Agenda

9am-Noon:
Recruiting, hiring and supervising employees in small communities

The Key Idea: Your workplace is not your family
Getting ready for new employees–change before you hire
Is your workplace ready to change after you hire?
Fighting for better money and benefits
Clarity–who do you want, and why – setting priorities
Dig the well before you are thirsty – building a file
What you and your community have to offer – the sale
Orientation and probation - The Village Rules
Supervision – Oversight is not micromanagement
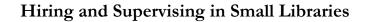Your plan for next steps

1pm-4pm:
Coaching in the workplace

The positive reinforcement model:
    Catch them, tell them, and reward them
Identifying goals
Practicing the coaching model
Your plan for next steps

Culture is not immutable; it can change.
You can change it.

Outgamie Waupaca Library System – February 24th, 2016
Pat Wagner–sieralearn.com

Resources

- Marcus Buckingham & Curt Coffman. *First, Break All the Rules: What the World's Greatest Managers Do Differently.*
- Clark A. Campbell. *The One-Page Project Manager: Communicate and Manage Any Project With a Single Sheet of Paper.*
- Roger Fisher and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In. (and anything else they wrote)*
- John Gastil. *Democracy in Small Groups: Participation, Decision Making & Communication. (And anything else he wrote)*
- Robert Greenleaf. *Servant Leadership. (And anything else he wrote)*
- Dick Grote. *Discipline Without Punishment: The Proven Strategy That Turns Problem Employees into Superior Performers.*
- Linda Hill. *Becoming A Manager*
- Elliott Jaques. *Executive Leadership: A Practical Guide to Managing Complexity.*
- Tom Kendrick. *Results Without Authority: Controlling a Project When the Team Doesn't Report to You.*
- Joan Magretta and Nan Stone. *What Management Is: How It Works and Why It's Everyone's Business.*
- Patrick J. McKenna and David H. Maister. *First Among Equals: How to Manage a Group of Professionals.*
- Roger K. Mosvick and Robert B. Nelson. *We've Got to Start Meeting Like This: A Guide to Successful Meeting Management.*
- *Stanley Portney. Project Management for Dummies.*
- Project Management Institute. *A Guide to the Project Management Body of Knowledge.*
- Karen Pryor. *Don't Shoot the Dog: The New Art of Teaching and Training.*
- Claire Raines and Lara Ewing. *The Art of Connecting: How to Overcome Differences, Build Rapport, and Communicate Effectively with Anyone.*
- Eric Verzuh. *The Fast Forward MBA in Project Management: Quick Tips, Speedy Solutions, and Cutting-Edge Ideas.*

Checklist

1. Why Good Employees Leave?
   a. Poor supervision is the main reason (bad boss).
   b. Lack of opportunities for career growth (no delegation).
   c. Money and benefit issues (no support).
   d. Turned into "bad" employees (all of the above).

2. How To Address These Issues Today
   a. The management issue: What needs to be in place while you are waiting for your managers to improve.
   b. What if it is you? Mistakes even experienced directors and managers make.
   c. Using the strategic plan to address career growth.
   d. The good fight for better pay.

3. For the Future - Preventative Actions
   a. Better recruitment strategies.
   b. A community issue - growing good employees.
   c. Evolving leadership for better long-range planning.

4. What are you going to do next?
   a. Political constraints.
   b. Economic constraints.
   c. Belief system constraints.

Why Good Small-Town Employees Leave?

1. Poor Supervision is the main reason (bad boss)

    ____ Incompetent managers.
    ____ Lack of feedback and evaluation.
    ____ No one is disciplined or fired, or only some are.

2. Lack of opportunities for career growth (no delegation)

    ____ No opportunities for increased responsibility.
    ____ No opportunities to do new things.
    ____ Passed over with no reason.
    ____ No opportunities to learn.

3. Money and benefit issues (no support)

    ____ Dead end financially.
    ____ Library leadership does not seek more money.

4. Turned into "bad" employees (all of the above).

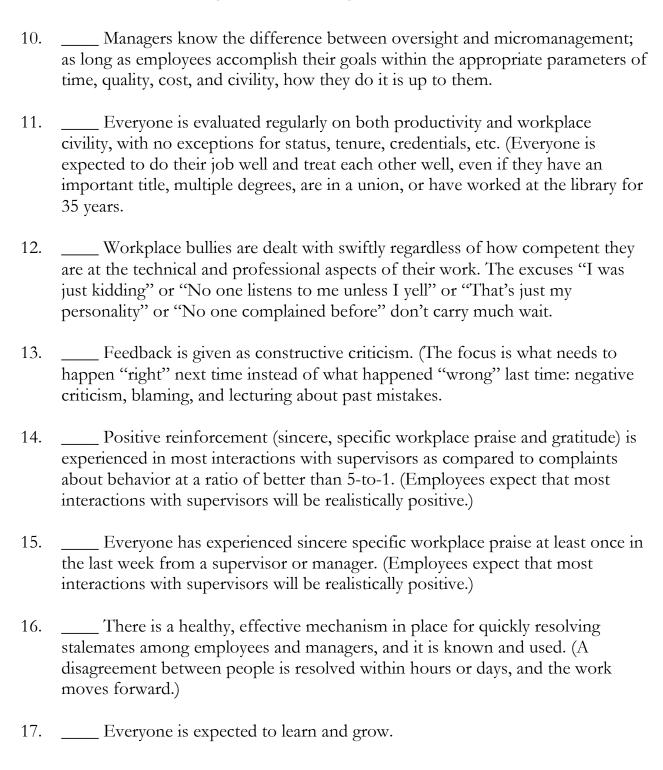   ____Hiding out – no expectations

5. Other?

How to Address These Issues Today

The management issue: What needs to be in place while you are waiting for your managers and employees to improve:

1. Negotiated and clearly understood expectations.
2. Positive reinforcement – praise for doing things well.
3. A way for employees to provide feedback to supervisors.
4. Positive evaluations: What have you done right and what do you need to work on for the future?
5. Involvement in decision-making not limited to input.
6. Growth: What will be different, better, more challenging on the job in the future.
7. How will conflicts be negotiated?
8. How can additional responsibility be earned?
9. Opportunities for training and education.
10. Finding mentors.
11. Opportunities for making a contribution.
12. Assistance with recruiting replacement, if necessary.
13. Opportunities outside the library.
14. Timetables for climbing the ladder.
15. Honesty about alternative plans.

Improving Your Library

Please score each item as it applies to your library on a scale from one to ten, corresponding to from never to always. You can use a number grade more than once.

1. _____ Everyone is treated like a peer by everyone else. (It is part of the culture of the library that everyone says good morning, please and thank-you to everyone with good will, no matter what their relative positions.)

2. _____ Clear expectations are communicated during the recruitment, hiring, and evaluation process, and the time and effort are made to verify that new hires do understand their job. No one has to guess what is required to succeed.

3. _____ Policies and procedures are written down, and everyone has their own copy. "If the plan is in your head, there is no plan," is taken seriously.

4. _____ Everyone gets the same information at the same time, regardless of his or her position in the library. No one is allowed to hoard information.

5. _____ Everyone knows who makes decisions, what decisions they get to make, and how decisions are made. Transparency breeds trust.

6. _____ Everyone has the opportunity for input and to receive feedback about why their ideas were accepted or rejected.

7. _____ Everyone has the opportunity for leadership on committees and collaborative projects.

8. _____ Decisions that arise from meetings are communicated to everyone within 24 hours after the meeting. Communication to staff is the number one priority.

9. _____ Everyone receives continual (at least twice a year) training on management and supervisory skills as well as cross training in technical and professional skills. Supervisors and managers are coached and evaluated on their successes managing people, not just on their technical and professional skills.

10. ____ Managers know the difference between oversight and micromanagement; as long as employees accomplish their goals within the appropriate parameters of time, quality, cost, and civility, how they do it is up to them.

11. ____ Everyone is evaluated regularly on both productivity and workplace civility, with no exceptions for status, tenure, credentials, etc. (Everyone is expected to do their job well and treat each other well, even if they have an important title, multiple degrees, are in a union, or have worked at the library for 35 years.

12. ____ Workplace bullies are dealt with swiftly regardless of how competent they are at the technical and professional aspects of their work. The excuses "I was just kidding" or "No one listens to me unless I yell" or "That's just my personality" or "No one complained before" don't carry much wait.

13. ____ Feedback is given as constructive criticism. (The focus is what needs to happen "right" next time instead of what happened "wrong" last time: negative criticism, blaming, and lecturing about past mistakes.

14. ____ Positive reinforcement (sincere, specific workplace praise and gratitude) is experienced in most interactions with supervisors as compared to complaints about behavior at a ratio of better than 5-to-1. (Employees expect that most interactions with supervisors will be realistically positive.)

15. ____ Everyone has experienced sincere specific workplace praise at least once in the last week from a supervisor or manager. (Employees expect that most interactions with supervisors will be realistically positive.)

16. ____ There is a healthy, effective mechanism in place for quickly resolving stalemates among employees and managers, and it is known and used. (A disagreement between people is resolved within hours or days, and the work moves forward.)

17. ____ Everyone is expected to learn and grow.

What if it is you?
Mistakes even experienced directors and managers make.

1. My employees know I respect them; therefore, it is not necessary for me to…

2. Writing things down stifles creativity.

3. I do not suffer fools lightly. (Benign contempt.)

4. I tried that already.

5. I have been here 20 years and no one ever complained before about my behavior.

6. I am a professional: How dare you question my actions!

7. I never ask my staff to do things I would not do myself.

8. I take care of them so they don't need a union or grievance rules.

9. If it is not broken…

10. I never plan to retire or leave.

11. I don't need to go to continuing education myself.

12. The situation will resolve itself naturally.

13. It is too much trouble to do something about Maude's behavior.

14. How many times do I have to tell you…

The good fight for better pay

1. Evolve better relationships with decision-makers.
2. Build alliances with other employers.
3. Learn your community's political pressure points.
4. Conduct research on successes.
5. Align yourself with champions of character.
6. Make money for staff a priority.
7. Invest in longterm actions in the larger community.
8. Look into foundations, grants and alternative funding.
9. Look at R.A.V.E. (Recognizing and Valuing Employees) programs that formally and informally provide employees with significant non-monetary and monetary rewards.
10. Partner with more prosperous organizations.
11. Invest in political currency; work on other people's issues.
12. Become smart about money and finance.
13. Look at community issues regarding other kinds of underpaid public workers: teachers, firefighters, nurses, police officers and deal with this at a higher level.
14. Work on smarter benefits.
15. Educate everyone on the staff about budgets and finance.
16. Pick your battles.

Preventative Actions – Recruitment
(Increasing the pool of professionals and paraprofessionals)

1. Existing library support staff.

2. Staff of the library's larger institution or related institutions.

3. College juniors and seniors who live in your community.

4. Working age adults starting their college careers.

5. Other degreed professionals.

6. Historic Native American Indian and black college students.

7. Recent refugees and immigrants.

8. Older community members with family wanting to move back.

9. Guidance and career counselors.

10. Community alliances to grow employees.

11. Making mentoring a priority.

12. Patrons and volunteers as scouts.

The Danger of The Village Rules

Every culture, every village, every family, every boat and every library workplace have customs that become rules of behaviors. These rules are not written down, but everyone seems to know them, take then for granted and consider them the norm. Eventually, they can become sacred cows.

"It is just common courtesy to say hello in the morning."
"Everyone knows you are supposed to put the toilet seat down."
"Respect for the elders means we never interrupt Grandpa or sit in Mom's chair at dinner."
"Only barbarians put mayonnaise on pastrami!"

Sometimes those rules are prejudicial and have actually become illegal, such as rules that men could not be nurses, and members of cultural or ethnic minorities could not be bosses of members of the majority culture or ethnicity.

First, see if you can remember and write down five tacit rules from your family or culture.

Then, see if you can remember and write down five tacit rules from your library.

"We always take turns at circulation."
"We never take turns at circulation."

The Sacred Cows

In American culture, a *sacred cow* is something that we think or do that cannot be questioned, is taken for granted, is protected from change, and may have started as an important principle, but might no longer serve the purposes of the organization. Professions have sacred cows. Individual institutions have sacred cows. Individuals have sacred cows as well; these are also called *"self-limiting belief systems"*. These include stereotypes as well.

Sacred cows needed to be tested against current information. Also, are they preventing us from achieving our mission and vision at too great a cost?

Some examples of the underlying premises of sacred cows:

- The rules are more important than the people.
- We have done it that way for years.
- Only certain people can do certain things.
- MLS versus paraprofessional versus volunteer versus library user roles: who get to do what and who gets to make decisions.
- People don't change.
- Status (age, seniority, education, socioeconomic status) is more important than ability.

1. What are some sacred cows of the library profession?
2. What are some sacred cows of your community?
3. What are some of the sacred cows of your own library?
4. For extra credit – what do you think are some of your own self-limiting beliefs about your work at the state library, the library council or in the greater library community?

Examples of a Hiring Self-Test

Please give yourself a score of 1 to 10 for each of these statements. Which have you improved since you first started working?

1. ___ I keep track of information.

2. ___ I make eliciting the best from others my first priority.

3. ___ I think and write before I act.

4. ___ I like to build teams and delegate.

5. ___ I receive satisfaction from the success of others.

6. ___ People like to work for me because we get things done.

7. ___ I can increase most people's productivity.

8. ___ I think about how the library's departments interact.

9. ___ I communicate the bigger picture every day.

10. ___ I am good-humored and effective under stress.

11. ___I am able to impose consistent, humane, and appropriate consequences in a timely fashion, including disciplining and firing people as needed.

How could you improve your scores?

Motivation
What helps people feel committed and inspired?

1. Listen for their stories. What is important to them, on their terms? What gives their lives meaning and purpose?
2. See all the facets of your employees, colleagues, customers, students, faculty, administrators, support staff, supervisors, taxpayers and leaders, not just the good or the bad?
3. Use the values that are significant to the person, in the language or words he or she uses, from his or her perspective.
4. Learn from them. Ask questions before you tell someone what to do; maybe you don't have to micromanage after all!
5. Stay in the present moment and talk about a compelling future. Tell them what you want, not what you don't want. Be concise.
6. Pay attention to the details of your behavior, so that you use the same sets of behavior with the people you like AND the people you don't like. Keep track so you don't forget anyone.
7. Less than five praises to one criticism can cause feelings of depression in healthy people. Do you notice people only when they are wrong?
8. Beware of cheapening praise by "gushing."
9. Say thanks with your whole body: eyes, voice, smile and posture.
10. Praise so that it does not sound empty, rote and insignificant.
11. Model the behavior you want to elicit from others. Accept criticism gracefully, invite specific feedback, praise publicly, thank people for their help, let others manage and lead, delegate significantly, share the rewards, keep in touch, do not choose to whom to be polite based on status, position, tenure, or title, treat everyone with the same courtesy.
12. Help colleagues to save face: Criticize only in private. Take responsibility for the mistakes you have made with employees in the past; these can haunt you when you change your behavior.
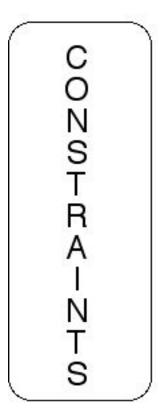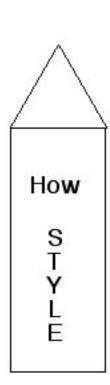
Supervision Cheat Sheet

1. Focus on external evidence, not on hearsay or interpretations of intentions. Use neutral language to describe behavior.
2. Take positive action despite what other people are doing.
3. Move towards your own better behavior—next and instead!
4. Communication is not give and take, it is give and seek!
5. Don't get angry; get interested.
6. Stay unconditionally constructive.
7. Ask for preferences from people with whom you are not communicating well.
8. Mistakes are information.
9. Seek feedback from everyone: What should you be doing differently?
10. Decide how to handle mistakes before they happen.
11. Use all three "influence" strategies: Rapport, information, and action.
12. Renegotiate your social contracts, so you are not compensating emotionally in the workplace for chronic home problems.
13. Create your own compelling workplace future; keep looking for your next customer/adventure. Actively job-hunt!
14. Stay level: relaxed, alert, good-humored. No sarcasm.
15. Speak only for yourself; respond directly to other people.
16. Participate instead of lurking.
17. Discuss an event only with the person with whom it happened.
18. Assume you are part of the problem and part of the solution.
19. Stay in the present moment; work for the better future
20. If you don't know what to do, stay civil.
21. Find joy every day in your life.
22. Set other people up for success; start with small steps.
23. Find the good in others.

What to Accomplish: Sorted Goals

What to Accomplish: Sorted Goals

What to Accomplish: Sorted Goals

CONSTRAINTS

How

STYLE

CONSTRAINTS

Outgamie Waupaca Library System – February 24th, 2016
Pat Wagner–sieralearn.com

The Importance of Precision
Respect, and other words that have no meaning

One skill required for effective communication is the ability to talk and write about specific behavior in a precise and concrete manner.

What is the physical evidence that describes what you mean?

For example, many people who are unhappy about how they are being treated by their supervisors will say they want "respect". By using the word "respect," they are not giving the other person specific information. Here are some specific requests for "respectful" behavior.

1. "I want you to address me by my name, instead of 'Hey you!'"
2. "I want to be introduced to visitors to the library."
3. "I want to be invited to budget meetings at least once a month."
4. "I want to have your attention without your interrupting our conversations in your office to take phone calls."
5. "I want you to let me finish my sentences."
6. "I want to see some of my ideas implemented or know the reasons why they not being used."
7. "I want to be included in decision-making that affects my job."
8. "I want to be asked to stay late, not told."
9. "I want the rules to apply to everyone in the library equally."
10. "I want you to be quiet and look at me when I am giving presentations in team meetings."
11. "I want a turn running staff meetings."
12. "I want you to give me criticism about my work in private, not in front of my team members."
13. "I want you to say hello to me every day."
14. "I want to be given more difficult projects."

Coaching: The Positive Reinforcement Model

Catch them; tell them; reward them.

1. Get to know the person you want to coach when they are at their best.

2. Observe the person in different settings and situations with different people if you can; are they at their best with you or other people?

3. Look for what you want to praise before you pick the thing you want to improve. (CATCH them doing something right.)

4. Compliment them on the behaviors that work. Give the person information about what you like about what they are doing; this gives them a sense of perspective. (TELL them they are doing it right and REWARD them for doing it right.)

5. Provide them with an assignment that will "stretch" them into new behavior.

6. Compliment them on what worked. (CATCH, TELL, REWARD)

7. Give them more assignments to "stretch" their behavior.) (CATCH, TELL, REWARD)

8. Continue to observe them in their normal work.

9. Tell them what is new about what they are doing and how they are doing it: State what they successfully have carried over from their new "stretch" assignment. (CATCH, TELL, REWARD, repeat.)