

Motivating Staff in a Changing Environment

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Goal

In this often stressful, fast-paced, competitive and outcomes focused climate, child care serving agencies are often asked to adapt and to be flexible in the face of potential or realized change.

This workshop, designed for those responsible for management and supervision in child care resource and referral programs, will provide participants with the opportunity to examine, and enhance their understanding of the part that supervisors play in motivating staff while managing change in the work place.



Introductions

- Name, Agency and Role
- How long have you been supervising?
- What motivated you to join this field?
- Give one example of a supervisor that motivated, one that de-motivated.

- One expectation for the training.



Objectives

As a result of this training, participants will:

1. Identify examples of workplace change that may effect staff motivation at NYS CCR &R programs
2. Enhance their understanding of key change management and motivational theories
3. Increase their awareness and skill in applying effective strategies to improve staff motivation and adaptation to change



Agenda

- Introductions
- Understanding Change in the CCR&R programs
- Overview of Organizational Change Management Theories
- Planning for Change: A Manager's Role
 - LUNCH
- Creating a Motivating Work Environment
- Professional Development
- Using Feedback to Enhance Adaptation



“The Only Constancy is Change”

- What does this mean to you?
- The speed and nature of change, has changed
 - “Jump Time”
- More pervasive, more intense
- During times of change, you can often have more opportunities for influence

In small groups:

1. Brainstorm examples of change to be managed within your program(s)
 - Select **two** challenging examples
2. Identify potential challenging staff reactions to these changes. What might be fueling these reactions?
3. How might you respond?
4. How might, or did, planning assist in this change process?
5. Report back to the larger group





crisis = danger + opportunity

危机



Lewin & Hughes Three-stage Process

- Stage one: "unfreezing" ("exit" departing from an existing state)
 - It involved overcoming inertia and dismantling the existing "mind set". Defense mechanisms have to be bypassed
- Stage Two: change occurs ("transit" crossing unknown territory),
 - a period of confusion and transition. We are aware that the old ways are being challenged but we do not have a clear picture to replace them with yet.
- Stage Three: "freezing" ("entry" attaining a new equilibrium).
 - new mindset is crystallizing and one's comfort level is returning to previous levels.

Gleicher's Formula $D \times V \times F > R$

- Created by Richard Beckhard and David Gleicher
- Three factors must be present for meaningful organizational change to take place. These factors are:
 - D** = Dissatisfaction with how things are now;
 - V** = Vision of what is possible;
 - F** = First, concrete steps that can be taken towards the vision.
- If the product of these three factors is greater than **R** = Resistance, then change is possible

Change as Loss

Kübler-Ross model: "Five Stages of Grief"

The stages are:

- **Denial**: The initial stage: *"It can't be happening."*
- **Anger**: *"Why me? It's not fair."*
- **Bargaining**: *"Just let me live to see my children graduate."*
- **Depression**: *"I'm so sad, why bother with anything?"*
- **Acceptance**: *"It's going to be OK."*



Planning for Change

- *Plans are of little importance, but **planning** is essential*

Winston Churchill



Change Management Self Assessment

ADKAR Model of Change

- Developed by Prosci with input from more than 1000 organizations from 59 countries. This model describes five required building blocks for change to be realized successfully on an individual level. The building blocks of the **ADKAR** Model include:
 - **Awareness** – of why the change is needed
 - **Desire** – to support and participate in the change
 - **Knowledge** – of how to change
 - **Ability** – to implement new skills and behaviors
 - **Reinforcement** – to sustain the change



So... Agents of Change Must:

- Uncover dissatisfaction with the status quo
 - Identify strengths and weaknesses
 - Create a sense of urgency, proactive rather than crisis oriented
- Provide Vision of a future state
 - Evoke a mental image of the way it will be after the goal is achieved
- Develop a Process to move from status quo to the future state
 - Assist staff in separating from the past and practices that may no longer work, or are not consistent with the new system
 - Carefully monitor the process of change and refine when appropriate
- Reduce the costs of change
 - People often experience change as costly, and therefore resist
- And, have fun along the way!

Cost-benefit analysis

Cost-benefit analysis is a term that refers both to:

- a formal discipline used to help appraise, or assess, the case for a project or proposal, which itself is a process known as project appraisal; and
- an informal approach to making decisions of any kind.

Organizational Considerations



Four Functions of Agency Supervision Offer Opportunities

- Teaching, training and consultation
 - Central function
- Work Design and Coordination
 - Often overlooked
- Monitoring and Accountability
 - Time consuming
- Communication
 - “middle manager”



Lewin's Leadership Styles

Leadership climates defined by:

- (1) Authoritarian
- (2) Democratic
- (3) Laissez-faire



Three Pillars of Leadership

- *Visionary Evangelist*
- *Relationship Builder*
- *Manager of Execution*

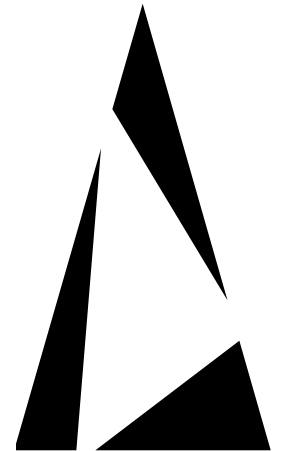
Richard Hagberg, Ph.D. and Jack Forem, (2005), *The Three Pillars of Leadership
Discovery of a New Leadership Model*

Appreciation Inquiry

- A particular way of asking questions and envisioning the future that fosters positive relationships and builds on the basic goodness in a person, a situation, or an organization.
- It enhances a organizations capacity for collaboration and change. Appreciative Inquiry utilizes a 4-stage process focusing on:
 - DISCOVER: The identification of organizational processes that work well.
 - DREAM: The envisioning of processes that would work well in the future.
 - DESIGN: Planning and prioritizing processes that would work well.
 - DESTINY (or DELIVER): The implementation (execution) of the proposed design.
- Builds organizations around what works, rather than trying to fix what doesn't
- Acknowledges the contribution of individuals, in order to increase trust and organizational alignment
- Creates meaning by drawing from stories of concrete successes

Initial Organizational Assessment

- Rate your organization...
- In what way is it a motivating environment?
- In what ways is their room for improvement?
- How does management influence this rating?
Upper? Middle? Front line supervisors?
- What other factors are having impact?
- What could you do enhance the environment? What have you already tried?





Motivating Staff

Motivation

Definition of Employee Motivation

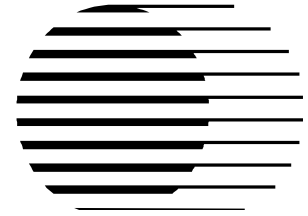
- Twyla Dell writes of motivating employees, "The heart of motivation is to give people what they really want most from work."
 - The more you are able to provide what they want, the more you should expect what you really want, namely: productivity, quality, and service." (*An Honest Day's Work* (1988))



Advantages of Employee Motivation

- A positive motivation philosophy and practice should improve productivity, quality, and service. Motivation helps people:
 - **achieve goals;**
 - **gain a positive perspective;**
 - **create the power to change;**
 - **build self-esteem and capability,**
 - **manage their own development and help others with theirs.**
 - **higher satisfaction = greater retention**

Designing Motivating Jobs



- skill variety
- task significance
- task identity
- autonomy
- feedback

Hackman, J. R., & Oldham, G.R. (1976). "Motivation through the design of work: Test of a theory".
Organizational Behavior and Human Performance. 16 250-279



Six Factors

1. Opportunity
2. Stress
3. Leadership
4. Work Standards
5. Fair Rewards
6. Adequate Authority




What Do People Want from Work?

- Every person has different reasons for working.
- Reasons for working are as individual as the person.
- We all work because we obtain something that we need from work.
- The something obtained from work impacts morale, employee motivation, and the quality of life.
- To create positive employee motivation, treat employees as if they matter - because employees matter. This will help you fulfill what people want from work and create employee motivation.



Maslow's Hierarchy of Needs

- 1. Biological and Physiological needs**
- 2. Safety needs**
- 3. Belongingness and Love needs**
- 4. Esteem needs**
- 5. Self-Actualization needs**



Maslow's major lesson to us is probably not on how to design incentive programs, but on how to design the work place to create an environment that allows employees to develop and enjoy work.”

--- Dr. Ivan Blanco



Working Magic

Making change tolerable, even enjoyable by:

- Giving staff autonomy
- Providing knowledge and skill
- Fostering connections
- Treating fairly



Recognizing Accomplishments



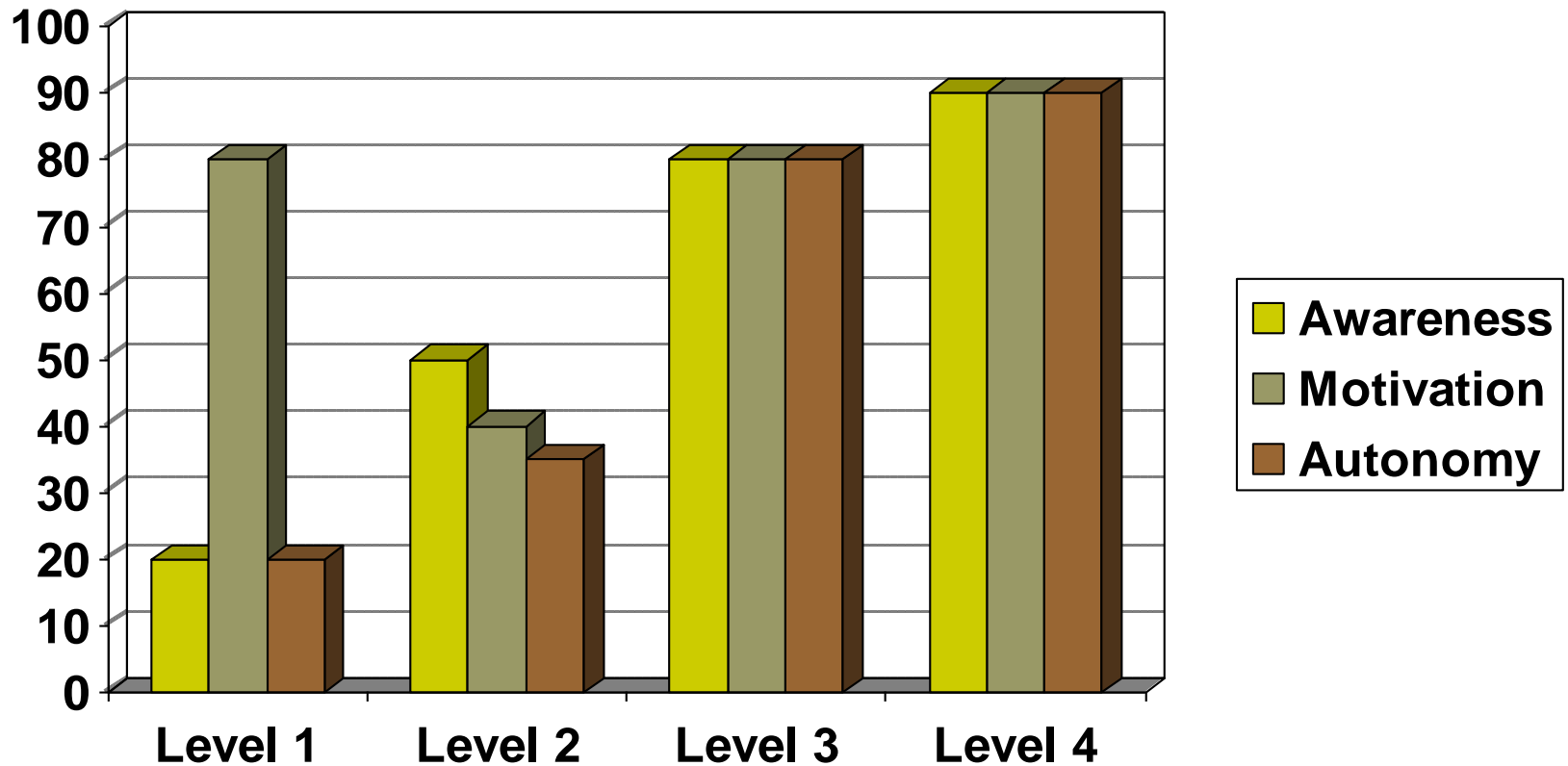
Professional Learning Plans that Motivate

- Mutual assessment
- Shared expectations
- Shared vision
- SMART goal setting
 - Specific, measurable, attainable,
 - Realistic and/or relevant, time related
- Periodic and regular review



Knowing and Adapting Styles

Staff Stage of Development





Motivate through a Learning Alliance

1. Clarity regarding role, function, theoretical basis
2. Facilitating Learning Conditions
3. Goals and Tasks are agreed upon
4. Clear Evaluative Criteria Articulated
5. Cognitive/Learning Styles Understood
6. Multicultural Issues
7. Strengths of current style
8. Managing professional boundaries/ethics

SITUATIONAL



Leadership



TASK BEHAVIOR

The extent to which the leader engages in defining roles, telling what, how, when, and where a task is to be done:

- Goal setting
- Organizing
- Establishing time lines
- Directing
- Controlling

Directive Behavior

This is how I want this done and no other way...okay?



RELATIONSHIP BEHAVIOR

The extent to which the leader engages in two-way (multi-way) communication, listening, facilitating behaviors, socio-emotional support:

- Giving support
- Communicating
- Facilitating interactions
- Active listening
- Providing feedback

Supportive Behavior

Now that we have talked, tell me what you think about my idea.



EMPLOYEE READINESS

R E A D Y	R4	R3	R2	R1	N O T R E A D Y
	Able and willing or confident	Able but unwilling or insecure	Unable but willing or confident	Unable and unwilling or insecure	
	FOLLOWER DIRECTED		LEADER DIRECTED		

Readiness refers to the task

STYLE OF LEADER

HIGH

Relationship Behavior ↑


<p>S3</p> <p>Participating</p> <p>Facilitate & support efforts and share responsibility for decision making</p>	<p>S2</p> <p><u>Selling</u></p> <p>Explain your decisions and provide opportunity for clarification</p>
<p>S4</p> <p><u>Delegating</u></p> <p>Turn over responsibility for decision-making, problem-solving and implementation</p>	<p>S1</p> <p><u>Telling</u></p> <p>Provide specific instructions and closely supervise accomplishment of the task</p>

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LOW

← Task Behavior →

HIGH



“They may forget what you said, but they will never forget how you made them feel”.

Carl W. Buechner

Exercise

- In pairs, utilizing your employee example:
 - Come to agreement on how their readiness may be effecting motivation.
 - What level employee would you say best describes this employee?
 - Which primary style might be most effective?
 - How would you approach the supervisory needs of this staff member to enhance motivation?



Utilizing Feedback and Coaching

- Coaching is a supervisory style/strategy that works to build performance through increasing employee commitment and competence
- It involves setting clear expectations, problem-solving, recognizing success, and providing opportunities for growth
- Techniques to encourage dialogue:
 - Open ended questions
 - Reflective listening
 - Feedback that motivates

Active Listening Motivates

- In pairs:
 - The teller:
 - Share a particular challenge that you have been struggling with. (Choose something you are willing to share.)
 - The listener:
 - Use open ended questions to illicit the story
 - Use positive reflections “What I hear you saying...”
 - Provide a summary with a highlight of strength. “I’m impressed with ...”
 - Process:
 - What was it like to be listened to in this way?
 - What was it like to listen and share positive reflections?
 - How might this way of communication be motivating?

Leadership Action Plan



Professional Development Plan

- Consider change management survey
- Identify 1-2 weaknesses
- What steps will you take to increase your effectiveness? (Be SMART)
- Who can you enlist to assist you in this plan?
- How will you know you have achieved your goal?



Action Checklist for Motivation

- Choose a change management leadership model that works for you
- Remember what has motivated or demotivated you in the workplace
 - Know the difference between short and long motivators
- Find out what your staff want from work
- Be an example “walk the talk”
- Remove demotivators
- Provide support
- Identify incentives
- Update your policies
 - Especially those that affect flexible work, reward, promotion training and development and participation



Wrap Up

- Questions
- Comments
- Evaluations

THANK YOU!