. External support and recognition
8. Principled leadership



Five Dysfunctions of a Team (Lencioni 2002)

Dysfunction #1: Absence of trust

Dysfunction #2: Fear of conflict

Dysfunction #3: Lack of commitment

Dysfunction #4: Avoidance of accountability

Dysfunction #5: Inattention to results

Team Assessment

Rate your team on the following dimensions by placing a mark on the line representing how your team is currently functioning.

Trust

Complete Lack of Trust-----High Level of Trust

Conflict

Avoidance of Conflict----- Conflicts Managed Well

Commitment

No Commitment to Team----- Total Commitment

Accountability

No Accountability-----High Accountability

Focus on Results

Inattention To Results-----Results-focused

What is working well in your team?

What needs improvement?

Session 3

Workplace Assignment

- Identify an external stakeholder and schedule a 30-40 minute interview
- Prepare a set of interview questions in order to keep the interview focused
- Conduct the interview
- Write up a summary of the interview, including who you interviewed, their title or position, and a description of your discussion
- Bring the interview summary to session 4

Note: You may want to look at the Stakeholder EBP Box Set at <http://cjinstitute.org/boxset> to help guide you in the preparation of your interview questions.

Supervisors Leadership Academy

Course Evaluation-Session 3

Facilitator(s): _____ **Date:** _____

1. The class as a whole was:

Poor Fair Good Excellent

2. The content of the class was:

Poor Fair Good Excellent

3. The relevance and usefulness of the class to your job were:

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5. The use of class time was:

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6. The instructor's knowledge of the subject matter was:

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7. The instructor's effectiveness in teaching the subject matter was:

Poor Fair Good Excellent

8. The instructor's responsiveness to the participants was:

Poor Fair Good Excellent

9. The relevance of the training aids (handouts, slides, etc.) was:

Poor Fair Good Excellent

Comments (continue on reverse side):

Session 4: Handling the Rough Spots

Session Description:

This session addresses the potential obstacles that can arise when leaders attempt to institute cultural change in their organizations. Areas covered include managing conflicts, overcoming resistance, dealing with difficult people, embracing diversity, and taking risks. The participants learn the importance of challenging the process when necessary.

Learning Objectives:

At the conclusion of this session, participants will be able to:

1. Describe the cycle of conflict
2. Identify conflict styles
3. Demonstrate good conflict management strategies, both internally and among external stakeholders
4. Identify the impact of diversity (cultural, gender and generational) in the workplace
5. List the types of difficult people
6. State strategies for dealing with various types of difficult people
7. Demonstrate the process of holding a fierce conversation
8. Identify and address systems issues that are impeding the progress of change

References:

Brinkman, Rick, and Kirschner, Rick. 2002. *Dealing With People You Can't Stand: How To Bring Out The Best In People At Their Worst*. McGraw-Hill.

Crowley, Katherine, and Elster, Kathi. 2007. *Working With You Is Killing Me: Freeing Yourself from Emotional Traps at Work*. Warner Business Books.

Effectively Managing the Multi-Generational Workforce. 2006. National Institute of Corrections

Heifetz, Ronald, A., and Linsky, Martin. 2002. *Leadership on the Line: Staying Alive Through the Dangers of Leading*. Harvard Business School Publishing.

Levi, Daniel. 2007. *Group Dynamics for Teams, 2nd Edition*. Sage Publications.

Napier, Rodney W., and Gershenfeld, Matti K. 2003. *Groups: Theory and Experience, 7th Edition*. Wadsworth Publishing.

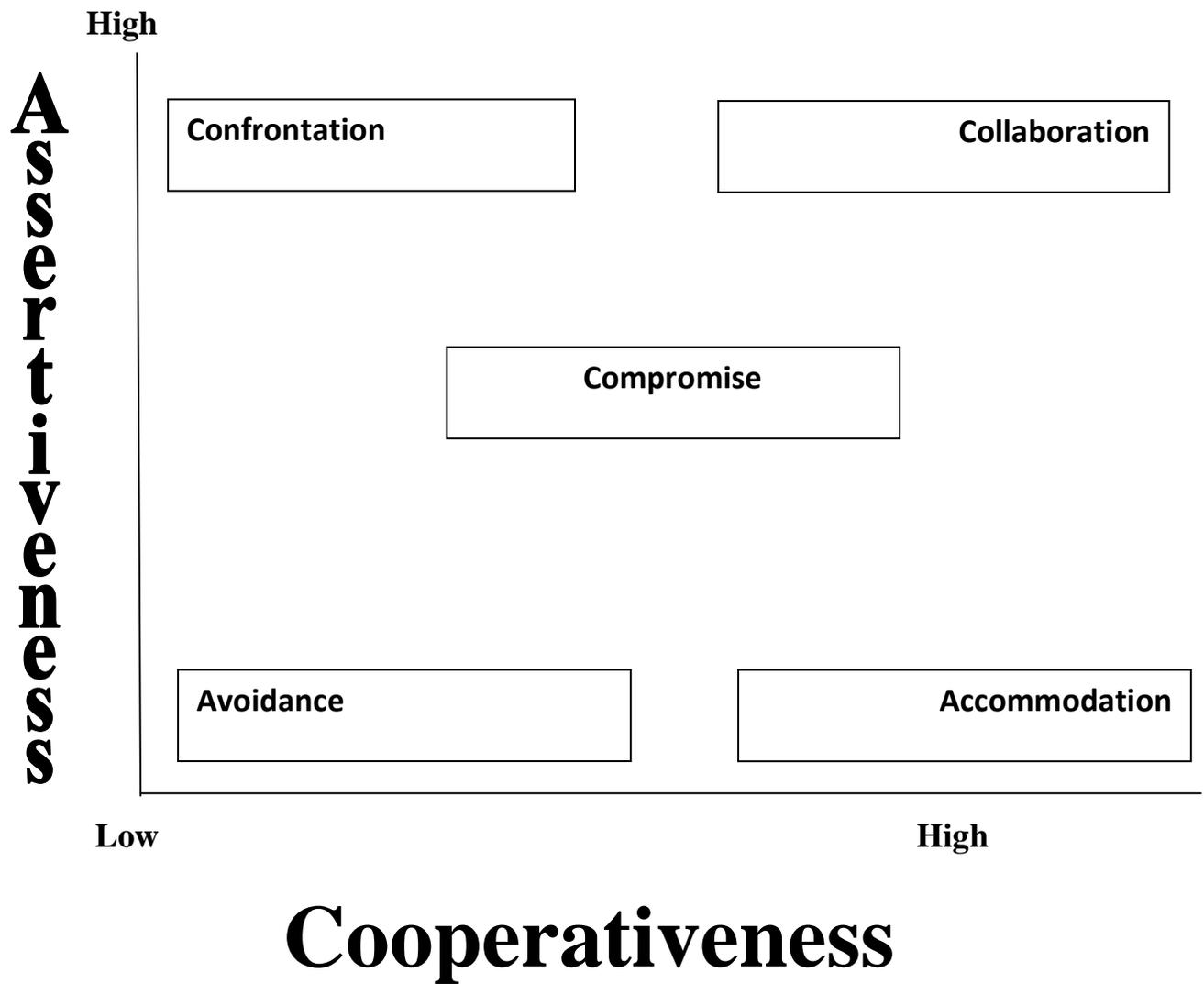
Scott, Susan. 2002. *Fierce Conversations: Achieving Success at Work and in Life One Conversation at a Time*. Penguin Books, Ltd.

Agenda:

- Day 1
 - Introduction/Overview
 - Stakeholder Interview Reports
 - Introduction to Conflict
 - Conflict Management Techniques: Negotiation, Mediation and Arbitration
 - Lunch
 - Diversity: Cultural, Generational and Gender

- Day 2
 - Welcome
 - Opening Activity
 - Dealing With Difficult People
 - Unhooking From Emotional Traps at Work
 - Lunch
 - Fierce Conversations
 - Peer Mentor Activity
 - Journaling Session
 - Wrap-Up/Workplace Assignment

Conflict Resolution Styles



This two-dimensional model of conflict-handling behavior is adapted from “Conflict and Conflict Management” by Kenneth Thomas in *The Handbook of Industrial and Organizational Psychology*, edited by Marvin Dunnette (Chicago: Rand McNally, 1976).

My Conflict Approach

While we all take different approaches to conflict in various situations, we have developed a preferred approach over time. Consider the three most influential people in your life. These should be individuals who have helped shape your values, personal goals, and education. Place the name of each person in one of the spaces below. Now, under each individual’s name indicate specific things you can remember them doing when faced with a conflict, whether within themselves (as in making a choice between two difficult alternatives) or in response to a conflict with another person or at work. Note what about their approach to conflict management tends to work for them (eg., listening carefully) and not work (eg., losing their temper, becoming stubborn) for them.

Name of Person #1:	Name of Person #2:	Name of Person #3:

Negotiation Guidelines

1. Separate the people from the problem
2. Focus on the shared interests of all parties
3. Develop many options that can be used to solve the problem
4. Evaluate the options using objective criteria
5. Try again

Mediation Scenario

This scenario involves a conflict between two probation officers working in the same unit, and sharing an office. There are no other vacant offices available. These officers have been arguing for several months regarding various issues that have arisen around sharing office space. Officer #1 is very outgoing. He likes to listen to talk shows on the radio and engage his officemate in frequent conversations. He is also very loud when meeting with clients and talking on the telephone. Officer #2 is more introverted and works quietly at her desk. She speaks in moderated tones to clients and on the telephone, and rarely initiates conversations with her officemate. Several efforts at getting her outgoing officemate to “quiet down” have been futile. In fact, he has turned up the volume on his radio and in his voice since she tried to discuss the issue with him. The tension between the two has increased and both have complained to others in the office, creating an unhealthy environment in the team. Officer #2 has come to you, the supervisor, asking for assistance in resolving the conflict.

Workplace Diversity

- Demographic
 - Gender
 - Race & ethnicity
 - Nationality
 - Age
 - Religion

- Psychological
 - Values, beliefs & attitudes
 - Personality, cognitive & behavioral styles
 - Knowledge, skills & abilities

- Organizational
 - Status
 - Occupation
 - Department/division
 - Tenure

Perceptual Biases

- Fundamental Attribution Error
- First Impression Error
- Halo Effect
- Similar-To-Me-Effect
- Selective Perception

Who's Who?

The Generations

V=Veterans: Born Before 1943

B=Baby Boomers: Born 1943 - 1964

X=Generation X: Born 1964 - 1980

M=Millennials: Born 1980 - 2000

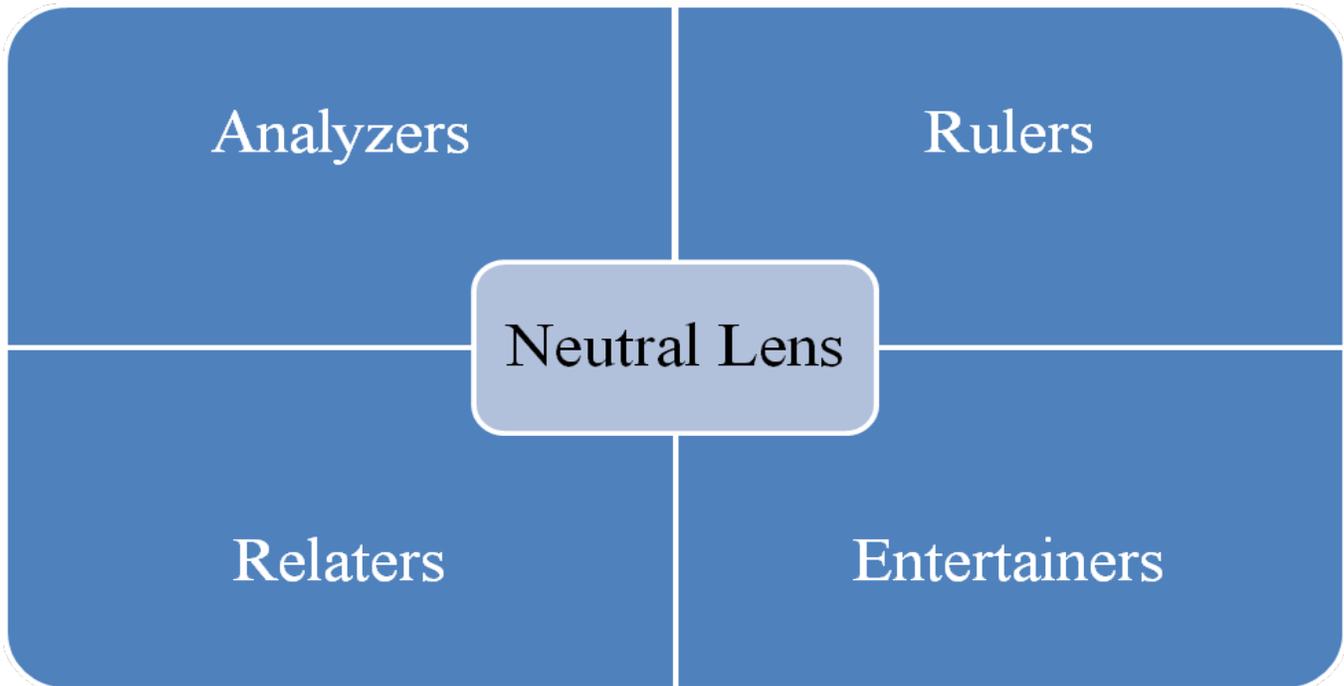
Review the statements. Note what generation you believe is described by the statement.

- _____ 1. They have a definitive sense of right and wrong and of good and bad.
Respectful of authority.
- _____ 2. They believe in balance and work to live (not the other way around).
- _____ 3. They question authority. Every question can have a field of correct answers.
- _____ 4. The "Found Generation", they are confident and hopeful.
- _____ 5. Statistically, they are less promiscuous than other generations.
- _____ 6. They tend to think of themselves as, "the stars of the show."
- _____ 7. They buy now and pay later.
- _____ 8. They save their money and pay in cash.
- _____ 9. Self reliance is a hallmark of this generation.
- _____ 10. A patriotic generation influenced by violence.
- _____ 11. Their approach to authority is casual.
- _____ 12. They are conformers.

- _____ 13. They value honesty and integrity.
- _____ 14. They believe in an honest day's work for an honest day's pay.
- _____ 15. They have a nontraditional relationship to time and space and value informality.
- _____ 16. They are good team players, but not as good at commitment.
- _____ 17. Known as the "invisible generation," they are dark, edgy and skeptical.
- _____ 18. They live to work.
- _____ 19. They like things on a grand scale, "niftier", bigger, and better.
- _____ 20. They have a strong sense of civic duty and volunteerism.

(Adapted from McCampbell, S. *Effectively Managing a Multi-Generational Workforce in Corrections*, available at www.nicic.org)

Lens of Understanding



Brinkman, Rick, and Kirschner, Rick. 2002. *Dealing With People You Can't Stand: How To Bring Out The Best In People At Their Worst*. McGraw-Hill.

Dealing With Difficult People Worksheet

A. Identify someone (no names needed) who you consider difficult.

B. What are the traits/behaviors that make him/her difficult?

C. Which one of the ten (10) types do they most closely fit?

D. What motivates their behavior? (Lens of Understanding)

Intention – Check one.

Get it done

Get appreciated

Get along

Get it right

Focus – Check one.

Task focus

People focus

Style – Check one.

Aggressive

Passive

E. Plan your unhooking strategy.

Physical:

Mental:

Verbal:

Business Tool (if appropriate):

F. What is my role in making the situation worse?

G. Develop an action plan for future encounters.

Strategies for Dealing With the Difficult Types

(Adapted from Brinkman and Kirschner, 1994)

The Tank

Your Goal: Command Respect

Action Plan:

1. Hold your ground
2. Interrupt the attack
3. Quickly backtrack to the main point
4. Aim for the bottom line and fire
5. Peace with honor

The Sniper

Your Goal: Bring the Sniper Out of Hiding

Action Plan:

1. Stop, look, backtrack
2. Use searchlight questions
3. Use tank strategy if needed
4. Go on a grievance patrol
5. Suggest a civil future

The Know-It-All

Your Goal: Open Their Minds to New Ideas

Action Plan:

1. Be prepared and know your stuff
2. Backtrack respectfully
3. Blend with their doubts and desires
4. Present your views indirectly
5. Turn them into mentors

The Think They Know-It-All

Your Goal: Give Their Bad Ideas the Hook

Action Plan:

1. Give them a little attention
2. Clarify for specifics
3. Tell it like it is
4. Give them a break
5. Break the cycle

The Grenade

Your Goal: Take Control of the Situation

Action Plan:

1. Get their attention
2. Aim for the heart
3. Reduce intensity
4. Time off for good behavior
5. Grenade prevention

The Yes Person

Your Goal: Get Commitments You Can Count On

Action Plan:

1. Make it safe to be honest
2. Talk honestly
3. Help the person learn to plan
4. Ensure commitment
5. Strengthen the relationship

The Maybe Person

Your Goal: Help the Person Learn to Think

Action Plan:

1. Establish a comfort zone
2. Surface conflicts, clarify options
3. Use a decision-making system
4. Reassure, then ensure follow-through
5. Strengthen relationship

The Nothing Person

Your Goal: Persuade the Nothing Person to Talk

Action Plan:

1. Plan enough time
2. Ask open-ended questions expectantly
3. Lighten it up
4. Guess
5. Show the future

The No Person

Your Goal: Transition to Problem Solving

Action Plan:

1. Go with the flow
2. Use the person as a resource
3. Leave the door open
4. Go for the polarity response
5. Acknowledge the person's good intent

The Whiner

Your Goal: Form a Problem-Solving Alliance

Action Plan:

1. Listen for the main points
2. Interrupt and get specific
3. Shift the focus to solutions
4. Show the Whiner the future
5. Draw the line

Fierce Conversations

(Scott 2004)

Definition of a fierce conversation: one in which we come out from behind ourselves, into the conversation, and make it real.

Types of Fierce Conversations:

- Team Conversations
- Coaching Conversations
- Delegation Conversations
- Confrontation Conversations

Objectives of a fierce conversation:

1. Interrogate Reality
2. Provoke Learning
3. Tackle Tough Challenges
4. Enrich Relationships

The 7 Principles

1. Master the courage to interrogate reality
2. Come out from behind yourself, into the conversation, and make it real
3. Be here, prepared to be nowhere else
4. Tackle your toughest challenge today
5. Obey your instincts
6. Take responsibility for your emotional wake
7. Let silence do the heavy lifting

Fierce Conversation Scenarios

Scenario #1: Your agency has a dress code policy that is fairly specific, except in the area of footwear. The only reference to shoes is that, “sandals, flip flops, running shoes or other casual, sport footwear” are prohibited. The dress code policy applies to all staff employed by the agency. One of your clerical staff has recently been wearing bedroom slippers to the office. The first couple of times they were terry scuff-type slippers. You have hinted to her about it, but not really addressed the issue. Today she has appeared for work in furry slippers with teddy bear heads on the front. This employee reports to you and you are responsible for enforcing the dress code with her.

Scenario #2: You are conducting a performance review with an employee who was transferred to your unit about six months ago. His performance is satisfactory, but he does not go beyond the minimum requirements of the job and does not volunteer for additional assignments. Consequently, you have given him an overall performance rating of “meets standards.” This employee has received “outstanding” ratings by his previous supervisor, who had much lower expectations than you. The officer is upset by your rating and feels it makes it appear that his performance has slipped, though he is doing the same work he has always done.

Scenario #3: You and another supervisor in your office have been friends for years. Recently she has stopped going to lunch with you, indicating she has errands to run during her lunch hour. The rumors in the office are that she is having an affair with one of the officers who she supervises. Both her officers and those who work for you are spending much time and energy discussing the situation, and you have noticed a serious drop in morale. Several of the other officers in her unit have come to you complaining that she is showing favoritism to the officer with whom she is suspected of having the relationship. Today one of your staff returned from lunch and told you that the couple was seen in a local restaurant, holding hands and gazing into each other’s eyes over lunch.

Scenario #4: Your agency has recently implemented a policy that requires officers to complete case plans for all offenders, and the expectation is that these plans will reflect evidence-based practices. Of the eight officers who reports to you, only one has refused to comply with the new policy. He openly complains (to you and anyone else who will listen) that this expectation is unreasonable and that he has no intention of following it. The officer feels that how he has traditionally supervised his caseload is more than adequate. He maintains regular contact with his offenders and verifies compliance with all special conditions of the court. He sees the case plans as just more paperwork to keep him from doing his job.

Workplace Assignment

Prior to next session, you have a choice of doing one of the following:

1. Conduct a negotiation
2. Conduct a mediation
3. Implement your difficult person plan

You are to prepare a written summary, to include the following:

1. Who was involved in the interaction? (no names, please)
2. What was the nature of the interaction? (negotiation, mediation or difficult person)
3. What strategies did you use?
4. How successful were you?
5. What did you learn from the experience?

Participants will report on this workplace assignment at the next session.

Supervisors Leadership Academy

Course Evaluation-Session 4

Facilitator(s): _____ **Date:** _____

1. The class as a whole was:

- Poor Fair Good Excellent

2. The content of the class was:

- Poor Fair Good Excellent

3. The relevance and usefulness of the class to your job were:

- Poor Fair Good Excellent

4. The course organization was:

- Poor Fair Good Excellent

5. The use of class time was:

- Poor Fair Good Excellent

6. The instructor's knowledge of the subject matter was:

- Poor Fair Good Excellent

7. The instructor's effectiveness in teaching the subject matter was:

- Poor Fair Good Excellent

8. The instructor's responsiveness to the participants was:

- Poor Fair Good Excellent

9. The relevance of the training aids (handouts, slides, etc.) was:

- Poor Fair Good Excellent

Comments (continue on reverse side):

Session 5: Celebrating Milestones

Session Description:

This session prepares leaders to establish performance measurements, monitor progress, provide feedback, and recognize and reward successes. The participants learn the importance of ensuring small, incremental wins and celebrating as milestones are reached.

Learning Objectives:

At the conclusion of this session, participants will be able to:

1. Develop a set of performance measurements
2. Identify available data that is useful in measuring results
3. List what other data they should be collecting
4. State ways in which data can be used in making decisions
5. Explain possible pitfalls in failing to use data in context
6. Describe how to establish milestones
7. State the impact of recognizing team and individual performance
8. Establish a reward and recognition system

References:

Behn, Robert D. 2006. *Performance Leadership: 11 Better Practices That Can Ratchet Up Performance*, 2nd Edition. IBM Center for the Business of Government.

Collins, Jim. 2001. *Good to Great: Why Some Companies Make The Leap...And Others Don't*. HarperCollins Publishers Inc.

Collins, J. 2005. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. HarperCollins Publishers Inc.

Howe, Meghan, and Joplin, Lori. 2005. *Implementing Evidence-Based Practice in Community Corrections: Quality Assurance Manual*. National Institute of Corrections and Crime and Justice Institute.

Nelson, Bob. 2005. *1001 Ways to Reward Employees*. Workman Publishing.

Osborne, David, and Gaebler, Ted. 1992. *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*. Penguin Group.

Poister, Theodore H. 2003. *Measuring Performance in Public and Nonprofit Organizations*. Jossey-Bass, A Wiley Imprint.

Agenda:

- Day 1
 - Introduction/Overview
 - Workplace Assignment Reports
 - Introduction to Performance Measurement
 - Good to Great in the Social Sector
 - Lunch
 - Performance Measurement
 - Journaling
 - Peer Mentor Meetings

- Day 2
 - Welcome
 - Data-Driven Decision Making
 - Possible Pitfalls in the Use of Data
 - Monitoring/Tracking Performance
 - Lunch
 - Recognition and Rewards
 - Journaling Session
 - Peer Mentor Meetings
 - Wrap-Up/Workplace Assignment

Small Group Activity: Performance Debate

Each group will be assigned one of two positions: (1) It is important to measure our performance as an agency or (2) Measuring agency performance is an unnecessary activity.

Your group will have 25 minutes to develop a set of thoughts and ideas that back up your position. You should also anticipate what the other side of the argument may be and devise counterpoints.

Select a spokesperson to represent your group.

The spokespeople will then engage in an informal debate in which they provide points and counterpoints to argue their positions. Other members of the group may assist the spokesperson, if needed, during the debate.

Characteristics of Good Performance Measures

1. They are informative
 - a. Clear
 - b. Simple
 - c. Comprehensive
 - d. Responsibility-linked

2. They communicate valuable information
 - a. Meaningful
 - b. Organizationally acceptable
 - c. Customer-focused

3. They are practical tools
 - a. Valid
 - b. Balanced
 - c. Timely
 - d. Reliable
 - e. Cost-effective
 - f. Compatible
 - g. Comparable

Types of Performance Measures

- **inputs:** resources used

“What resources will we have and need to do the job?”

- **outputs:** activities completed

“What will we produce, and what activities will we complete?”

- **outcomes:** results achieved

“What results will be achieved?”

- **efficiencies:** how well resources are used

“How well will we use our resources?”

- **quality:** effectiveness.

“How well did we meet the expectations of our customers?”

Performance Measurement System Assessment

Rate your agency’s current performance measurement system on the following criteria:

Criteria	Poor	Fair	Good
<p>Clear-can be understood by anyone; professional or technical terms are defined</p> <p>Simple – easy to calculate and interpret</p>			
<p>Comprehensive – include all key aspects of program performance</p> <p>Responsibility linked - matched to people and organizational units responsible for achieving the performance targets</p> <p>Meaningful - significant and directly related to the mission, goals, and objectives</p> <p>Organizationally acceptable - valued by those within the organization</p>			
<p>Customer-focused - reflect the point of view of the customers and stakeholders</p> <p>Valid - information is sound; it measures what you want it to measure; and provides the most direct and accurate measure</p> <p>Balanced - includes several types of measures, for example input, output, outcome, efficiency, and quality measures</p> <p>Timely - uses and reports data in a reasonable time frame</p>			
<p>Reliable - based on accurate data which provides the same information time after time</p> <p>Cost effective - based upon acceptable data collection and processing costs</p> <p>Compatible - integrated with existing financial and operational systems</p> <p>Comparable - useful for making comparisons with other data over time</p>			

Journal Questions

Answer the following questions in your journal:

1. What is my role, as supervisor, in measuring performance?
2. How do I currently use the data that is available?
3. How might I make better use of the available data?
4. What additional data should I collect?

Small Group Activity: Data-Driven Decision Making

In your small groups, discuss and record your answers to the following questions:

1. What are examples of some decisions that supervisors must make?
2. How are these decisions currently made?
3. How could valid and reliable data assist you in making better decisions?
4. What additional data would help in your decision making process?
5. How can you obtain that data?

Reward and Recognition Guidelines

1. Match the reward to the person.
2. Match the reward to the achievement.
3. Be timely and specific.

Some important considerations:

- What is done
- Who does it
- Who should be present
- The context of the achievement
- The stories that are shared to give relevance and bring the achievement to life for everyone involved

Journal Questions

1. Who among my staff, peers or supervisors deserves recognition?
2. What has each of them done to deserve recognition?
3. What would each of them value?
4. When and how will I deliver the recognition?
5. Who should be present?

What does it mean to be a successful supervisor in an ideal EBP unit?

<p>Effectively builds relationships within the unit and with stakeholders</p> <p>Rating: <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> A Strength</p>	<ul style="list-style-type: none"> a. Fosters a culture of trust, mutual respect and understanding in a safe environment; is seen as direct and truthful b. Works well with others to achieve common understanding, mutual goals and objectives c. Gains acceptance for ideas or solutions through influence and agreement; facilitates problem resolution through interpersonal skills
<p>Provides mentoring and coaching opportunities to develop staff</p> <p>Rating: <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> A Strength</p>	<ul style="list-style-type: none"> a. Sets challenging yet attainable performance goals and focuses on guiding staff to excel b. Holds others accountable and celebrates milestones, rewards and recognizes others in a way that motivates them c. Values best practices and encourages the use of newly gained knowledge and skills
<p>Communicates clearly</p> <p>Rating: <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> A Strength</p>	<ul style="list-style-type: none"> a. Conveys messages to the listener so the listener understands b. Encourages response, feedback and discussion as well as open and honest dialogue in all directions c. Communicates a shared vision that motivates others
<p>Leads others</p> <p>Rating: <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> A Strength</p>	<ul style="list-style-type: none"> a. Interacts with staff as he/she expect officers to interact with clients b. Uses data to make and explain decisions; takes action that is consistent with available facts, constraints, and probable consequences c. Helps team stay focused on strategic goals while managing within a context of multiple directives
<p>Promotes a learning environment</p> <p>Rating: <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Satisfactory <input type="checkbox"/> A Strength</p>	<ul style="list-style-type: none"> a. Encourages others to come up with innovative solutions and ideas for addressing problems and opportunities b. Models a learning environment by identifying impediments and finding ways to address them c. Helps staff to learn the principles, activities, and skills of evidence-based practice

Workplace Assignment

- Rate yourself on each of the behaviors listed in the document, “What does it mean to be a successful supervisor in an ideal EBP unit?” (workbook page 100)
- Provide a blank copy to your supervisor/manager and request that he/she rate you on the behaviors and meet with you to provide feedback.
- Meet with your supervisor/manager to compare your self-assessment with that of your supervisor and discuss your strengths and areas for improvement.
- Bring the following to Session 6:
 1. Your self-assessment on “What does it mean to be a successful supervisor in an ideal EBP unit?”
 2. Your supervisor’s assessment on “What does it mean to be a successful supervisor in an ideal EBP unit?”
 3. A list of your strengths and areas for improvement (be specific)
 4. The Leadership Competencies Inventory (workbook pages 23-25) completed at Session 1 of this Academy.
 5. The Leadership Development Plan (workbook pages 26-28) completed at Session 1 of the Academy.

Supervisors Leadership Academy

Course Evaluation-Session 5

Facilitator(s): _____ **Date:** _____

1. The class as a whole was:

- Poor Fair Good Excellent

2. The content of the class was:

- Poor Fair Good Excellent

3. The relevance and usefulness of the class to your job were:

- Poor Fair Good Excellent

4. The course organization was:

- Poor Fair Good Excellent

5. The use of class time was:

- Poor Fair Good Excellent

6. The instructor's knowledge of the subject matter was:

- Poor Fair Good Excellent

7. The instructor's effectiveness in teaching the subject matter was:

- Poor Fair Good Excellent

8. The instructor's responsiveness to the participants was:

- Poor Fair Good Excellent

9. The relevance of the training aids (handouts, slides, etc.) was:

- Poor Fair Good Excellent

Comments (continue on reverse side):

Session 6: Continuing the Journey

Session Description:

This session focuses on the ongoing growth and development of both the leader and their staff. Participants learn coaching skills and principles of adult learning to prepare them to be effective in developing staff knowledge and skill areas. It also addresses the issues of workplace wellness, quality of work life, and the importance of humor and fun.

Learning Objectives:

At the conclusion of this session, participants will be able to:

1. Coach staff for improved performance
2. Prepare a succession plan
3. Develop mentoring relationships
4. State the various dimensions of wellness
5. Design training based on an adult learning model
6. Create a plan for their own continued leadership development

References:

American Society for Training & Development, INFOLINE DIGITAL SERIES, *Talent Management Job Aids*, inforline.astd.org

Bowman, Sharon L. 1997. *Seven Myths and Three Tips*, Creative Training Techniques Newsletter.

Knowles, Malcolm S., Holton, Elwood F., and Swanson, Richard A. 2005. *The Adult Learner, Sixth Edition: The Definitive Classic in Adult Education and Human Resource Development*. Elsevier Inc.

Levering, Robert. 2004. *Creating a Great Place to Work: Why It is Important and How It Is Done*, Corrections Today.

Lundin, Stephen C., Paul, Harry, Christensen, John, and Blanchard, Ken. 2000. *Fish! A Remarkable Way to Boost Morale and Improve Results*. Mary Rivers Press.

Robbins, Gwen, Powers, Debbie, and Burgess, Sharon. 2008. *A Wellness Way of Life, 7th Edition*. McGraw Hill.

Walters, Jamie. 2001. *Six Coaching Strategies You Can Apply in the Workplace*. Inc. Newsletter.

Agenda:

- Day 1
 - Introduction/Overview
 - Opening Activity: Adult Learning Quiz
 - Role of the Supervisor in the Performance Management Process
 - Principles of Adult Learning
 - Lunch
 - Coaching
 - Mentoring/Succession Planning
 - Workplace Wellness
 - Building Morale

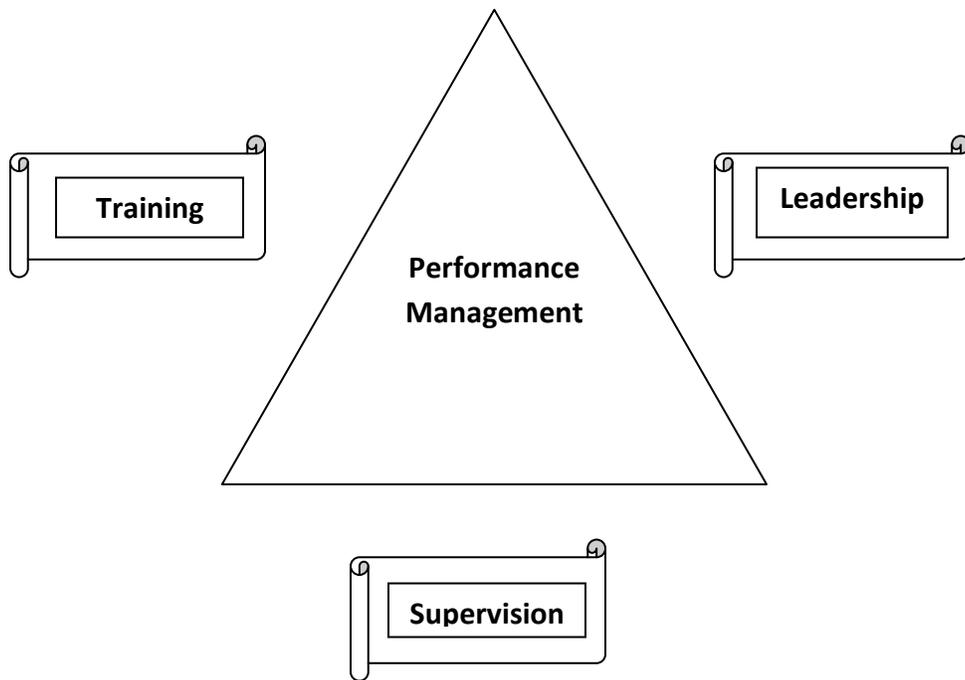
- Day 2
 - Welcome/Overview
 - Leadership Development Plans
 - Executive Dialogue
 - Session Evaluation
 - Lunch
 - Graduation Ceremony (off-site)
 - Reception

Adult Learning Quiz

Circle either True or False for each of the following statements.

1. Some portion of our anatomy must be in contact with a chair at all times in order to learn. **True or False**
2. The person who does the most listening does the most learning.
True or False
3. The best way to teach is to be a “sage on the stage” and give information in a well-planned lecture. **True or False**
4. If we’d only listen, we’d remember more. **True or False**
5. The person doing the most talking – and moving and writing – is doing the most learning. **True or False**
6. The more “serious” the learning is, the more we will remember.
True or False
7. Never talk longer than the average age of the group. **True or False**
8. Fun is marginal to learning. **True or False**
9. The only person who should be the “sage on the stage” is the expert in the field.
True or False
10. Good training follows the rule of “Bottoms up!” **True or False**

The Performance Management Process



Characteristics of Adult Learners

(Knowles, et al, 2005)

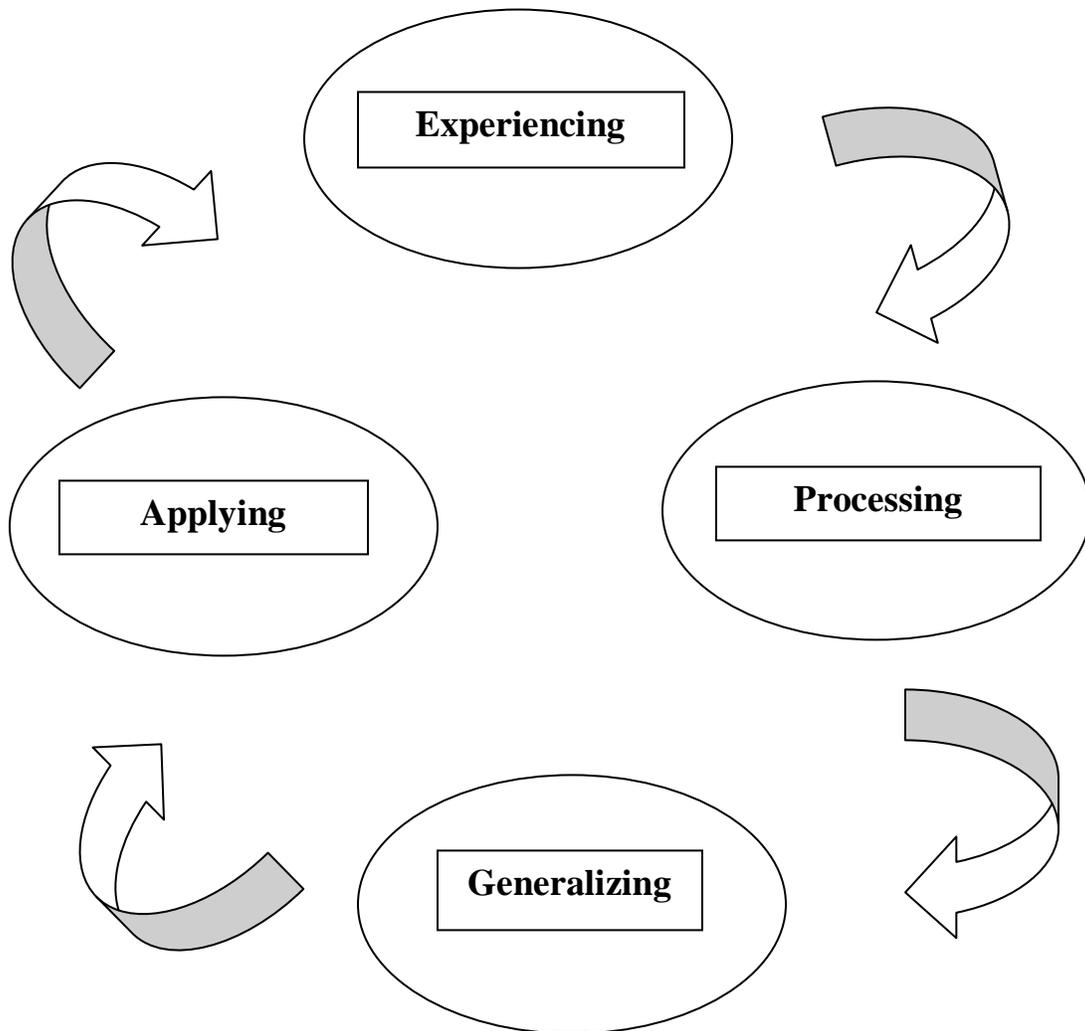
1. Adult learners are self-directed
2. Adult learning is problem-centered
3. Adult learners rely upon personal life experiences
4. Adult learning is linked to developmental phase of learner
5. Adult learners are generally motivated by internal factors

Principles of Adult Learning

(Knowles, et al, 2005)

1. Readiness for learning is dependent upon a number of factors, some of which are
 - a. How this relates to what I already know
 - b. What is appropriate for my purposes
 - c. Whether I expect to succeed or fail
2. Learning will not take place if
 - a. I believe I cannot learn it
 - b. I see what I'm learning as irrelevant
 - c. I perceive the learning situation as threatening
3. The best time to learn anything is when whatever is to be learned is immediately useful
4. Learning is enhanced when the learner participates in the planning
5. Behavior which is rewarded, from the learner's point of view, is more likely to recur
6. Sheer repetition without reward is a poor way to learn
7. Threat and punishment commonly produce avoidance behaviors
8. Novelty is generally rewarding
9. Genuine participation intensifies motivation, flexibility and rate of learning
10. A dominating teacher produces an autocratic atmosphere, which in turn produces learners who
 - a. Conform apathetically
 - b. Are dependent upon authority
 - c. Are anxious, shy and acquiescent
11. Authoritarian environments condemn learners to continuing sarcasm, discouragement and failure
12. An open, non-authoritarian atmosphere is conducive to initiative, creativity, self-confidence, and independence

The Adult Learning Cycle



Mardy Wheeler & Jeanie Marshall (1986) "The Trainer Type Inventory (TTI): Identifying Training Style Preferences," The 1986 Annual: Developing Human Resources, University Associates.

Journal Questions

1. Which of the 4 stages of adult learning do you most prefer?
2. What is your preferred medium of learning: visual, auditory, and/or kinesthetic?
3. How might your learning styles effect how you approach training others?

A Model for Designing Training

Phase 1 – Anticipatory Set

Phase 2 – Presentation

Phase 3 – Guided Practice

Phase 4 – Independent Practice

Phase 5 – Application

Case Study: Training Design

Your agency has recently implemented a new format for developing case plans. One major difference in the new format is that employees are now required to provide explanations for the various action steps in the plan based upon evidence in the research. In other words, officers are now required to explain the reasoning behind the goals that are established and the action steps developed to accomplish those goals. Another significant difference is the requirement that the plan be developed in collaboration with the offender, and signed by both the probation officer and offender. All supervisors have received training on the new format and have been instructed to train their staff.

You are the supervisor of a staff of ten probation officers. Consider the characteristics of adult learners, the principles of adult learning, and the adult learning cycle. Design a training session to teach your officers the new case planning format, and provide the following information concerning your design:

1. Length of training session
2. Number of participants per session
3. Knowledge and/or skill areas to be covered in the training
4. Agenda for the training (be specific about activities and time frames)
5. Materials needed (handouts, equipment, supplies, etc.)
6. Location and room arrangement
7. Anticipated challenges to conducting the training and how you will address them

Write the above information on a flip chart and appoint a spokesperson to present your training design.

Coaching Guidelines

Have a game-plan

Associate the game-plan with individuals' goals

Do drills

Put people in roles that suit their aptitude

Use appropriate communication modes and content

Celebrate

Journal Questions

1. Who on my staff needs coaching in a particular knowledge or skill area?
2. How will I begin the coaching process?
3. What will I do to ensure that the performance has improved?

Mentoring

Program Outline/Planner

When you are charged with setting up a mentoring program for your organization, use this outline as a guide. In it you will find the questions you need to address in order to have a successful program.

- 1.** State the objectives of the mentoring program:

- 2.** List the benefits of the mentoring program for each of the following:
 - a.** Organization:

 - b.** Mentor:

 - c.** Protégé:

- 3.** Which mentoring method(s) can help you achieve your goals?
 - One-to-one mentoring
 - Group mentoring
 - Virtual mentoring

- 4.** Who are the key stakeholders in the mentoring initiative, and what will their involvement look like?

Stakeholder Involvement

- 5.** Consider the following questions concerning the structure of your mentoring program:
 - a.** What criteria will you use to select mentors?

 - b.** What criteria will you use to select protégés?

- c. What role do you see for the managers of the protégés?

- d. How will you orient mentors, protégés, and managers to the mentoring process and prepare them to be successful?

- e. How will you “match” mentors and protégés?

- f. What plans do you have to follow up on the process and gather periodic input from all participants?

- g. How will you recognize and reward all those involved?

- 6. How will you present the benefits and selection criteria (bulletin board, employee newsletter, and so forth)?

- 7. How will the program foster mentor/protégé relationships? List ways of providing support for the participants (program guidelines, weekly meetings, councils, and so forth).

- 8. List the positions that the organization has for the protégés. Are there enough? Will the organization create new ones?

- 9. Consider the following when deciding on evaluation factors:
 - a. How will you evaluate the program? State your method(s)—questionnaires, surveys, interviews, and observations.

 - b. How did the program affect protégés?
 - Attitudinal effect:

 - Behavioral effect:

 - Accomplishments:

- How did the program affect mentors?

- Attitudinal effect:
-

- Behavioral effect:
-

- Accomplishments:
-

- How did the program affect the organization?

- Overall performance rating:
-

- Productivity:
-

- Condition of corporate climate:
-

The Dimensions of Wellness

Physical

Intellectual

Emotional

Social

Spiritual

Environmental

Occupational

Wellness Assessment

Read each statement carefully and respond honestly, using the following scale:

Almost always = 2 points

Sometimes = 1 point

Very seldom = 0 points

Physical Dimension	Points
1. I engage in vigorous exercise (examples include jogging, brisk walking, swimming, cycling) for 20-60 minutes at least four times per week.	
2. I eat fruits, vegetables, and whole grains every day.	
3. I avoid tobacco products.	
4. I wear a seat belt while riding in and driving a car.	
5. I deliberately minimize my intake of cholesterol, dietary fats, and trans fats.	
6. I avoid drinking alcoholic beverages or I consume no more than one (women) or two (men) drinks per day.	
7. I get 7-9 hours of sleep most nights.	
8. I have adequate coping mechanisms for dealing with stress.	
9. I maintain a regular schedule of immunizations, physical and dental checkups (including Pap tests and blood pressure and cholesterol checks), and monthly self-exams of breasts/testicles.	
10. I maintain a healthy weight, avoiding extremes of overweight and underweight.	
Physical Total =	

Adapted from Robbins, Gwen, Powers, Debbie, and Burgess, Sharon. 2008. *A Wellness Way of Life, 7th Edition*. McGraw Hill.

Intellectual Dimension	Points
1. I seek opportunities to learn new things.	
2. I try to keep abreast of current affairs—local, national and international.	
3. I enjoy attending special lectures, plays, musical performance, museums, galleries, and/or libraries.	
4. I enjoy watching educational programs on TV.	
5. I enjoy creative and stimulating mental activities/games.	
6. I am happy with the amount and variety that I read.	
7. I make an effort to improve my verbal, writing and expression skills	
8. A continuing education program is important to me in my career	
9. I am able to analyze, synthesize, and see more than one side of an issue.	
10. I enjoy engaging in intellectual discussions.	
Intellectual Total =	

Emotional Dimension	Points
1. I am able to develop and maintain close relationships.	
2. I accept responsibility for my actions.	
3. I see challenges and change as opportunities for growth.	
4. I feel I have considerable control over my life.	
5. I am able to laugh at life and myself.	
6. I feel good about myself.	
7. I am able to cope appropriately with stress and tension.	
8. I am able to recognize my personal shortcomings and learn from my mistakes.	
9. I am able to recognize and appropriately express my feelings.	
10. I relax and enjoy life without the use of alcohol or drugs	
Emotional Total =	

Social Dimension	Points
1. I contribute time and/or money to social and community projects.	
2. I am committed to a lifetime of volunteerism.	
3. I exhibit fairness and justice in dealing with people.	
4. I have a network of close friends and/or family.	
5. I am interested in others, including those with backgrounds different from my own.	
6. I am able to balance my needs with the needs of others.	
7. I am able to communicate with and get along with a wide variety of people.	
8. I obey the laws and rules of our society.	
9. I am a compassionate person and try to help others when I can.	
10. I support and help with family, neighborhood, school, and work social gatherings.	
Social Total =	

Spiritual Dimension	Points
1. I feel comfortable and at ease with my spiritual life.	
2. There is a direct relationship between my personal values and my daily actions.	
3. When I get depressed or frustrated by problems, my spiritual beliefs and values give me direction.	
4. Prayer, meditations, and/or quiet personal reflection is/are important in my life.	
5. Life is meaningful for me, and I feel a purpose in life.	
6. I am able to speak comfortably about my personal values and beliefs.	
7. I am consistently striving to grown spiritually, and I see that as a lifelong process.	
8. I am tolerant of and try to learn about others' beliefs and values.	
9. I have a strong sense of hope and optimism in my life and use my thoughts and attitudes in life-affirming ways.	
10. I appreciate the natural forces that exist in the universe.	
Spiritual Total =	

Environmental Dimension	Points
1. I consciously conserve energy (electricity, heat, light, water, etc.) in my place of residence and at work.	
2. I practice recycling (glass, paper, plastic, etc.).	
3. I am committed to cleaning up the environment (air, soil, water, etc.)	
4. I consciously carpool, ride a bicycle, walk, or use a gas-efficient vehicle to conserve fuel energy and lessen the pollution in the atmosphere.	
5. I limit the use of fertilizers and chemicals when managing my yard/lawn/outdoor living space.	
6. I limit my use of aerosol sprays.	
7. I do not litter.	
8. I volunteer my time for environmental conservation projects.	
9. I purchase recycled items when possible, even if they cost more.	
10. I feel strongly about doing my part to preserve the environment.	
Environmental Total =	

Occupational Dimension	Points
1. I am happy with my career choice.	
2. I anticipate remaining in my current career field.	
3. The job responsibilities/duties of my job are consistent with my values.	
4. The payoffs/advantages in my job are consistent with my values.	
5. I am happy with the amount of control I have in my work.	
6. I am happy with the balance between my work time commitment and leisure time.	
7. My work gives me personal satisfaction and stimulation.	
8. I am happy with the professional/personal growth provided by my job.	
9. I feel my job allows me to make a difference in the world.	
10. My job contributes positively to my overall well-being.	
Occupational Total =	

Scoring

Review your total score on each wellness dimension.

Scores of 15-20 points = Excellent strength in this dimension

Scores of 9-14 points = There is room for improvement. Look again at the items in which you scores 1 or 0. What changes can you make to improve your score?

Scores of 0-8 points = This dimension needs a lot of work. Look again at this dimension and challenge yourself to begin taking small steps toward growth. Remember, the goal is balanced wellness.

Wellness Plan

My strengths are in the following wellness dimensions:

I need to do more work in the following dimension(s):

My initial steps toward improving my overall wellness will be:

The Fish! Philosophy

1. Choose your attitude

2. Play

3. Make their day

4. Be present

Lundin, Stephen C., Paul, Harry, Christensen, John, and Blanchard, Ken. 2000. *Fish! A Remarkable Way to Boost Morale and Improve Results*. Mary Rivers Press.

Journal Questions

1. What is the current state of morale in my unit?
2. If it is low, what are the sources of the low morale?
3. What will I do to improve the work atmosphere?
4. How will I involve all employees in creating a fun, energizing work environment?

Leadership Development Plan

Reflecting back to your original Leadership Development Plan, completed at Session 1, please respond to the following questions:

1. In which of your areas for improvement do you believe you have experienced the most growth over the past six months?
2. In which areas from your original plan do you continue to need to improve?
3. List any additional areas for improvement that you have identified throughout your participation in the academy.
4. Overall, how successful were you in implementing your original development plan?
5. If you did not make as much progress as you would have liked, what obstacles kept you from meeting your goals?
6. What actions can you take to ensure that you are more successful with your updated plan?

Updated Action Plan:

Select 2 or 3 of the Improvement Areas and create an action plan outlining how you will go about developing your leadership competencies in these areas.

Competency	Activity	Resources	Start Date	Progress Notes
1.				
2.				
3.				

Supervisors Leadership Academy

Course Evaluation-Session 6

Facilitator(s): _____ Date: _____

1. The class as a whole was:

- Poor Fair Good Excellent

2. The content of the class was:

- Poor Fair Good Excellent

3. The relevance and usefulness of the class to your job were:

- Poor Fair Good Excellent

4. The course organization was:

- Poor Fair Good Excellent

5. The use of class time was:

- Poor Fair Good Excellent

6. The instructor's knowledge of the subject matter was:

- Poor Fair Good Excellent

7. The instructor's effectiveness in teaching the subject matter was:

- Poor Fair Good Excellent

8. The instructor's responsiveness to the participants was:

- Poor Fair Good Excellent

9. The relevance of the training aids (handouts, slides, etc.) was:

- Poor Fair Good Excellent

Comments (continue on reverse side):

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