7-1996

Midlands Institute for Non-Profit Management: Building a Solid Foundation

Center for Public Affairs Research (CPAR)
University of Nebraska at Omaha

MIDLANDS INSTITUTE FOR NON-PROFIT MANAGEMENT

Dedicated to Excellence in Non-Profit Management

Building a Solid Foundation

Human Resource Development: Paid and Volunteer Staff

July 8-12, 1996
UNO's Peter Kiewit Conference Center
1313 Farnam-on-the-Mall
Omaha, Nebraska

Offered by:

University of Nebraska at Omaha

CREIGHTON UNIVERSITY

College of Public Affairs and Community Service
College of Continuing Studies

University College

Midlands Institute for Non-Profit Management

DAILY SCHEDULE

July 8-12, 1996

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	**Welcome/Introductions** **Human Resource Issues In Non-Profit Management** Panel Discussion Moderator: Susan Ogborn	**The Employment Process** Legal Aspects Jon Breuning	**Managing Change and the Non Profit Organization** Pete Tulipana	**Organization Design/Development** Introduction to Diversity Management Jeannette Seaberry	**Managing Productivity** Goal Setting and Outcome Measurement Performance Appraisal Process Doug Grieb
10:00	**Break**	**Break**	**Break**	**Break**	**Break**
10:15	**Leadership Style Self Assessment** Discussion and Applications Susan Ogborn Cheryl Miller	**Hiring the Right People** Cheryl Miller	**Managing Change and the Non Profit Organization** Pete Tulipana	**Organization Design/Development** Team Building Communication Patterns Perceptions Jeannette Seaberry	**Managing Productivity** Barriers to Productivity Positive Direction and Development Termination Doug Grieb
12:00	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
1:00	**Creating a Motivational Environment** Mobilizing Staff Cheryl Miller	**Selection Process** Planning Recruiting and Screening Testing Cheryl Miller	**Managing Volunteers Board and Direct Service** Identification of Needs Job Descriptions Recruitment/Orientation Jamie Moore	**Organization Design/Development** Conflict Management Supervision Techniques Jeanette Seaberry	**Wrap-Up Certificates and Graduation**
2:30	**Break**	**Break**	**Break**	**Break**	**End**
2:45	**Reinforcement Through Feedback** Cheryl Miller	**Selection Process** Interviewing Rating and Referencing Cheryl Miller	**Managing Volunteers** Training Supervision Recognition/Reward Jamie Moore	**Organization Design/Development** Discussion/Activity Wrap-up Jeannette Seaberry	
4:30					

Midland's Institute
for Nonprofit Management
1996 Evaluation Form

Session being evaluated:

☐ Day One - Human Resources Issues

☐ Day Two - The Employment Process

☐ Day three - Managing Change & Volunteers

☐ Day Four - Organizational Development

☐ Day Five - Managing Productivity

	Excellent	Good	Fair	Poor
The presenter(s) was well prepared for the presentation	1	2	3	4
The presenter(s) interacted well with the audience	1	2	3	4
The presentation material was presented in a creative manner	1	2	3	4
The information presented was useful and practical	1	2	3	4
Overall quality of the presentation	1	2	3	4
Overall quality of the handbook, materials and handouts	1	2	3	4

Should this session be included in future programs? ☐ Yes ☐ No

I would recommend today's program to a friend or colleague ☐ Yes ☐ No

Additional comments on the Midlands Institute (conference faculty, facility, food, registration information)

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Please comment on C.U. housing accommodations (if applicable)

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II. Leadership Style
Self Assessment

BOSS

BIG CHEESE

MENTOR

LEADER

COACH

MANAGER

SUPERVISOR

ACTIVATOR

LEADERSHIP STYLE SURVEY

Part A: Assessment

Circle the number that reflects the degree to which you agree or disagree with each statement. There are no right or wrong answers, only your personal reactions.

1. I encourage my employees to help each other.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

2. People are interested in getting more from their jobs than just collecting their pay.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

3. People work best when you leave them alone.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

4. I encourage my employees to ask questions about decisions they don't understand.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

5. Employees respect supervisors who ask their advice about problems.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

6. Lots of times managers have to avoid workers when they know the workers are going to complain about something.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

7. When I assign work to my subordinates, I make sure they understand how I want it to be done.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

8. I feel comfortable when my employees are working on their own.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

9. My employees know that I don't have an answer for everything.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

10. Subordinates do a better job when I make it clear that I intend to supervise their work closely and continuously.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

11. If you let employees make suggestions, they will give you bad advice.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

12. Most people want to earn as much money as possible for as little work as they can get away with.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

13. The best workers don't need supervision or instruction; they know what needs to be done and they do it.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

14. I like to get to know my employees.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

15. In setting up a new project, it's a good idea for a manager to ask the people who will be working on the project for their suggestions.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

16. By and large, people take pride in doing a good job.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

17. My employees do a better job because I do not supervise their work closely.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

18. I expect the people who work for me to follow directions without question.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

19. If you are a manager, it's best to assume that people work only because they have to, and not because they like to work.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

20. I let my subordinates complete projects in their own way even if it takes longer.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

21. I don't believe employees should question the judgment of superiors.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

22. No matter how I check up on employees' assignments, they will resent it.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

23. I feel uncomfortable when I do not know what my subordinates are doing.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

24. I trust the people who work for me to get the job done.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

25. I encourage the input of subordinates when setting policy for the group.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

26. Subordinates do not have to be told what to do in order to feel secure.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

27. When my subordinates are working on a project, I stay out of their way and let them do the job.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

28. I allow my subordinates to make decisions so long as they inform me before acting.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

29. When making decisions, I involve people who will be affected by them.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

30. I ask for my subordinates' input when tackling a new project.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	2	3	4	5

EVALUATION OF LEADERSHIP STYLE SURVEY

Refer to the Leadership Style Survey that you completed, and recor responses to the questions on the blank line following each quest add the numbers in each column, and write the total in the box at t column. Obtain your scores by filling in the other boxes and complet calculations as indicated.

Involvement

	1. _____
	4. _____
	5. _____
	8. _____
	9. _____
	14. _____
	15. _____
	24. _____
11. _____	25. _____
18. _____	29. _____
21. _____	30. _____
_____ Total A	_____ Total B

18 - _____ Total A = _____ + _____ Total B = _____ Total AB

_____ Total AB ÷ 14 = _____ INVOLVEMENT

Control

2. _____	6. _____
3. _____	7. _____
13. _____	10. _____
16. _____	12. _____
20. _____	17. _____
26. _____	19. _____
27. _____	22. _____
28. _____	23. _____

_____ Total A   _____ Total B

48 - _____ Total A = _____ + _____ Total B = _____ Total AB

_____ Total AB ÷ 16 = _____ CONTROL

Record the results of your calculations on the following table. Determine whether each score is high, low, or average and whether it is above or below the midpoint. The interpretation of your survey results will be provided during the workshop.

Low	1.00 - 2.33
Average	2.34 - 3.66
High	3.67 and above
Midpoint	3.00

Table 1

Category	Score	Rating: (High, Average, or Low)	Above or Below Midpoint
Involvement			
Control			

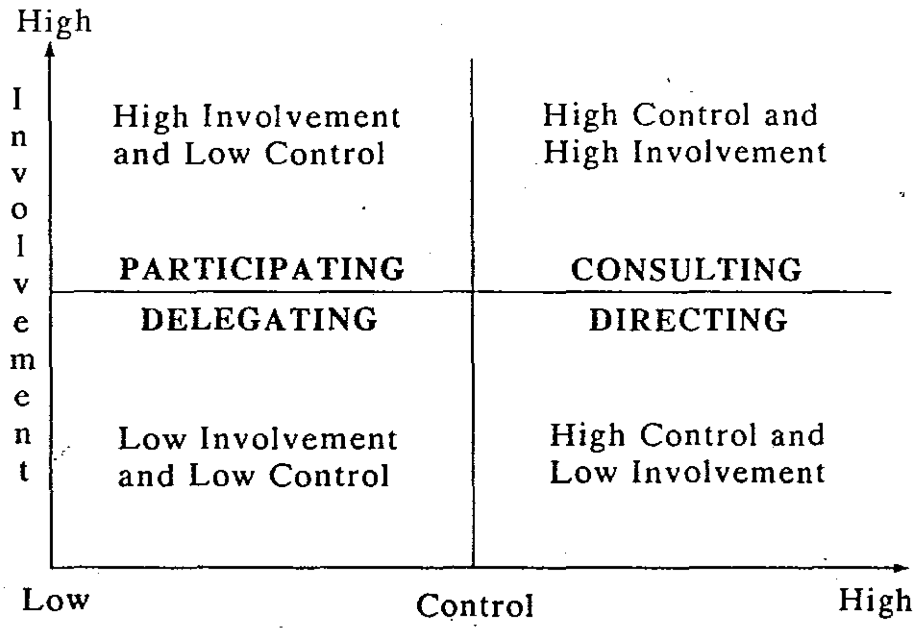
LEADERSHIP STYLE SURVEY INTERPRETATION

Survey Results	Preferred Leadership Style
High Control, High Involvement	Consulting
High Control, Low Involvement	Directing
Low Control, Low Involvement	Delegating
Low Control, High Involvement	Participating
Average Control, Average Involvement	No style preference
Average Involvement, Low Control, and	
Involvement score is above midpoint	Participating
Involvement score is below midpoint	Delegating
Average Involvement, High Control, and	
Involvement score is above midpoint	Consulting
Involvement score is below midpoint	Directing
Average Control, Low Involvement, and	
Control score is above midpoint	Directing
Control score is below midpoint	Delegating
Average Control, High Involvement, and	
Control score is above midpoint	Consulting
Control score is below midpoint	Participating

My preferred leadership style is ______________________

THE LEADERSHIP MODEL

Managers tend to demonstrate four clearly different styles of leadership. As a result of their assumptions about people, they vary in their level of involvement or interaction with the people who report to them and in the amount of control they prefer to maintain in their roles as leaders. The model below illustrates the relationship between these two factors.



INTERPRETING LEADERSHIP STYLE SURVEY RESULTS

A leadership style is a particular pattern of behavior exhibited by someone in leadership. The survey you took examined your perceptions about people, their abilities and their motivation for doing work, preferences regarding communication and interaction with those with whom you lead, and the extent to which you involve them in planning and decision making. The survey indicates the style with which you are most comfortable and generally prefer using. If your survey results indicate that you do not have a leadership style preference, it means that you tend to use all four leadership styles, depending on the situation. Certain other factors influence a leader's preferred style, such as general disposition or personality, skill level, or self confidence.

Directing

*The leader who manages or leads using a **Directing** style provides specific instructions and closely supervises those for whom he/she has responsibility. The leader usually shows a high degree of concern for getting the job done. He/she is task oriented and may be accused of "micro-managing". He/she is not comfortable with delegating his/her authority to others, and likes to stay involved with all aspects of the area (project, department, organization) for whom he/she is responsible. This type of supervisor/manager is excellent at training new people on the job, particularly in job tasks. He/she is generally decisive, and will not keep others waiting for a decision. One can count on him/her to get a job done on time and done correctly. Concurrently, others involved in the job may not have a very good feeling about the work or self.*

*When one takes all of the responsibility for making most or all of the decisions and supervises others' work closely, as the **Directing** style does, he/she creates a great deal of pressure for himself/herself. In addition, subordinates may feel left out and unimportant, consequently they may give less than their best effort. A person who prefers this style must work very hard at recognizing the good work(s) of others as well as acknowledging it.*

Consulting

*The individual who prefers the **Consulting** style of leadership is most often totally immersed in getting the task done and interacting with subordinates. In most cases, this leader will solicit subordinates' opinions about plans or ideas that the leader has already formulated. He/she is usually excellent at "selling" his/her ideas and decisions to those with whom he works. Like the Directing style, however, the decision is generally made by the leader and other than clarification from subordinates, he/she "runs the show". Because of this, subordinates are not usually prepared to assume responsibility and to accept accountability for doing work on their own.*

*The **Consulting** style leader is very effective with employees and others because of his/her encouraging and supportive demeanor. This leader is going to be excellent in getting things done, especially with a group, because he/she is able to balance the necessity to get out work while maintaining the morale of people at a satisfactory level. The person who prefers this style would benefit by "letting go" of daily tasks. It will help subordinates become more confident, more motivated to improve performance and will free the leader to handle more complex tasks when time is critical.*

Participating

*The leader who prefers a **Participating** style of management likes to share ideas and facilitate his/her subordinates in making the decision(s). A more democratic form of planning and decision making comes naturally and comfortably for this leader. He/she shows very little ownership in ideas and/or decisions and prefers to give credit to the "group." Work is accomplished through the commitment of the subordinates. This leader also shows concern for those with whom he/she works, especially in matters that directly affect them in the workplace.*

*Although fairly flexible and encouraging his/her subordinates to share responsibility for decision making and getting the work done, the person who prefers this type of leadership style may not provide enough direction. In situations where time is short and/or employee experience is lacking, the job may not be completed correctly or on time. The **Participating** style leader will do well to establish checkpoints for projects, evaluate subordinates' suggestions in view of past performance or experience, and provide constructive criticism as their work progresses. Continuing to communicate interest in what they are doing will contribute to their sense of security and self esteem.*

Delegating

*The leader who uses the **Delegating** style of leadership often allows subordinates to more or less lead themselves, offering advice or information when asked. Little effort is made by these leaders to either increase productivity or nurture employees. By handing out tasks and subsequently closing out assignments with a signature at job's end, the leader may integrate the activities but is not involved with tasks or employees. This style can be effective if the task is highly routine or clearly defined, and the people are skilled and responsible in the performance of their duties.*

*When the leader does not become involved with subordinates as they do their work, even capable and motivated people may begin to regard the implementation of plans as routine and lose interest in doing a good job. The **Delegating** style leader will do well to make a concerted effort, at regular intervals, to check with subordinates on their decisions, progress and motivations, as well as how the actual work is progressing.*

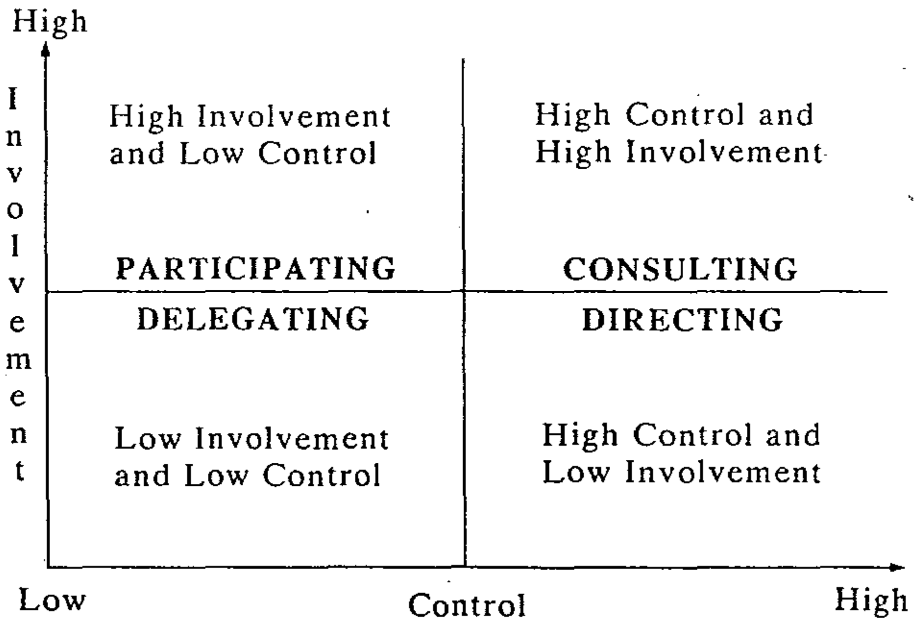
SITUATIONAL LEADERSHIP

Now that we have defined your preferred leadership style, you may be interested to know that the most effective leaders vary their style to fit the various situations that arise. Situational leaders adjust their leadership style to subordinates' task readiness: that leaders should vary their style as subordinates (either individually or as a group) develop and mature.

When a task is new for subordinates, a leader must engage in Directing behaviors (high control & high involvement) to instruct them. Once subordinates begin learning the task, the leader reinforces them using a Consulting style, (high involvement such as praise and encouragement) while still offering direction. After subordinates demonstrate they are willing and able to perform the task, the leader should use a Participating style (low control, but staying highly involved by offering support and consideration). Finally, when subordinates are high in readiness in a particular task, the leader reduces both involvement and control to a low level, using the Delegating style of leadership.

THE LEADERSHIP MODEL

Managers tend to demonstrate four clearly different styles of leadership. As a result of their assumptions about people, they vary in their level of involvement or interaction with the people who report to them and in the amount of control they prefer to maintain in their roles as leaders. The model below illustrates the relationship between these two factors.



Grouches are picky people. They complain constantly. Their job is to point out faults and problems so you can correct them. They blame others for their mistakes and shortcomings. They are negative people who complain that the glass is half empty, and think it's your job to fill it. Grouches won't let you forget the mistakes of the past-both yours and theirs. A boss who looks for errors in employees' work with such relish that he rarely finds anything nice to say about their accomplishments is a Grouch.

Mistakes we make with Grouches:

* We agree with their valid complaints; that reinforces the invalid complaints, too.

* We tune them out and ignore them.

GROUCHES

What to Do with Grouches:

1. Listen to them closely to make them feel important.

2. Make them be specific about their complaints. Force them to document who is involved, what has happened, where it exists, and why it is a problem.

3. Acknowledge what they've said without agreeing with it. "I see the problem you're identifying."

4. Get them to recommend a solution. "What have you done so far? How do you think it should be handled? If you could think of something to do, what would it be?"

5. Drag Grouches into the present and focus them on fixing the future. "Now that we have dealt with the past, let us both agree that as we search for a solution, we won't bring up anything that occurred more than an hour ago."

6. When Grouches are people that you serve (e.g., customers), ask them for a specific request you can fill.

Do-nothings promise everything and deliver nothing. They may be perfectionists who want everything to be just so before they'll act. Their procrastination may be linked to fear of failure, or even fear of success. Sometimes the Do-nothing is capable of accomplishing jobs that are fun, but simply cannot face unpleasant tasks and keeps postponing them. In other cases the Do-nothing has simply not been exposed to role models who follow through. An example of a Do-nothing would be a superior who won't make a decision on a request you've made because she fears the criticism it might bring.

What to Do with Do-nothings:

1. Raise their level of discomfort by rejecting promises you don't believe they'll keep. "Actually, I'd prefer that you not promise to do it that quickly; but get it to me when it's done."

2. Maintain as much control as you can over the action.

3. Help them to remain task-oriented by defining the problem and structuring its solution in terms of specific goals and realistic deadlines.

DO-NOTHINGS

4. Force yourself into the process at key points to keep it moving. "I'll be free at 3:15 P.M. this afternoon; where will you be? Good; call me then at extension 456 with your answer."

5. Confront procrastination and bring any related issues out in the open.

6. Praise them when they are decisive.

Mistakes we make with Do-nothings:

* We leave it totally up to the Do-nothing to act.

* We accept their unrealistic commitments.

Erupters show spurts of Rhino behavior. Most of the time they pose no problem, but they are potentially explosive and can fly off the handle at the slightest provocation.

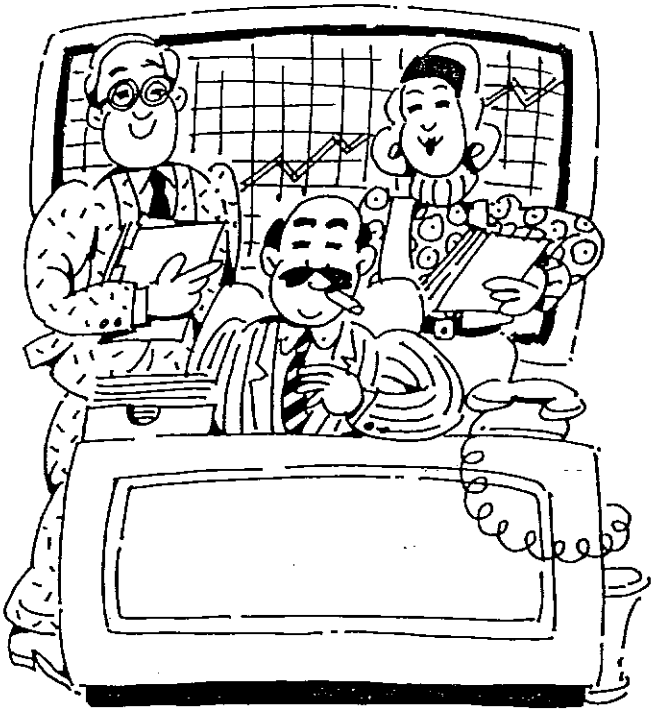
Mistakes we make with Erupters:

* We attempt to reason with them before they finish blowing off steam.
* We counterattack–they escalate.
* We accept their apologies afterward; we miss the opportunity to use the apology to gain a footing to propose a solution.

What to Do with Erupters:

1. Let them vent completely. Listen to them to gain their confidence and to position yourself to propose a solution.
2. Help them to regain composure before reasoning with them.
3. Empathize with their plight without necessarily admitting blame. Say, "I can see why you feel that way."
4. Respond actively and enthusiastically when it's your turn.
5. Address their concerns directly or they'll explode again.
6. When all else fails, say, "What is it you would like me to do?"

MOTIVATING ENVIRONMENT

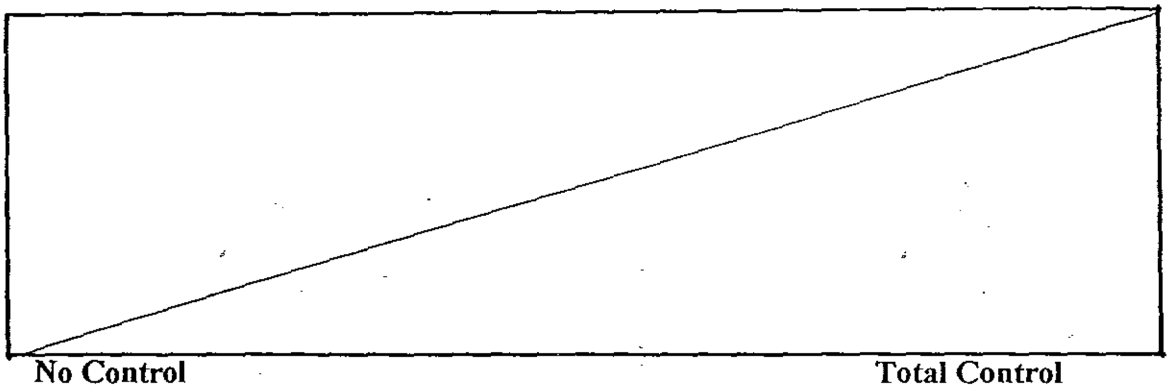


Understanding Control

Events over which I have no control:

Events over which I have total control:

The Control Continuum



Allowing Staff Members Control....

" God grant me the serenity to accept the things I cannot change, courage to change the things I can, and wisdom to know the difference."

Reinhold Niebuhr-The Twelve Step Prayer

Employee Behavior Model

EMPLOYEE ABILITY (Knowledge/Skills)

EMPLOYEE DESIRE	High → Low	
High	I High Ability—*Can* High Desire—*Will*	II Low Ability—*Can't* High Desire—*Will*
↓ Low	III High Ability—*Can* Low Desire—*Won't*	IV Low Ability—*Can't* Low Desire—*Won't*

Low — High

Comments About the Squares

I (Can/Will). Give these employees a free hand. Their results will make you and your unit look good. Delegate as much as possible, and continually enrich their jobs. Holding them back will frustrate and demotivate them.

II (Can't/Will). These people are motivated but lack the skill or competence to do the job properly. One solution is to train and coach them so that their motivation is not lost. Use positive reinforcement, and continually train them to do more and more.

III (Can/Won't). These employees are frustrated. The single best remedy is to increase their task responsibility and job freedom gradually. Some ways to achieve this are to . . .

- gradually *remove job controls*, while retaining accountability;
- *increase* their *accountability* for their own work;
- *allow a complete natural unit of work*—let these employees be involved in the task in some way from start to finish;
- *grant* added *authority* on the job (i.e., increase *job freedom*);
- provide as much *job information* as they want;
- *gradually introduce new and more difficult tasks*, enabling them to develop new skills;
- *assign specific* or *specialized tasks*, enabling them to become expert.

IV (Can't/Won't). These are unwilling and incompetent employees who may need special counseling. Don't allow them to destroy your group's morale and service record. First, try to get a commitment from these employees to improve. If they will not agree, try to get special counseling help. If this also fails, remove them from the job. The alternative is likely to be poor performance from your entire work team.

The ABC's of Management: A Summary

The One Minute Manager

The term:

A	B	C
ACTIVATOR	BEHAVIOR	CONSEQUENCE

What it means:

What a manager does before performance	Performance: What someone says or does	What a manager does after performance

Examples:

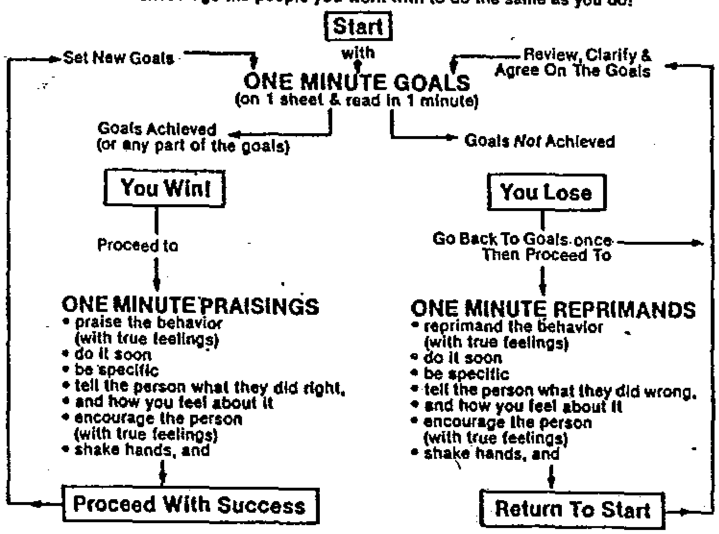
One Minute Goal Setting • Areas of Accountability • Performance standards • Instructions	• Writes report • Sells product • Comes to work on time • Misses deadline • Types letter • Makes mistake • Fills order	***One Minute Praising*** • Immediate, specific • Shares feelings ***One Minute Reprimand*** • Immediate, specific • Shares feelings • Supports individual ***No Response***

A very brief summary of

THE ONE MINUTE MANAGER'S "GAME PLAN"

How to give yourself & others "the gift" of getting greater results in less time.

SET GOALS; PRAISE & REPRIMAND BEHAVIORS; ENCOURAGE PEOPLE; SPEAK THE TRUTH; LAUGH; WORK; ENJOY and encourage the people you work with to do the same as you do!



The First Secret

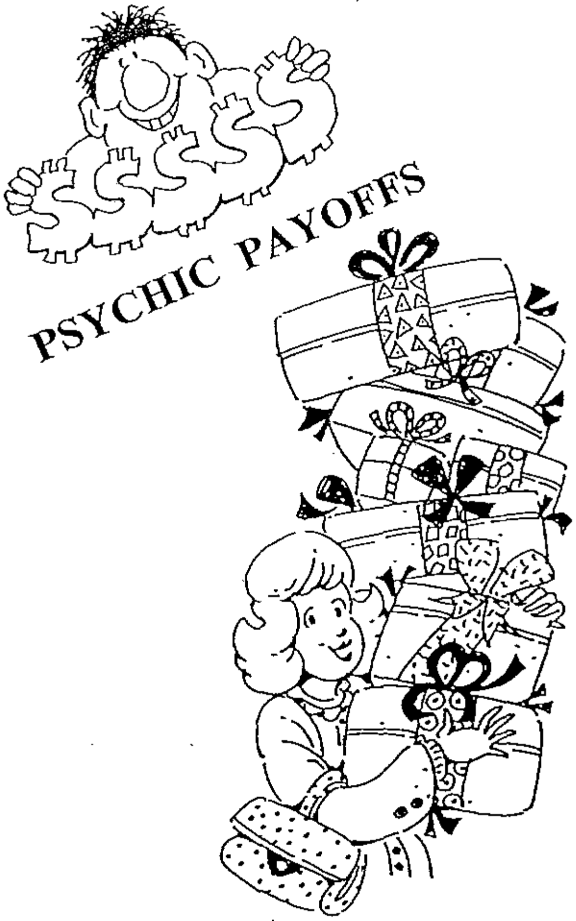
One Minute

GOAL SETTING

The Second Secret

One Minute

PRAISINGS



1.
2.
3.
4.
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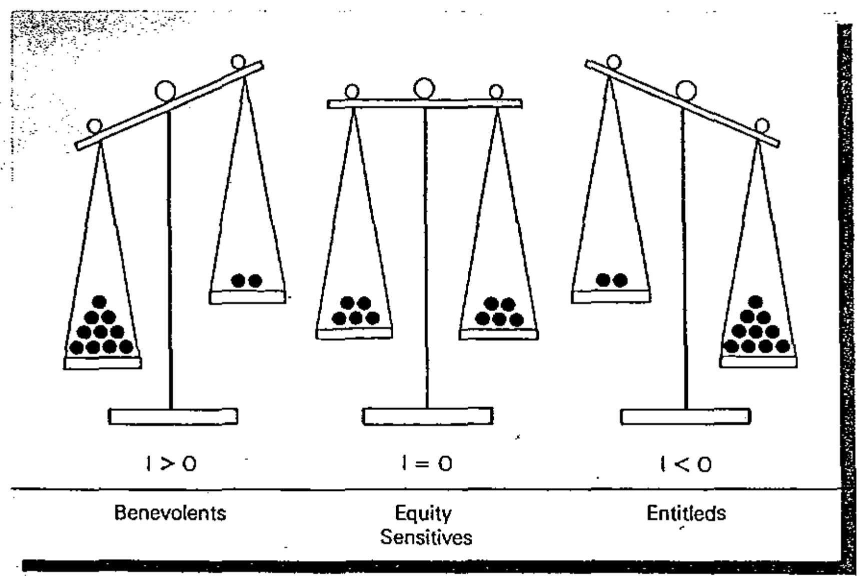
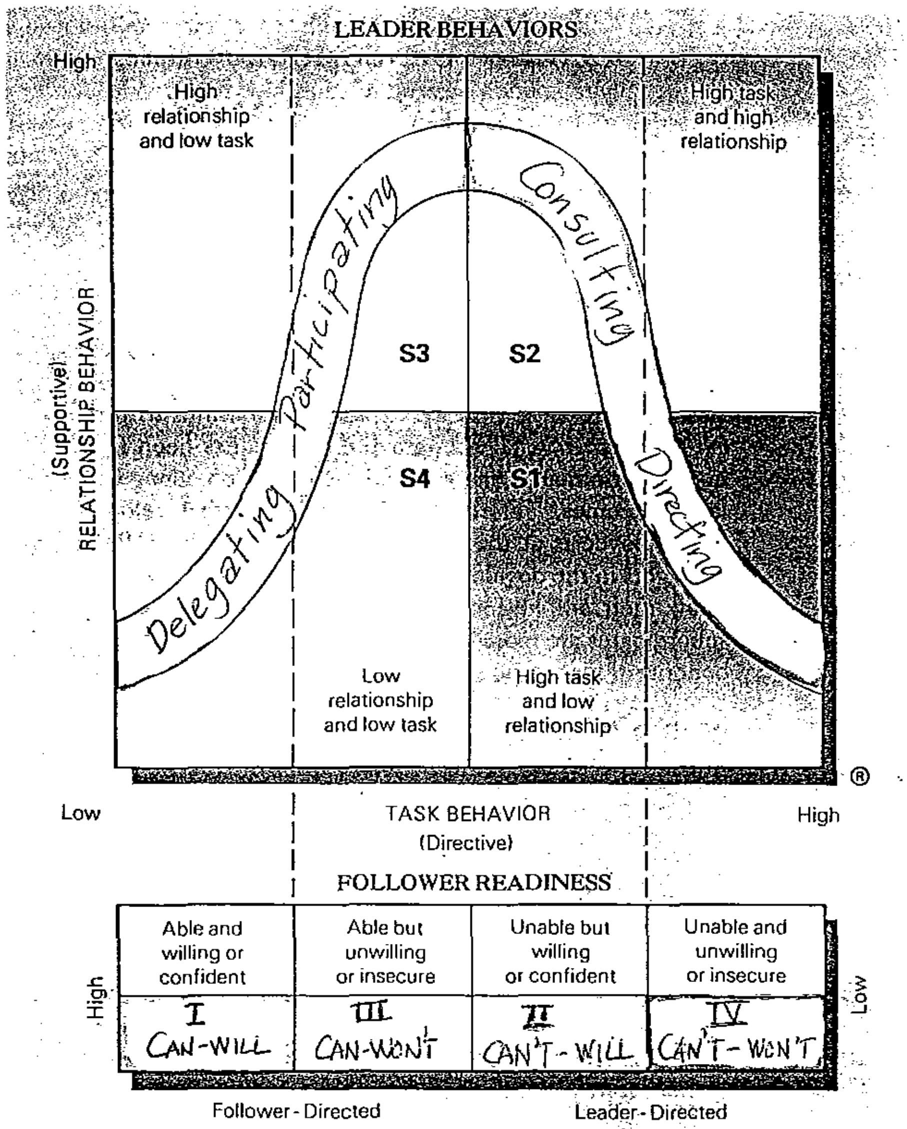
****

THE EQUITY SENSITIVITY CONTINUUM



SITUATIONAL LEADERSHIP

Adapting Leadership Style(s) to Follower Readiness



"We Are Having A Conflict"

GROUCHES

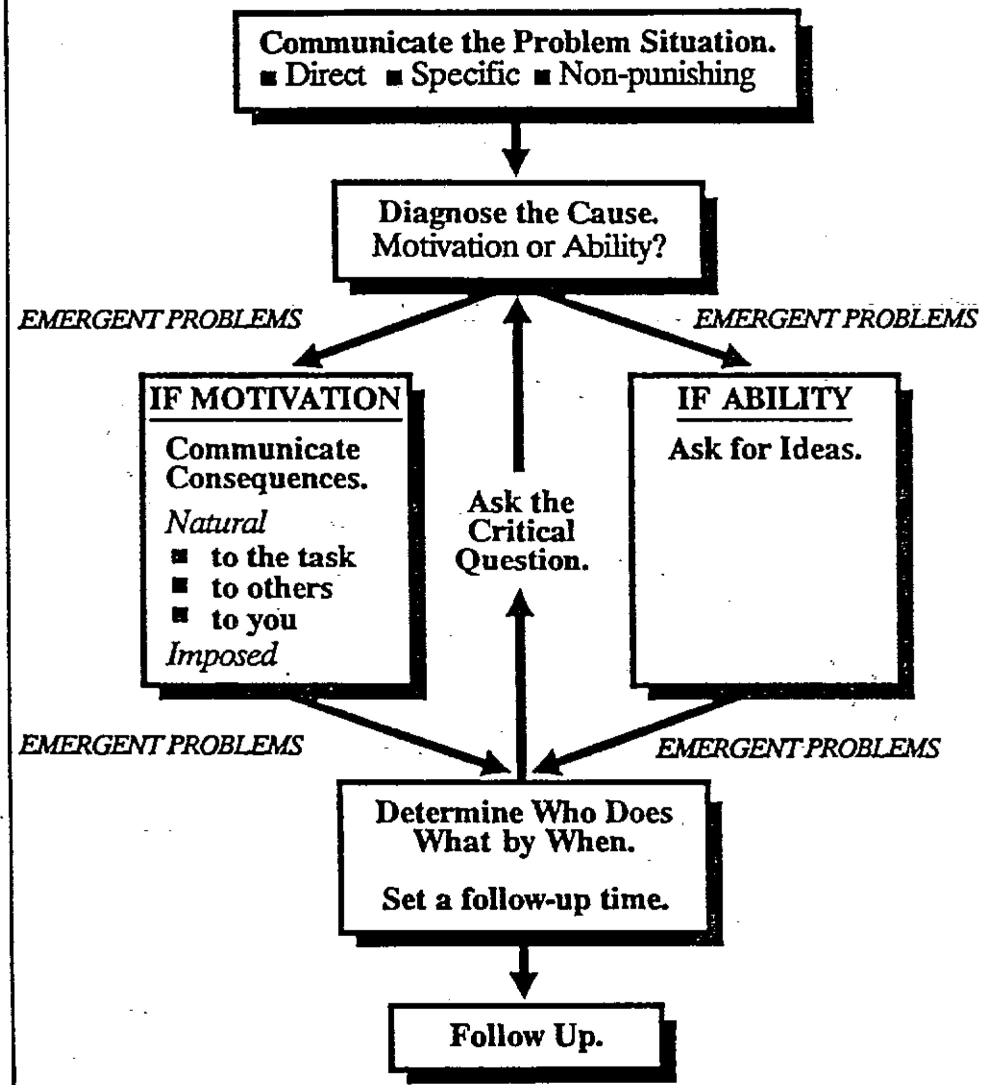
DO-NOTHINGS

RHINOS

ERUPTERS

SNAKES

PROBLEM SOLVING MODEL



POSITIVE REINFORCEMENT

(1) Communicate exactly what it is that the person has done well - relate the action to the objectives that have been set

(2) Communicate the positive impact the action could have (or did have) on the job or the task

(3) Reward the action - "thanks" is a good place to start

Remember...be ***timely*** and recognize ***improvements*** or ***progress*** along the way, as well as ***completions***.

PROBLEM SOLVING

(1) Be ***direct*** - don't delay talking about it

(2) Be ***specific*** - focus on observable facts and explain how what you observed differs from what you expected

(3) Be ***non-punishing*** - keep the conversation professional, not emotional - focus on behavior and not the person

(4) Determine if it's ***motivation*** (I don't want to) or ***ability*** (I can't)

The Third Secret

One Minute REPRIMANDS

THE EMPLOYMENT PROCESS

COMPONENTS:

A. DETERMINING HUMAN RESOURCE NEEDS OF ORGANIZATION

B. RECRUITING & SELECTING EMPLOYEES & VOLUNTEERS

C. SOCIALIZING (ORIENTING & TRAINING) THE NEW RECRUITS

++

A. DETERMINING HUMAN RESOURCE NEEDS OF ORGANIZATION

1. ANALYZE WHAT KINDS OF PEOPLE THE ORGANIZATION NEEDS DESCRIBE USING JOB <u>DIMENSIONS</u>

<u>Employed Staff</u>
a. Job Duties
b. KSA
c. Education & Experience
d. Behaviors Needed To Be Effective Performing Duties
e. Physical Requirements To Do The Job
f. Personal Habits (Drugs-Smoking)
g. Interests, if Related to Performing Duties
h. Behaviors Needed to Be Effective in the Organization

<u>Volunteer Staff</u>
a. Job Duties
b. KSA-Education & Experience
c. Behaviors Needed To Be Effective Performing Duties
d. Interests
e. Desires

+++

++

B. RECRUITING & SELECTING EMPLOYEES AND VOLUNTEERS

==

1. RECRUITING

Gathering qualified interested candidates...

a. current employees
b. word-of-mouth
c. referrals from employees/ board
d. agencies-private & public
e. temporary agencies
f. advertising
g. local colleges

==

2. OBTAINING RELIABLE & VALID INFORMATION

a. Application Form
b. Skills Testing
c. Abilities/Aptitude Testing
d. Behavioral Testing
e. Interview
f. References
g. Background Checks
h. Drug Screening
I. Medical Examination (post-offer)

==

==

3. PREPARING FOR THE INTERVIEW

a. Structured or Unstructured?

b. # of Interviews?

c. Who Will Be Involved?

d. Interview Space-Quiet, Private, Free From Interruptions

e. Prepare Interview Question Guide
    1. Open ended
    2. Behavioral
        a. Example of Job Knowledge or Experience
        b. Contrast/Compare Question
        c. Situational
        d. Self Disclosure

f. Decide On A Rating Scale to Use to Evaluate Each "Dimension" of the Candidate

==

4. CONDUCT THE INTERVIEW (S)

a. Greet and establish rapport.

b. Explain what you are going to do.

c. Ask enough questions to get a good idea of what the candidate is like.

d. Allow the interviewee to ask questions.

e. End the interview by letting the candidate know the next step.

==

5. EVALUATE THE INTERVIEWEE

a. Using a Candidate Rating Sheet, each interviewer rates the candidate on all of the dimensions.
b. Each dimension is weighted before interviewing begins as to its relative importance to the success of the job.
c. If more than one interviewer is rating a candidate, all must come to agreement.

6. CONDUCT BACKGROUND CHECKS (should be a part of the Candidate Rating Form)

a. Job References
b. Character References
c. Background Checks
    1. Credit Report
    2. Honesty/Polygraph/Graphology
    3. Arrest Records/ Fingerprinting
d. Drug Testing
e. Medical Examination

7. MAKE PLACEMENT OFFER

a. Organizational expectations clear
b. Job expectations clear
c. Arrange meeting time

***

C. SOCIALIZATION

1. ORIENTATION

a. Formal program
b. Beginning of introductory or probation period
c. Understand job responsibilities
d. Understand & appreciate organizational culture
e. Develop comfort level with supervisor and co-workers

***

2. MENTORING PROGRAM

***

3. TRAINING

a. On the job
b. Formal-classroom
c. Skills development
d. Seminars
e. College Coursework

PREDICTING CORRELATION
OF
SELECTION METHODS
TO
ACTUAL JOB PERFORMANCE

PREDICTION METHOD	*VALIDITY CORRELATIONS*
ABILITIES/SKILLS TESTS	.53
BEHAVIORAL TESTS	.38
INTERVIEWS	.14
BEHAVIORAL INTERVIEWS	.33
REFERENCE CHECKS	.26

"Validity and Utility of Alternative Predictors of Job Performance" ***Psychological Bulletin,*** **Vol. 96, No. 1, 1984; "Personality Measures as Predictors of Job Performance: A Meta-Analytical Review"** ***Personnel Psychology, Winter 1991.***

CLOSE ENDED QUESTIONS

"Do.......?"
"Is........?
"Was....?

"Do you like your current job?"

OPEN ENDED QUESTIONS

"What.....?"
"How.....?"
"Describe...."
"Tell me about...."

"Tell me what you like about your current job."

PROBING QUESTIONS

ONE STEP

Who, What, When, Where questions...
"When was the project completed?"

TWO STEP

How & Why questions...
"How did you solve the problem?"
"Why did you choose that approach?"

DECIDE ON A RATING SCALE

NUMBERS

1 through 10

0 through 3...

3-Excellent Match
2-Good Match
1-Satisfactory Match
0-Unsatisfactory Match

SIGNS

Arrows, plus/minus, stars/circles....

\+ - Excellent Match
= - Good Match
\- - Not A Match

WE CARE NON PROFIT ORGANIZATION

JOB TITLE: Executive Assistant **JOB CLASS:** N
DEPARTMENT: Administration **DATE OF PREPARATION:** 3/15/96
REPORTS TO (Job Title): Executive Director

JOB SUMMARY:
Provides administrative and clerical support, and coordinates day-to-day activities for the Executive Director. Provides assistance in the managing of projects, such as newsletters, conventions and shows, master shareholder and/or vendor files. Serves as a secretarial support to the management team.

ESSENTIAL JOB FUNCTIONS:

1. Assists the Executive Director in the day to day business of the organization, managing the general calendar, typing correspondence, preparing reports and agendas and coordinating functions with other managerial staff members. (15%)

2. Gathers information and/or news articles, pictures and graphics for newsletters, and performs copy editing, layout and production responsibilities, and ensures their timely distribution to pre-determined audiences. (25%)

3 Attends to the scheduling and all preparation of annual meeting, Board meetings, staff meetings, and any other professional meeting deemed necessary by the ED. Preparation will include, but is not limited to, pre-meeting announcements, agendas, minutes, reports and any other written materials needed, and accommodations for attendees.(20%)

4. Provides management team members support on reports, correspondence, and projects. (15%)

5. Coordinates and distributes information for volunteers as related to their Board committee business. campaigns. Sets up tickler system for follow-up. (10%)

6. Updates master membership files to ensure timeliness and accuracy. Coordinates mailings to volunteer members. (10%)

7. Performs functions of the Receptionist/Secretary as scheduled and/or requested. Delegates appropriate work to Receptionist/Secretary, as needed. (5%)

MARGINAL JOB FUNCTIONS:

1. Performs other related duties as assigned by management.

DIRECT REPORTS:
None

NECESSARY KNOWLEDGE, SKILLS, AND ABILITIES:

1. Knowledge of business etiquette.
2. Knowledge of advanced PC software system operations.
3. Skill on keyboard and operating a personal computer and/or computer terminal, with word processing, spreadsheet, Pagemaker, and other advanced software.
4. Skill in operating office machinery, such as copier, facsimile, adding machine, and telephone.
5. Skill in organizing information, materials, and time.
6. Ability to use good situational judgment in dealing with clients and volunteers.
7. Ability to read, comprehend, and understand written and/or verbal instructions and attend to detail.
8. Ability to communicate verbally in a professional manner with visitors, co-workers, volunteers and executive management..
9. Ability to effectively function as a team player.
10. Ability to maintain confidentiality.

EDUCATION AND EXPERIENCE:

1. High school diploma, or general education degree (GED);
2. Two (2) years experience in a business office setting, preferably in a secretarial or support services position;
3. An equivalent combination of education and experience.

PHYSICAL REQUIREMENTS:	0-24%	25-49%	50-74%	75-100%
Seeing: Must be able to sort mail, read mail, use computer screen and see visitors.				X
Hearing: Must be able to hear well enough to communicate with visitors, co-workers & shareholders in person and on the telephone.				X
Standing/Walking:		X		
Fingering/Grasping/Feeling: Must be able to operate computer & telephone.				X
Climbing/Stooping/Kneeling:	X			

PHYSICAL DIMENSIONS for Lifting, Carrying, Pushing, Pulling:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. Worker sits most of the time, yet the use of arm and/or leg controls require exertion of forces greater than for Sedentary Work.

Note: The statements herein are intended to describe the general nature and level or work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified.

File Name: EXECASST.DOC

LOGO

WE CARE NON-PROFIT ORGANIZATION

ANY TOWN IN THE MIDWEST, U.S.A.

APPLICATION FOR EMPLOYMENT

THANK YOU FOR APPLYING WITH WE CARE TODAY ! We offer competitive wages and benefits, and equal access to employment, programs, and services to all persons regardless of gender, age, race, national origin, religion, veteran status or disability. Those applicants requiring reasonable accommodation to the application and/or interview process should notify our Human Resources Department. YOUR APPLICATION WILL REMAIN ACTIVE FOR 30 DAYS. You will be notified only if we wish you to proceed through the selection process for which you are qualified.

PERSONAL INFORMATION DATE____/____/____

NAME ____________________ SOC.SEC.# __________
LAST FIRST M.I.

PRESENT ADDRESS ____________________
STREET CITY ST ZIP

PERMANENT ADDRESS ____________________
STREET CITY ST ZIP

PHONE # DAY ____-________ PHONE # EVE ____-________
AREA CODE AREA CODE

EMPLOYMENT DESIRED

POSITION EXECUTIVE ASST DATE YOU CAN START NOW WAGE/SALARY DESIRED WILLNEG.

If possible, please read the Job Description for the position desired to answer the following questions:
CAN YOU PERFORM THE ESSENTIAL FUNCTIONS OF THE JOB? Yes ✓ No ____
IF NOT, WHAT REASONABLE ACCOMMODATIONS WOULD YOU REQUEST? __________

ARE YOU EMPLOYED NOW? YES MAY WE CONTACT YOU AT WORK? NO

HAVE YOU EVER APPLIED TO, OR BEEN EMPLOYED BY THIS COMPANY BEFORE? NO WHEN? __________

LIST ANY EMPLOYEE TO WHOM YOU ARE RELATED AT WE CARE __________ REFERRED BY __________

EDUCATION	NAME/LOCATION OF SCHOOL	# YEARS ATTENDED	GRADUATE?	MAJOR
HIGH SCHOOL	ANYTOWN	4	YES	
COLLEGE				
TRADE, BUSINESS, OTHER SCHOOL	BUSINESS SCHOOL	2	YES	SECRETARIAL

GENERAL INFORMATION ARE YOU 18YEARS OR OLDER? Yes No

ARE YOU LEGALLY ELIGIBLE FOR WORK IN THIS COUNTRY? Yes No

ARE YOU ABLE TO MEET THE ATTENDANCE REQUIREMENTS OF THE JOB? Yes No

HAVE YOU EVER BEEN BONDED FOR A PRIOR JOB? Yes No

HAVE YOU BEEN CONVICTED OF A CRIME, EXCLUDING MISDEMEANORS OR TRAFFIC VIOLATIONS, IN THE LAST 7 YEARS? Yes No IF YES, PLEASE EXPLAIN ____________

A "YES" answer does not automatically disqualify you from employment, because the nature of the offense, date, and type of job for which you are applying will be considered.

FORMER EMPLOYERS (List Below Last Three Employers, Starting With Last One First)

	DATE MONTH & YR	NAME OF EMPLOYER	PHONE OF EMPLOYER	POSITION	SUPERVISOR	REASON FOR LEAVING
1.	9/90-PRES	GIRLSCOUTS	333 333	ADM ASST	GIRLSCOUT #1	
2.	8/88-8/90	BOYSCOUTS	444-4444	CLERK	BOYSCOUT #2	BETTER OPPORTUNITY

We will be contacting your former supervisors as references. May we contact your current employer? No

If there is someone other than your supervisor you prefer we talk to, please list his/her name and phone:
Name GIRL SCOUT #3 Employer # 1 Phone 333-3333
Name ____________ Employer # ___ Phone ____________

WHICH OF THESE JOBS DID YOU LIKE BEST? #1 WHAT DID YOU LIKE MOST ABOUT THIS JOB? RESPONSIBILITY FOR MORE PROJECTS

SPECIAL SKILLS PC PROGRAMS - WORD - SPREADSHEET

ANY ACCOMPLISHMENTS OR OTHER INFORMATION YOU WOULD LIKE CONSIDERED READY TO ASSIST WE CARE'S EXECUTIVES

I certify that all of the information submitted by me on this application is true and complete, and I understand that if any false information, omission, or misrepresentations are discovered, my application may be rejected and, if I am employed, my employment may be terminated at any time. I also understand that WE CARE is a "drug free" work place and that I will be required to undergo drug testing before being hired. In consideration of my employment, I agree to conform to WE CARE's procedures, and I agree that my employment and compensation can be terminated, with or without cause, and with or without notice at any time, at either my or WE CARE's option. I also understand and agree that the terms and conditions of my employment, including number of hours and schedule of hours, m ay be changed, with or without cause, and with or without notice at any time by the company.

SIGNATURE OF APPLICANT ____________________

INTERVIEW GUIDE FOR EXECUTIVE ASSISTANT

INTGDPV6.WRD

CANDIDATE______________________________ DATE___/___/___

INTERVIEWER______________________________

1. GREETING
2. RAPPORT BUILDER______________________
3. EXPLAIN WHAT IS GOING TO HAPPEN DURING THE INTERVIEW.
   a. find out how candidate's experience and education fit the requirements of the job.
   b. find out how s/he has acted in past work situations.
   c. give him/her an opportunitiy to find out more about the job.

2. EXPLAIN THAT YOU WILL BE TAKING NOTES SO YOU CAN RECALL THE CONVERSATION.

3. ASK HIM/HER TO BE AS SPECIFIC IN ANSWERING THE QUESTIONS AS S/HE CAN.

ICEBREAKER QUESTION:

DIMENSION______________________________ **RATING**_________

QUESTION 1:

ANSWER:

QUESTION 2:

ANSWER:

DIMENSION______________________________ **RATING**_________

QUESTION 1:

ANSWER:

QUESTION 2:

ANSWER:

CLOSING QUESTION:

Now can I answer any questions you might have about the job?

EXPLAIN FOLLOWUP PROCEDURES.
When, Where, How....

JOB INTERVIEW-HUMAN RESOURCE MANAGEMENT
EVALUATION OF INTERVIEWER

NAME OF INTERVIEWER____

3-VERY WELL DONE 2-GOOD JOB 1- DID OK, COULD IMPROVE SOME

____ GREETING WAS FRIENDLY AND SINCERE & INCLUDED INTRODUCTIONS
____ MADE PERSON FEEL AT EASE...BUILT RAPPORT-HOW???____________
____ EXPLAINED WHAT WAS GOING TO HAPPEN DURING INTERVIEW.
____ EXPLAINED NOTE TAKING.
____ ASKED OPEN ENDED QUESTIONS, USING "TELL ME", "DESCRIBE", ETC.
____ ALLOWED THE CANDIDATE TO DO MOST OF THE TALKING.
____ GAVE THE CANDIDATE A CHANCE TO ASK QUESTIONS.
____ THANKED CANDIDATE FOR COMING IN AND
____ TOLD HIM/HER WHAT TO EXPECT IN TERMS OF FOLLOWUP.

COMMENTS:

JOB INTERVIEW-HUMAN RESOURCE MANAGEMENT
EVALUATION OF INTERVIEWER

NAME OF INTERVIEWER____

3-VERY WELL DONE 2-GOOD JOB 1- DID OK, COULD IMPROVE SOME

____ GREETING WAS FRIENDLY AND SINCERE & INCLUDED INTRODUCTIONS
____ MADE PERSON FEEL AT EASE...BUILT RAPPORT-HOW???____________
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____ GAVE THE CANDIDATE A CHANCE TO ASK QUESTIONS.
____ THANKED CANDIDATE FOR COMING IN AND
____ TOLD HIM/HER WHAT TO EXPECT IN TERMS OF FOLLOWUP.

COMMENTS:

CANDIDATE RATING FORM-NON-PROFIT EXECUTIVE ASSISTANT

NAME____

CANDRT7.DOC

RATING SCALE	WEIGHTING SCALE
3= EXCELLENT MATCH	3= VERY IMPORTANT
2= GOOD MATCH	2= RELATIVELY IMPORTANT
1= MARGINAL MATCH	1= SOMEWHAT IMPORTANT
0= NO MATCH	0= NOT IMPORTANT

CATEGORY	RATINGS NS	RATINGS CM	RATINGS AGREE		WEIGHT	SCORE
EDUCATION				X		
EXPERIENCE				X		
ABILITIES:						
PROBLEM SOLVE	na	na		X		
VOCABULARY	>	>		X		
ARITHMETIC	>	>		X		
GRAMMAR	>	>		X		
SMALL DETAIL SPEED/ACCUR	>	>		X		
INTERVIEW RESULTS:						
TECH PROFICNCY				X		
MOTVNL FIT				X		
INFO MONITOR				X		
ATTN TO DETAIL				X		
BEHAVIORS:						
FRIENDLY	na	na		X		
ASSERTIVE	>	>		X		
SOLO WORK	>	>		X		
FOLLOW RULES	>	>		X		
OBJECTIVITY	>	>		X		
OPTIMISTIC	>	>		X		
CALM	>	>		X		
FACT-FOCUS	>	>		X		
MONEY MOTVN	>	>		X		
HELPER MOTVN	>	>		X		
CREATIVE MOTV	>	>		X		
POWER MOTVN	>	>		X		
KNOWLDG MOT	>	>		X		
OTHER:						
				X		
TOTAL						

VI. Hiring the Right People

MANAGING CHANGE: LEARNING GOALS

1. To understand that an organization's survival is linked to its ability to adapt its organizational culture to the changes in its environment.

2. To be able to define change management and to understand its relationship to long-range planning.

3. To examine the organizational change process, including Force Field Analysis, resistance to change and strategy development.

4. To examine implementation issues and learn the skill of Responsibility Charting.

The Change Masters

Rosabeth Moss Kanter reports on the entrepreneurial spirit in corporate America.

In her most recent book (*The Change Masters*, published by Simon and Schuster), Rosabeth Kanter describes the process of making innovation, enterprise and initiative flourish again in American companies. *The Change Masters* takes its title from a term Kanter uses to describe corporate managers who know which pieces of the past to honor and preserve while moving toward a different future. In this interview with *TDJ* editor Patricia Galagan, she explains her belief that change masters can accomplish an American corporate renaissance and that in this new world there will be more opportunities than ever before for the human resource development professional.

Q. The Change Masters *states that "American corporations are at a critical watershed because they face a transforming economic and social environment which has emerged since the 1960s." Would you describe the transformation that has led to the mood of change you attribute to corporate America.*

Rosabeth Moss Kanter is professor of sociology and of organization and management in the School of Management at Yale University. Active as an adviser to major corporations, she founded the management consulting firm Goodmeasure, Inc., and is currently chairman of its board of directors. She is the author of eight books, including Men and Women of the Corporation, *winner of the 1977 C. Wright Mills Award for the year's best book on social issues. She will be a general session speaker at ASTD's 40th National Conference and Exposition in May 1984.*

A. Until the 1960s, American corporations dominated the world. The U.S. controlled most of the raw materials. We led the world technologically and had one of the most prosperous economies and the best trained work force. But during the 1960s, the way we were organized to do work was no longer viable. We experienced the pressure of increasing foreign competition. The government forced tighter regulations on corporations through the '60s and '70s and then deregulated whole industries in the '80s. A politically active population and a more demanding labor force added their pressures. Other countries caught up technologically. Many things that made the company of the 1950s successful, such as efficiency and control and mechanical systems that more or less ran themselves, don't work now in an era demanding constant change.

The kind of company that is successful

today, and that I believe is our hope for survival, is a very different breed. It is managed very differently, and it is designed to make change a constant rather than a threat. It's designed to allow people to take initiative and to act quickly on ideas. It's designed so that the work force is multiply skilled and multiply trained and can be redeployed quickly as issues change. It's designed to be more responsible to the environment, to customers and to the outside world.

Since 1980, participative management theories have been creeping into the way we think about work and are taking hold in a serious way. By 1990, I think participative management will be the norm. We are living in an exciting historical time. Historians will say that between 1960 and 1990, the American corporation changed its shape.

A company I know well feels that these new ways of managing are so important to its success that they are a competitive

Historians will say that between 1960 and 1990, the American corporation changed its shape. By 1990, participative management will be the norm.

advantage. This company has been experimenting with very participative work systems since 1969 and recently told all of its management that such systems will be used throughout all the company's facilities, even the traditional ones. They have gone from trying to make jobs as specific and narrow as possible to eliminating job categories by grouping and combining jobs. In some of their factories, workers occupy one broad job category and learn a variety of tasks. This is a direct reversal of this company's operating assumptions of a few years ago.

This same company, which makes consumer products, used to keep financial data secret, as most companies do. In the last five years they've turned that practice around. More information goes down to the factory floor than the workers even feel they want. They have new pay systems and new reward systems. They have an entirely new conception of what a manager is and does. To them, such changes don't seem radical because they've been moving into them gradually, but to others hearing and reading about them for the first time such changes appear radical.

Another company that I know well was having tremendous problems with schedule delays on a product design project and so it put in a set of teams that avoided all the problems of the hierarchy. They created a set of people drawn from all over the company, gave them a charter and told them "Do this however you want." The company changed its assumptions about how to get something done.

In the '80s, companies that once thought about how to tighten job descriptions now think about how to broaden them. Companies that have thought about how to divide up departments so that each function maintained only its specialty, now think about how to merge and create contact across fields. Things that used to be considered far out, things your solid Midwestern executive wouldn't consider, such as using encounter group activities to identify corporate culture, are taking hold. There's a new mood. I hear companies questioning their own practice. The degree of introspection in corporate America is way up. These radical changes haven't happened fully, but they will happen within 10 years. There are signs all over in the companies that are most admired.

Q. *You state that the entrepreneurial spirit that produces innovation is associated with a particular way of approaching problems. The term you use is "integrative action," which you describe as "the willingness to move beyond received wisdom, to combine ideas from unconnected sources, to embrace change as an opportunity to test limits." How would the HRD practitioner move a company toward integrative action?*

A. There are many things human resource practitioners can do. The first is to make sure their own house is in order, to look at how they operate as a human resource department and make sure they are being truly responsive to needs outside instead of protecting their professional territory. The leading-edge human resource departments are working as partners with line management in guiding change, and they see themselves as serving the needs of the organization rather than simply developing the perfect training program. They're much more field oriented. They are often the people who bring in resources, who help management broaden their horizons. They often create and facilitate the kind of cross-disciplinary task forces or project teams that bring in new ideas.

In several companies, it's the human resource people who mastermind those kinds of projects and who act as the key facilitators and resources. They are helping make sure that top management, whether divisional or corporate, functions as a team. They encourage bringing in every perspective, thinking about the whole problem. That puts the key human resource person in the position of having to understand the whole business and going beyond his or her specialty. In a project we've been working on recently at Honeywell, the key person instigating, managing and facilitating important change was the human resource person.

Cross training and career rotation through many fields and functions are more important in this new environment of change than they were in the old, and both are clearly within the professional domain of HRD people. Career development should be preparing people to bridge functions, and a goal of training should be making sure that people know more than just their immediate jobs.

Q. *You've written, "If American organizations use the opportunity to arouse the potential entrepreneurs in their midst—the people at all levels with new ideas to contribute—then... they could be renewed, refreshed and readied for a changed world. The spirit of enterprise could thus be reborn, heralding a kind of Renaissance for corporate America." Why such a powerful and important metaphor?*

A. I think there will be an American corporate renaissance if all the trends I've described in *The Change Masters* come to fruition, and if the government supports and encourages them. Renaissance is a strong word to use but it has a lot of appropriate images. It implies intellectual awakening. We're seeing a period in which people are asked to think again. Workers are treated as intelligent beings who can solve problems and think about their jobs. They can read a corporate financial statement. They can learn the corporate mission and contribute to it. There is also an intellectual awakening among top executives who are more aware than ever before of their environment, who are more conscious that the corporation needs a philosophy and a sense of purpose.

Another meaning of renaissance refers to the excitement that is unleashed in people as they have the opportunity to build something new. If people have a chance to be involved in innovation, in change projects, in developing new ideas, new products, new services, new internal systems, you see a tremendous awakening of the human spirit.

The third meaning of renaissance is a broadening of horizons, an end to being insular and chauvinistic and caught within your own small world. Medieval Florence was the crossroads of the world in the Renaissance. People went out from there into the world and learned about other cultures. Corporations today are doing a similar thing. They're visiting each other, learning from each other, learning to tolerate and even appreciate diversity and conflict.

I see a tremendous broadening of horizons on the part of corporate America. In *The Change Masters* I talk about General Motors suddenly discovering it was not just a regional American company but an international company. It discovered there were people other than white males. It discovered other business cultures.

If the HRD function understands how to move the business and how best to integrate and involve people in it, then you can carry out other functions such as training and career development much more effectively with the respect of the line.

Q. *How would someone begin to move a company in the direction of such a renaissance?*

A. The first step is to take a good hard look at what's happening at the moment. You have to know where you are now. We recommend that in taking that hard look you do the same kinds of things you do in strategic planning. We use something we call an innovation audit, based on concepts in *The Change Masters*. Get a sense of what your strengths are, what gets accomplished now. Don't just look at attitudes or at financial results. What are the key accomplishments, and what are the roadblocks? What gets done, and what stands in the way? Top management has to establish this base line across disciplines. They need to take that look together.

The second step is to have a statement of vision. Some people call it a corporate mission or philosophy statement. It must be more concrete than simply saying, "We want to be a place that values people." It should be an idea of where you want to head and what your standards are for knowing whether you've gotten there.

The third step is to start a variety of projects to help move you toward your vision. One such project might be to improve interdepartmental idea exchange. Another would be to give employees an opportunity to solve organizational problems. A top management group can serve as a steering committee, guiding a series of employee projects that address each of the roadblocks uncovered in the statement of vision. People with unique or unusual ideas that could really benefit the business need mechanisms for realizing them fast and outside of normal procedures. Perhaps you need a special pool of funds or a special invitation to people to submit proposals. You need ways to solicit ideas for things that are new and different.

The key point about this third step is that it be guided at the top. The top group, representing all key functions, must be able to bridge the gap between those functions at the top and the people below who must take responsibility for solving some of the problems that have been identified.

Most companies need to do some specific things. They need to look at their recognition systems. Most companies have less recognition, reward and praise than they need for this new world and much less knowledge than is necessary about people's actual accomplishments. Companies need better interdepartmental communication and contact. They need better and more timely information about company plans disseminated to lower levels. They need more opportunities for people to meet informally across levels and across departments, whether that's through picnics and baseball games or conferences, meetings and idea exchange sessions. They have to get people moving around the organization and knowing each other.

Companies need to look at their organizational structure. Many are organized around units that are much too big for meaningful teamwork or fast action. Smaller *is* beautiful. Finally, companies might need to train managers in participative management. I deliberately put this last because many companies do it first and assume that they've solved the problem. A lot of a manager's style is in response to the cues and messages and rewards of the environment. Putting people together in workshops and exhorting them to treat people better doesn't work without all the other system changes.

Q. *Is it possible to achieve renaissance-like system change without a strong top executive?*

A. It doesn't require a strong single top executive if that person is willing to listen and someone else is pushing. But there must be someone pushing. The word I use is a prime mover.

In my model of culture and strategy change, in chapter 10 of *The Change Masters*, I talk about five phases through which a culture change moves. It starts with grass roots innovation, with groups of people experimenting around the fringes. That solves a problem you didn't know you had. Then there's a strategic decision at the top that says this is going to be our style. Then there must be someone pushing it. It doesn't necessarily have to be a single leader. It can be a coalition, but leadership is incredibly important because it's so easy to lose momentum. It's so easy to say these things and not back them up with action. It's so easy to go back to old routines. Change is a lot of work and effort. Without a prime mover pushing change, rewarding it, constantly inquiring about it, moving it to the next step, it's nearly impossible to achieve.

The danger of a single strong prime mover is that change will be seen as a personal program. People will say, "That's Mr. Smith's program, and the rest of us are doing it as long as Mr. Smith is there. But we're not committed to it ourselves, and we don't take responsibility for it." There must be people translating from the top level through the departmental level. The personality of the CEO can be important, but there must be strong support for the system.

A company such as Hewlett-Packard, in which the two founders formed a coalition, is strong not because of a belief system but because of a mode of organizing, rewarding, training, selecting, developing and doling out finances to divisions. All of that supports the value system.

I've just been working with a company that is launching this process. They're already pretty progressive. They're doing a lot of things well, but they are convinced that their industry is undergoing major structural changes and that they must be ready to adapt, and so they have to accelerate even the good things they are doing. The new CEO is very determined, but no one would call him charismatic. The managers below him, each of which has responsibility for a series of divisions, is probably even more forceful about these changes than the CEO. In a quiet way he's making clear he's in favor of them, but the visible pushers are the people at division level, and I think that's why the changes will really take hold.

To talk about change as stemming from personality is misleading. Leadership and the mark of individuals are important, but leaders aren't necessarily a special breed of people who grew up with the right values. People can learn to exercise leadership.

Q. *Would you venture a prognosis for the HRD function based on this hopeful picture of the future of the American corporation.*

A. Let me give you the best and the worst prognosis. The best scenario is that this new world creates more opportunities for the HRD function than ever before. HRD is more important to the company. People are valued. The long-term development of people is a corporate asset. The need for more training and better facilitation increases because more work is done with task forces and project teams. There is tremendous opportunity for continuing education at high levels, for on-line work on problem solving and for becoming a member of the business team.

The worst case scenario is one in which the company acknowledges that all of this is important, but the HRD people are so busy flexing their professional muscle that they seem irrelevant to the business. They're worrying too much about the perfect training design and spending a lot of time sending out questionnaires after training programs to see if people learned the five-step models, and testing to see if video delivery is better than live speakers. They're not thinking enough about what kind of business they are in and what the business needs to become. HRD finds itself pushed aside.

In companies such as Honeywell, HRD people are the key resource to the line manager on how to make important changes. If the HRD function understands how to move the business and how best to integrate and involve people in it, then you can carry out other functions such as training and selection and career development much more effectively with the respect of the line. Carrying out those functions without the broader business perspective won't work. HRD people need to stop thinking of themselves as just educators and start thinking of themselves as a total organizational resource.

Managers Must Know the Mission: "If It Ain't Broke Don't Fix It"

JAIRY C. HUNTER

The author of this article states that managers must know the mission of the organization in order to make sound decisions and initiate constructive changes. For managers to make decisions and changes incompatible with the organization's mission creates confusion and misuse of resources, he says. Unless there is a good indication that the mission of the organization will be supported and improved, changes must not be constituted.

"There are divers kinds of decisiveness; there is that of temperament, and that of reason, and there is that which is compounded, and this last is best . . ." Henry Taylor, 1836.

The old adage "If it ain't broke, don't fix it" sounds a strong warning to today's managers. The crucial message is to know the mission of the organization before making changes and don't make changes unless that mission will be enhanced. Change is necessary to remain competitive and up-to-date, but it should only be effected after careful study. Any change is far-reaching because in most cases the organization's resources must be expanded, reduced, or reallocated to support the change.

The recent divestiture of American Telephone and Telegraph Company (AT&T) calls attention to the undesirable consequences that change can sometimes produce. Even though this situation took place at the direction of the federal government, it has strong implications to managers in corporate and private business who are contemplating change. Deregulation of the telephone company from a government-regulated monopoly to the free market was intended to improve service and lower cost. Instead, the plan has backfired. It seems as if the finest telephone system in the world has been destroyed. Telephone service costs are rising and phone customers now have fewer contacts with humans as a result of the court-mandated change in the biggest corporation in America. This disturbing situation should alert managers to be aware of the serious ramifications which can result from making changes.

The adage "If it ain't broke, don't fix it" is particularly significant today because of the pressure being placed on managers to be proactive, progressive, and innovative. Managers are often viewed as "change-agents" — and they are expected to "make things happen." Advances in technology and the widespread availability of information place a great deal of stress on managers to make changes daily in order to remain competitive. Too often we hear reports of managers directing major changes without having a clear understanding of the organization's mission and without having made any attempt to determine the effects of those changes.

Know the Mission

Managers must know the mission of the organization in order to make sound decisions and initiate constructive changes. The mission, which determines the organization's direction, is the focal point for establishing objectives, making decisions, allocating resources, and implementing change. It is management's responsibility to assure that the organization's resources are used wisely and its activities are directed toward accomplishing the mission. For managers to make

American business people are to make the current quarter look better at the expense of the future, to sacrifice the future to make the year's bottom line a little more attractive or less embarrassing."[9] Naisbitt goes on to say that American managers are, however, becoming more sensitive to the negative implications of short-term thinking. He further states that managers are beginning to place more emphasis on the mission of the organization and long-range planning when contemplating change. A major theme presented in *Megatrends* is that managers must know the mission of the organization and clearly understand all aspects of the business before making changes. Although it is important to establish the organizational mission and plans on a long-term basis, managers must be receptive to trends and changes taking place in the business environment and make appropriate short-term changes as needed.

Some years ago the management of the railroads in America was faced with the dilemma of whether to broaden the organizational mission or to remain highly specialized. Once the railroad industry was the largest and best managed institution in the country. Unfortunately, the transportation business changed drastically and railroad officials failed to respond with appropriate changes. The business world became dependent on big trucks and jumbo jets for transporting goods. The demand for railroading declined immensely. Even though the evidence was overwhelming that trucks and airplanes were becoming the primary means of transporting goods, the railroad management was reluctant to broaden the mission of the railroad. Management's decision to continue specializing in railroading caused the industry to lose its competitive edge in the business world, and eventually the railroads experienced tremendous financial losses.

The popular book *In Search of Excellence* by Peters and Waterman also offers meaningful insight into the dilemma managers face relative to making changes.[10] These authors conducted research in several American companies to determine the reasons why some companies are extremely successful and others are not. Peters and Waterman discovered that management must know and understand the organization's mission fully before charting a different course of action. While Peters and Waterman do not offer a proven formula for successful changes, the findings from their research provide helpful suggestions for managers. Interestingly, these authors offer thoughts similar to those expressed by Naisbitt.

The principal finding of Peters and Waterman suggests that when managers are faced with the dilemma of making decisions about changes they should "stick very close to their knitting."[11] These men discovered that management in successful organizations follows a unique approach in making changes. When changes are made in these organizations through acquisition or diversification, management focuses on the company's own strengths and acquires only related businesses which will benefit from the parent company's expertise and successes. Another significant point these men learned is that excellent organizations avoid making large and costly mistakes because changes in these organizations are made only on a piecemeal basis. Peters & Waterman reveal that management in the highly successful companies implements changes slowly and monitors each process closely. They also report that management in these companies is continually in control; and if it is determined that the change is not producing the desired results, the process is terminated. In short, these authors indicate that managers in excellent companies deal with the dilemma of whether to make changes effectively by knowing the organization's mission, understanding the planning process, and taking calculated risks. Equally important, these managers make changes gradually and take care to expand the organization in fields where there is a high probability for success.

Good Lessons from Bad Examples

My experience has taught me to urge extreme caution in making changes when the organization is running smoothly. If proper planning and review are not done prior to constituting changes, managers can easily become "prisoners of change." Peter Drucker stressed the importance of proper planning prior to making changes. He wrote that "concentration is the key to economic results — no other principle of effectiveness is violated as constantly as the basic principle of concentration — our motto seems to be 'Let's do a little bit of everything.'"[12] The effectiveness of a manager is best determined by the outcome of a decision-

about the author . . .

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immediately necessary for the benefit of the company.

Second, carefully analyze each of the three alternatives stated above in terms of the effects each will have on the established mission and goals of the organization. The strengths and weaknesses of the organization should be taken into consideration in this process. Remember that only changes which improve the organization should be implemented.

Third, select the best alternative, muster all the support possible to strengthen your position, and move ahead. A factor to keep in mind is that it takes time and more than facts to make a good decision including intuition, instinct, and experience. J. Peter Grace of W. R. Grace and Company in a recent interview on the subject of making decisions suggests: "Always leave decision making to the last minute. That's a management rule I learned from working with President Eisenhower. He would never make a decision sooner than necessary. That doesn't mean that you postpone anything at all. I won't hold anything up, but there are so many lightning developments in the world that it's irresponsible to make a decision in advance."[13]

Fourth, continuously evaluate the organization. Conditions in our world and in the organization change constantly, and a flexible posture toward change must be maintained at all times. However, if changes are implemented, it is imperative to monitor the situation frequently so that modifications can be made readily to assure that the generation's mission will be improved and fulfilled.

Footnotes

Alice in Wonderland, Avenel Books. 1984. N.Y.

[2] Dale D. McConkey, *How to Manage by Results*. (New York: AMACOM, 1983).

[3] John A. Pearce III, "The Company Mission as a Strategic Tool," *Sloan Management Review 23* (Spring 1982): 15.

[4] Charles H. Grangers, "The Hierarchy of Objectives," *Harvard Business Review* 42, No. 3 May-June 64, 63-74.

[5] Robert Townsend, *Up the Organization* (New York: Alfred A. Knopf, 1970).

[6] Townsendj, p. 129.

[7] Townsend, p. 129.

[8] John Naisbitt, *Megatrends - Ten New Directions Transforming Our Lives* (New York: Warner Books, Inc. 1982).

[9] Naisbitt, *Megatrends*.

[10] Thomas Peters and Robert Waterman, Jr., *In Search of Excellence* (New York: Harper and Row, 1982).

[11] Peters, Thomas, and Waterman, p. 293.

[12] Peter Drucker, *Managing for Results* (New York: Harper and Row, 1964).

[13] J. Peter Grace, "Making Decisions, Gathering Information, Developing Management, The Value of Business School," *Boardroom Reports*, April 15, 1982, p. 5.

STEP 1: Make a Decision Matrix Form

Down the left side, list the decisions that are at issue. They may be decisions which are made periodically to the organization during every day operations, or proposed decisions for a new project, etc. The choice depends upon the purpose of the group meeting. Across the top list the actual and/or potential actors who are relevant to the listed decisions regardless of whether they are in or out of the organization.

STEP 2: Develop Mutually Understood Codes to Describe Type of Participation

The codes to be used should be home-grown, in a language natural to the culture of the organization. They must be rich enough to capture significant differences. A starting set of terms is:

A = approve - a person who must sign off or veto a decision before it is implemented or select from options developed by the R role; accountable for the quality of the decision.

R = responsible - the person who takes the initiative in the particular area, develops the alternatives, analyzes the situation, makes the initial recommendation, is accountable if nothing happens in the area.

C = consulted - a person who must be consulted prior to a decision being reached but with no veto power.

I = informed - a person who must be notified after a decision, but before it is publicly announced; someone who needs to know the outcome for other related tasks, but need not give input.

DK = don't know

A blank indicates no relationship.

A useful way of testing the understanding of the codes is for each to describe a recent decision using the terms and then compare to see if all are interpreting them in a similar fashion. Often groups modify the above basic terms with subscripts or using capitals and small case, or adding new terms. Prior to balloting (STEP 3) it is important for participants to be using the terms in similar ways.

STEP 3: Individual Balloting on the Decisions

Give each participant a copy of the decision matrix and key definitions of the types of participation. Working horizontally, each respondent should fill out the chart as he or she thinks that decision is made, not how it should be made nor how it is prescribed in some manual. People should fill out all columns, not just their own.

STEP 4: Record the Data

Collect the forms and record the aggregate results on a large form that can be seen by the whole group or on a smaller form, with copies distributed to the group. Ideally this recording should be done after the first meeting with a later meeting scheduled for analysis and discussion. A useful technique is to record the data on overhead transparencies to help in the negotiations.

ACTORS DECISIONS	Director	Division Chiefs	Prog. Planner	PERCEPTION OF:
Development of	A (Approve)	C (Consulted)	R (Responsible)	DIRECTOR
New Programs	A (Approve)	C (Consulted)	R (Responsible)	DIV. CHIEFS
	A (Approve)	R (responsible)	C (Consulted)	PROG. PLANNER

STEP 5: Analyze and Discuss the Data

There are three major aspects to the analysis. The first involves clarification of discrepancies in how different parties see decisions being made. The second and third involve discussions about the overall pattern across roles (horizontal) or across decisions (vertical).

A. Analysis of Discrepancies

If a large number of discrepancies exist between the codes entered by the decision-maker for himself and those entered by others, the group needs to clarify what is going on. Often the process of responsibility charting itself will help to improve this condition.

Possible Discrepancies

You See Your Role As	Others See It as	Consequence
A	R	You are waiting to make final signoff-type decision and looking to others to develop the alternatives. They are looking to you for the major initiative. Possible lack of action in this area, with your blaming others for not delivering when they in turn are looking to you.
R	A	You want the central role, developing the alternatives, others see you as a final signoff and perhaps give you too little information and involve you later than you want in the decision process.
C	I	You want a change to make substantive input before the decision. Others see you as only needing to be informed.
I	C	You want to know the decision, but not be involved. Others will draw on your time expecting input when you don't feel the need for involvement. Problems arise when others wait for your response, when you feel you are only being informed.

Once people have worked through to a shared understanding of the allocation of responsibility, they can turn to the overall patterns.

B. Vertical Analysis by Decision-Maker

Finding	Possible Interpretation or Question
1 Lots of R's	Can or need the individual stay on top of so much?
2 No empty spaces	Does the person need to be involved in so many decisions or could management by exception principles, be used, perhaps reducing C's to I's or leave it to the individual's discretion when something needs particular attention.
3 No R's or A's	If a line position, may be a weak role that could either be enlarged or eliminated.
4 Overall pattern as against the personality type of the role occupant	Does the pattern fit the personality and style of the role occupant -- either too little involvement, too much, etc.

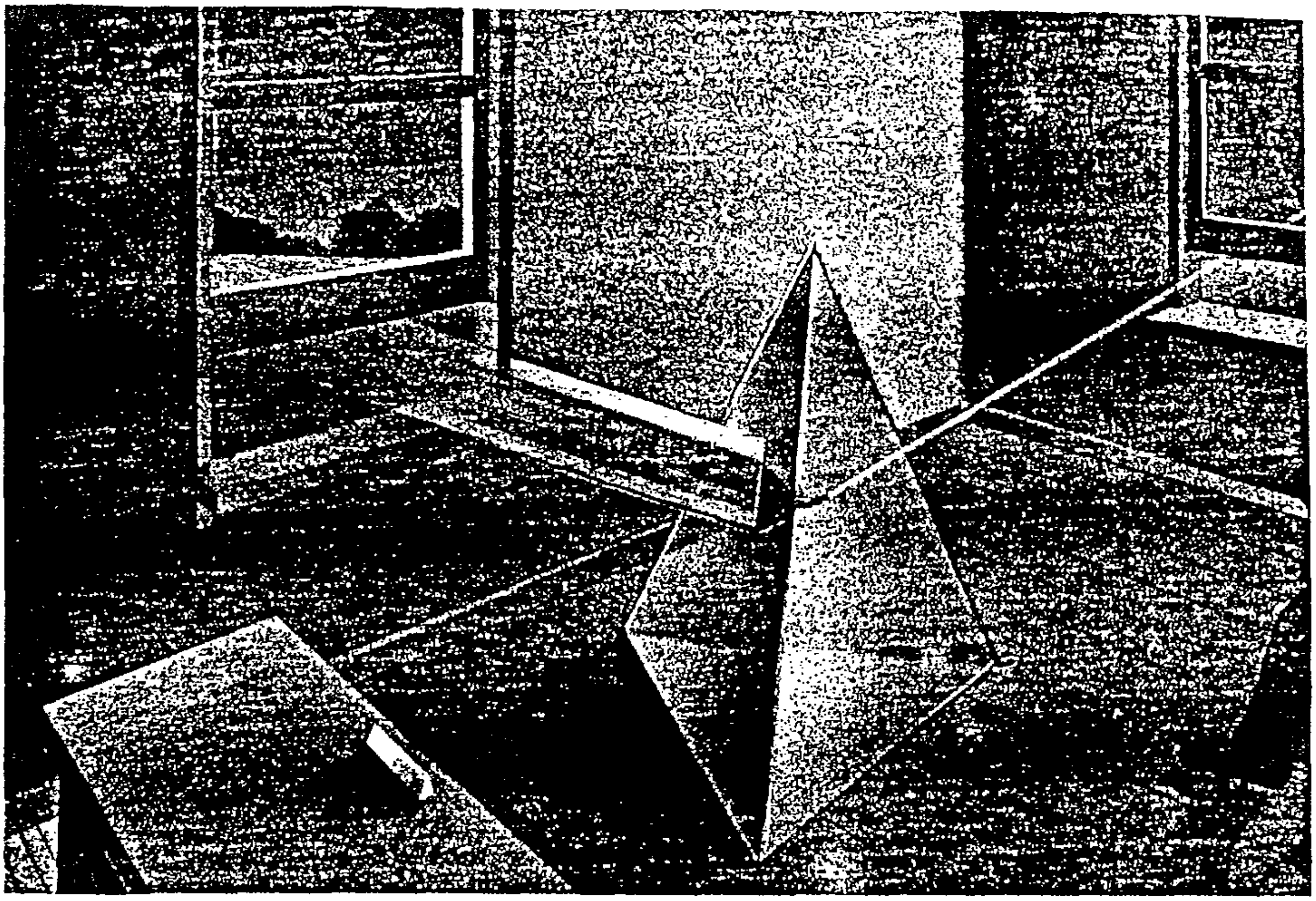
C. Horizontal Analysis by Decisions

1 No R's	Job may not get done; everyone waiting to approve, be consulted, or informed; no one sees their role to take the initiative.
2 Lots of A's	Diminished accountability. With so many people signing off may be too easy to shift blame around.
3 Lots of C's	Do all those individuals really need to be consulted? Have the costs of consulting in terms of delay and communication time been weighed against the benefits of more input?
4 Lots of I's	Do all those individuals need to be routinely informed or could they be informed only in exceptional circumstances?

SUMMARY

Responsibility Charting imposes a discipline that helps a group work through specific issues and systematically examine how each role will relate to each issue.

It is task-focused rather than raising sensitive interpersonal issues. It does not require third party facilitation. It values multiple perspectives and sharpens the group's understanding of their differences prior to resolving them. It is data-based and moves from specifics to general policies much like case law. Finally, it acknowledges the true complexity of organizations as opposed to tables of organization that hide as much as they reveal.



Comprehensive Change-Making

Some of the bumps on the road to excellence can be leveled if you follow this multi-component strategy for organization change.

By ERNESTO J. POZA

A Greene Engine Corporation plant was searching for methods to improve its productivity and enhance its overall competitiveness worldwide. In starting-up a new plant, Greene Engine decided to look at people, technology and the organization of work to create both superior business performance and superior job satisfaction for the work force. When asked about the sense of urgency that prevailed, the vice president of manufacturing said, "We believe we *do not* have a choice if we are to compete effectively in worldwide markets."

Companies all over the world face this critical choice. Will they continue to do business as usual, looking for slight, incremental improvements? Will they, instead, choose a more comprehensive change strategy to make a quantum improvement in both business performance and quality of work life for their employees?

Greene Engine created a team structure for work and paid people for learning multiple skills. Training, information sharing and a change in the role of supervision created a culture committed to values of thrift, quality products, hard work and achievement. Greene Engine chose comprehensive change.

Consistently going for three-yard downs may be an appropriate strategy for excellent companies (organizations not facing the need for dramatic plays just to get "back in the game"). But for most companies, the transition state of getting

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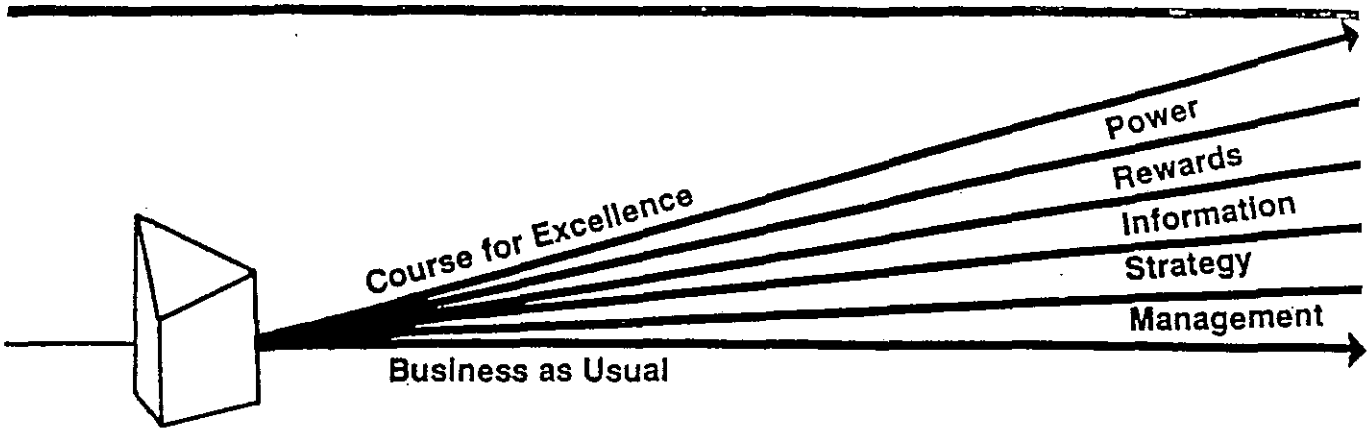
Figure 1—The Change-Making Prism



to e‥ellence hardly looks like the game being played by already excellent companies.

Charting your organization's own course to excellence first requires understanding where it currently stands on several key dimensions: power in relation to its competitive environment, rewards for employee performance, information availability, strategy of the business and managerial action.

Second, it requires a rich and detailed vision of an "excellent future state" appropriate to your company. Here, the research on excellent companies[1,2] can help, but organizational leaders have to pay attention to the issue of fit (i.e., what works for Hewlett-Packard may or may not be what makes your organization excel).

Last, choosing a course for excellence demands a recognition that the road to the Emerald City may not resemble the Emerald City in the least. For example, moving in the direction of employee involvement does not have to be entirely participative.[3,4]

Change-making can be initiated by looking at your organization through the Change-Making Prism (power, rewards, information, strategy and management).

The spectrum

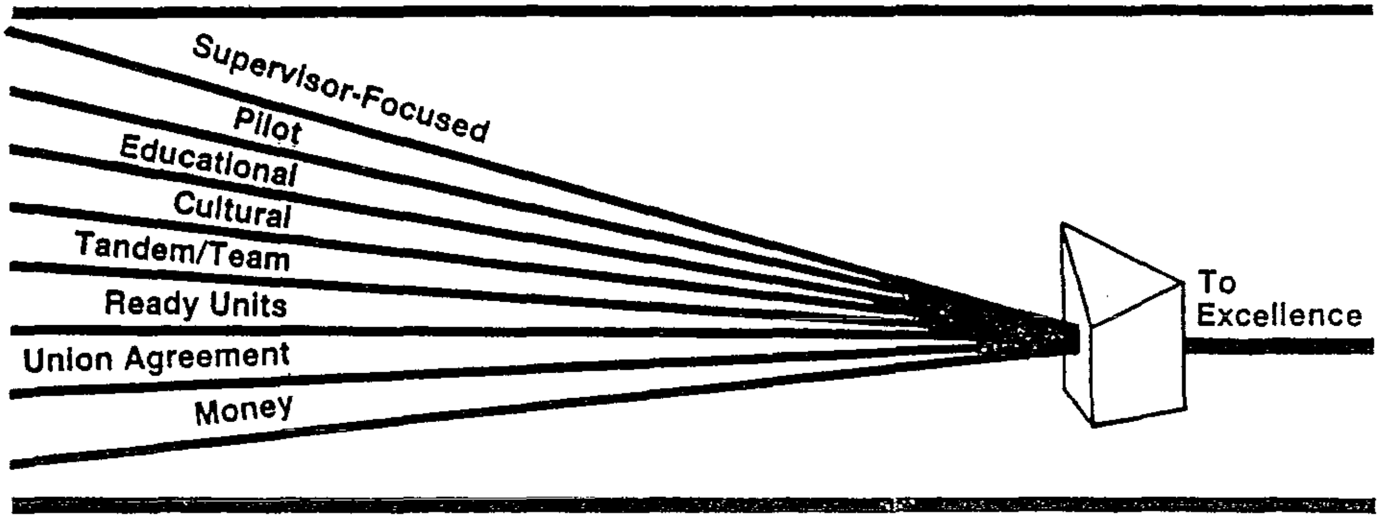
The implications for change-making derived from looking at the organization through the prism can be seen in the resulting spectrum. The seven-component spectrum offers alternative change and employee involvement strategies. These can be used individually or in combination, to improve the organization's prism profile.

For companies facing the need for quantum improvement, easier-to-implement single-component changes are not enough. For example, without other changes, new information systems or incentive pay systems repeatedly have fallen short in effectiveness and impact.

Take the case of a large national bank coping with banking industry deregulation. Because competitive pressure on its retail banking arm was eroding its market share, the bank decided to improve customer service by adding new technology. New automated teller machines and several innovative services that new computing power made possible were supposed to bring customers back.

Two years into its single-component change strategy, the bank discovered that not only were retail customers not returning to its branches, but branch managers as a group felt more restricted than ever in providing good customer service. The new technology and services had overwhelmed a branch organization already burdened with the introduction in one

Figure 2—Alternative Change Strategies that make up the 'Spectrum'.



year of five new product lines, two minicomputers and accompanying new procedures.

In the three years that followed, the bank implemented a comprehensive change strategy that included pilot branches, customer service training and a tandem/team organization—all aimed at changing the branch organization's total culture. Results to date show increased productivity, improved customer service (as reported by surveyed customers), reduced number of teller errors, increased job satisfaction and significantly increased volume of retail business in the branches. Customers are returning to their old bank.

The strategy

The change-making prism employs the following components:

■ *Supervisory focus.* This change strategy typically addresses the need for a changing supervisory role and entails education, skills building, a recognition of the importance of supervision and middle management to any change strategy and the building of networks that reinforce the new role.

■ *Pilot for improvement.* This type of change strategy addresses very specific improvement opportunities. By cutting the problem down to a manageable size and involving those with the most information about the problem, solutions are tried or experimented with.

■ *Educational readiness building.* This approach usually covers a broader group of people than the pilot-based strategy and is aimed at increasing knowledge about alternatives, improving change skills and readying the ground for the diffusion of successful projects and pilots. An educational strategy may also be instrumental in changing the culture of the organization.

■ *Cultural change strategy.* The focus here is on the pattern of basic assumptions that make up a company's culture.[5] Changing this culture or pattern of assumptions and way of perceiving, thinking, feeling and doing things is one of the toughest, most time-consuming challenges to organizations. This is the most elaborate and

The Change-Making Prism

	Characteristics	Indicate your evaluation of your organization on each of the prism components. Use a 5-point rating scale (1 is low, 5 is high)
P	Action (corrective, preemptive or preventive) predominates in the organization. Learning from actions taken (an action-research, experimental mode) is also the norm. Layers of "approvals" do not prevent actiontaking. As individuals act, they experience discretion and control. As the entire organization acts, it experiences a competitive edge or *power* over the competition.	☐
R	People are the keys to productivity and product quality improvement. The expert in any job is the person performing it. Respect for the individual and concern for his or her security, development, recognition and *reward* are all a part of an "adult culture."	☐
I	*Information* systems and communication patterns allow people at all levels of the organization to assess the impact of their decisions. These systems are not used to run the company by remote control (by the numbers). Instead, timely, understandable information helps employees pay attention to and care about the details of customer service, quality, costs and competitor's performance. These (and even the price of the company stock) become the reason for both concern and celebration. People have a sense of being in on things.	☐
S	The *strategy* of the business is clear to everyone so reasons for any needed change become obvious. The organization exhibits a strong appetite (an obsession) for being in touch with the marketplace, close to the customer/distributor and informed of the competition. Employee involvement and other improvement efforts respond to the requirements of this strategy. The organization is driven by values that support this winning strategy and the integrity of the individual.	☐
M	The organizational structure is simple, with relatively few hierarchical levels and a lean staff. Teams, project groups and business units make the organization feel "small" and manageable. There are champions for important projects, products or programs. *Management* provides visionary leadership and has created a strong positive culture that allows it to loosen controls, be flexible and respond quickly.	☐

systemic of the change strategies discussed.

■ *Tandem and team organizations.*[6] By creating a temporary, project-focused organization in tandem with the formal structure, a burdened organization hierarchy is relieved of changing itself. Task forces and QWL/EI steering committees linked to the formal organization make a tandem organization. Tandem organizations can help initiate and speed up the process of change, but run the risk of not having a lasting impact. Work teams embedded in the organization as the natural unit of everyday work overcome this difficulty but are harder to initiate in organizations lacking a history of teamwork.

■ *Ready units.* Related to the pilot strategy, ready units (or departments first) is based on starting with those project-improvement opportunities where the responsible people are most ready to begin. By creating conditions for the success of the innovators, a critical mass of change advocates is thus created. This strategy has been dubbed the "find a few friends and light a few fires" strategy.[7]

■ *Union agreements.* Discussions and negotiations lead to the signing of letters of agreement, the ratification of contract changes or the hammering out of new philosophy statements aimed at guiding labor and management to greater cooperation and trust. While highly visible and politically sensitive, the agreement strategy runs the risk of staying on paper without leading to action.

■ *Money.* Financial incentives for desired performance are a powerful change strategy. The increased use of Scanlon, gains-sharing and productivity-sharing plans attests to the success of this strategy in companies such as Dana, Butler Manufacturing, Midland Ross, Donnelly Mirrors and Sherwin-Williams.

Incentives for learning multiple skills, popularly known as learn-earn pay programs, are also becoming much more prevalent. The resulting flexibility of the work force allows for more challenging jobs and reduced labor costs.

The long run

In considering any of these change strategies for your organization, keep in mind that some of the better known approaches to change emphasize one of the prism-spectrum components; for example, Scanlon plans focus action on the money component. Because "opportunity windows" are important to the initiation and maintenance of change, working on the prism-spectrum components one at a time may be appropriate for an organization.

Research shows that excellent management distinguishes itself from average management by blending various change strategies to achieve added value.[8,9] (This is like the spectrum of light produced by a prism that, when reunited, becomes a focused and powerful beam of energy.) But any blending of strategies, as advocated by this model, requires art, a masterful sense of timing and perseverance in the face of problems. Judging from the experience of companies engaged in change-making, changes will often take longer to achieve than anticipated. Changes in supervisory roles, for example, will be resisted; unrealistic expectations about the outcomes of the change will emerge. How to allocate time and resources to change the organization and to meet production demands will be a continual dilemma. Stress is common in such a climate.

Organization leaders and change advocates should realize that, while the need for change and its potential benefits are obvious to them, it is people lower in the organization who often pay the bill by having to change old ways and give up stability, status or power.

How can the change process be helped? Energy for change is typically highest in crisis situations. It is no surprise that competition from the Japanese has spurred significant change in the automotive, steel and electronic industries. When the consequences of resistance and no change are clearly negative, people have less at stake in the status quo and are more willing to change.

Communication also reduces resistance to change. The unknown is not understood; changes are always accompanied by rumors, misunderstandings and some loss of trust. Successful change strategies always include provisions for the communication and education that help overcome this kind of resistance.

When considering which change strategy is more appropriate, keep in mind that a common mistake is using repeatedly only one or two approaches, regardless of the situation. Therefore, avail yourself of a variety of the strategies mentioned.

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Organizational Realities: The Politics of Change

In her no-nonense explanation of the political nature of organizations, Virginia E. Schein offers a perspective for viewing organizational dynamics and practical, power-getting and power-using approaches for succeeding in competitive political environment.

By VIRGINIA E. SCHEIN

One reality of organizational life consists of rational behaviors involving planning, organizing, directing and controlling. Underlying these activities is another set of organizational behaviors revolving around gaining and keeping power. Power struggles, alliance formation, strategic maneuvering and "cutthroat" actions may be as endemic to organizational life as planning, organizing, directing and controlling.

Machiavelli, in giving advice to his prince, spoke openly of the importance of being political. The illusion of being honest, compassionate and generous was important to gaining and maintaining power, yet so, too, was the realistic necessity of breaking one's word, being cruel and being parsimonious. Be a lion and a fox was his counsel.

Although this advice was directed at those interested in the takeover of principalities, a cursory look at behavior within organizations suggests that Machiavelli is still with us and still doling out advice. His ghostly hand would seem to be behind memorandums that distort or omit information, meetings held to decide what has already been decided; coalitions formed covertly to block a decision and rewards promised but never fulfilled.

If organizations are viewed as political environments in which the acquisition of power is the key ingredient, then the similarity in tactics and strategies between managers and princes should seem strange. It is only when we view organizations as rationally structured systems, built on a division of labor, separation of functions, hierarchical communications and formal authority, and operated by individuals working toward corporate objectives, that political behaviors appear dysfunctional and prevent the work of the organization from getting done.

The view presented here is that the latter description is an illusion and that the reality of the way organizations do function is far more similar to the political arena, with individual managers jockeying within it for power and influence. Within this political arena, the effective change agent needs a power-oriented approach to achieving organizational change objectives.

The politics of change

The politics of change refers to the use of or the need for power acquisition behaviors in order to implement new ideas in an organization. Viewing organizations as political environments, any proposed change in a program threatens the current power distribution. According to Pettigrew, "Others may see their interests threatened by the change, and needs for security or the maintenance of power may provide the impetus for resistance. In all ways new political action is released and ultimately the existing distribution of power is endangered."[1]

Beneficial change attempts can be thwarted by political strategies employed by those who seek to maintain their own power or eliminate the power of the change agent. Systemic change programs affecting several organizational levels are most prey to political strategies designed to block the change effort. Supervisors, middle managers and other staff groups perceiving the new program as a threat to their power can use a variety of tactics, both overt and covert. For example, middle managers can stall and de-energize to avoid power loss. The staff department can block by use of its expertise. A supervisor can align with a powerful person in upper management or with a key subordinate in order to maintain the current distribution of power. Given the political nature of organizations, such counterstrategies and resistance should always be expected. They are offensive and defensive strategies designed to acquire and maintain the power necessary for achieving one's objectives within the organization and are a natural component of any proposed change program.

The dual components of the change agent's job—content development and implementation responsibility—are not always recognized, especially by internal staff specialists. The content aspect of the job refers to the specific technical aspects

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based on available resources are vital to successful implementation. Strategy is a function of four factors: one's own power bases; the power bases of others; situational awareness (appropriate orgnaizational behaviors); and personal awareness (strategies that work well for a particular person). Given the situational specificity of strategy selection, there are no "ten best strategies." However, one can build a repertoire of strategies for implementing change. Among other sources, they have been taken from 146 situational descriptions of uses of power gleaned from interviews with 73 executives; discussions with internal and external consultants; and the author's own management and consulting experiences.

■ *Present a non-threatening image.* When attempting to introduce innovative programs, it is important to be perceived as being conservative and essentially nonthreatening to existing organizational activities. The innovator should learn the repertoire of acceptable arguments and cast change proposals within these terms. For example, one consultant, seeking to get a new policy adopted, strategically identified all the decision makers who might influence its adoption, ascertained their motives, and couched the policy in terms they would accept. For the vice president interested in better accountability, the accountability aspect of the policy was highlighted. The point is not to distort information, but to make arguments related to the client's interests, not just one's own interest and needs.

■ *Diffuse opposition and bring out conflict.* Rather than stifle opposition, it can be diffused through an open discussion of ideas. One hospital director strategically blocked all resistance by expressing openness to new ideas and inviting suggestions and criticism. As noted by Kelley, conflicts that do develop should be dealt with by engaging the opposition in legitimate discussion, answering objections, allaying fears with facts, and keeping the innovation within the safe and familiar parameters of organizational value systems.

Finally, an open discussion can spotlight any die-hard resistors. Their units can be monitored more carefully during implementation, thereby reducing their opportunity for resistance tactics designed to thwart the change effort.

■ *Align with a powerful other.* Gaining top management approval is another way of acquiring power within an organization, though it may provide only a minimal power base from which to operate. More effective alliances are those with operating or line managers directly affected by the change. Alliances with operating managers need to be based on the consultant's demonstration of expertise in the managers' fields of operations and often are developed through informal contacts and relationships.

One manager of a new organization development unit successfully used this approach to get his department off the ground. At a management conference, he made friends with the head of a claims processing department about to introduce a new computer system. After much informal discussion, the department head decided that the organization development group could facilitate the changeover and allowed him to experiment with his unit. The successful introduction of the system, coupled with the department head's credibility with the old guard of the organization, prompted numerous requests for the organization development unit's services, producing an increase in their staff size and budget.

inexperienced management consultant who first solved a small but annoying problem for a project leader before presenting his own ideas to the department. The resultant increase in assessed stature can be used to implement program objectives. As noted by Pettigrew, credit can be built up by attending to projects that relate to the client's role needs. This credit can then be cashed in on projects in which the specialist has a particular interest.

■ *Strike while the iron's hot.* Another strategy is to follow up a successful program with a request for approval to implement a somewhat less popular or less well understood program. For example, a research manager submitted a request for approval to do research on job-skills matching immediately after his successful implementation of flexible working hours. While the new proposal was not well understood due to its highly technical nature, the success of the flexible working hours prompted the response, "Well, if research thinks it is a good idea, it must be. Look how well flexible working hours turned out."

Few power bases come with the job...most need to be developed

■ *Develop liaisons.* Pettigrew outlines three linkage mechanisms for internal consulting units: location, planned liaisons and satellites. A unit should be positioned to increase informal interaction patterns. An isolated unit can limit the opportunity for the specialist and his staff members to form informal liaisons with employees. In addition, the mystery surrounding an overly isolated unit may be a power base, or it can limit seriously the number of individuals who will attempt contact with that group. Planned liaisons require that each staff member have an assigned contact in a line department and be responsible for meeting with the person on a weekly or monthly bases. On an even more formal level, develop satellite units in important client areas, whereby individuals with particular staff expertise report both to the head of the staff unit and to the line officer.

■ *Trade-off.* The ability to introduce change programs, especially unique or untried ones, may hinge on the amount of assessed stature one has accrued. Assessed stature can be enhanced by first attending to projects or programs designed to meet the client's needs as did an

■ *Research.* The use of research projects is an effective influence strategy, especially in emotionally charged areas such as enhancing the status of women and minorities in organizations. In these areas, decrying the biases underlying current organizational policies, pointing out stereotyped attitudes, or proposing radical change programs can be met with resistance. The consultant's credibility and power is lessened through the organization's perception of the researcher as an interloper or rabble-rouser. On the other hand, the role of researcher can create a legitimate power base from which to speak, and be heard, on such issues. The research endeavor itself is a useful means by which the consultant gains credibility and expert power in a difficult situation.

■ *Use a neutral cover.* Experimental investigations are usually viewed as nonthreatening and having a neutral image. With a base of expertise, an effective strategy is first to implement a small experimental study and then, if successful, build on this expanded power base to pro-

As reward mechanisms and energizers, personal power acquisition behaviors may be more functional than dysfunctional

Within dynamic systems, the ratio of personal to work-related behaviors is in favor of the latter. Yet even work-related power acquisition behaviors tend to have an air of deception about them. They are not openly discussed, rarely acknowledged, and certainly never read about in management texts, or taught in most business schools. What seems to be occurring in these dynamic systems is an organizational deception about how one operates effectively in the system. Within a competitive, turbulent, changing environment, a functionally based structure, characterized by a chain of command, functional specialization, written communication, and formal authority, can obstruct effective functioning. Fast action and rapid decision making may require circumventing the formal systems to deal effectively with environmental demands. Hence, behaviors such as developing influential contacts, trading favors and forming coalitions become useful strategies for effective work performance. Mintzberg has documented the existence of these managerial behaviors, and descriptive studies by Strauss, Izraeli and others suggest the need to exhibit these behaviors to operate effectively.

Work-related power acquisition behaviors need not be deceptive in nature, yet they become so to the extent that the organization deludes itself about how things really get done. To the extent that the organization maintains the illusion that the formalistic structure is appropriate to meeting the demands of the work and the environment, it denies the reality of the way managers function within it, and fosters the deceptiveness of these behaviors. Furthermore, to the extent that organizations reward successful members by acknowledging their outcomes but not their means of achieving the outcomes, deceptive strategies and tactics are perpetuated. Finally, management theorists and organizational behaviorists who speak only of rational behaviors help to perpetuate deception. By not legitimizing the role of strategies and tactics, as noted by Robbins, they reinforce the perceived need on the part of managers to be covert about the actions they take. The way people function within dynamic systems is an organizational deception that produces deceptive behaviors.

Organizational realities

Consideration of the politics of change forces the consultant to confront the realities of organizational life. Power bases and strategies on the one hand and deception on the other are far removed from the direct task of diagnosing problems and developing solutions. In the evolution of a successful professional, perhaps they should be. Quality ideas and approaches, developed out of sound professional training are the foundations for helping organizations. Strategic implementation of shoddy approaches helps no one, except perhaps the short-term career goals of the consultant. But failure to develop and sharpen strategic and tactical implementation skills once the professional foundation is strong, and failure to swim in the sometimes murky waters of organizational realities, is harmful as well. The organization is robbed of insights, ideas and new approaches that can change its course and improve the quality of working life for the people within the organization.

It is imperative that organization development professionals understand the operation of power and politics in organizations. To deny the reality or importance of these behaviors is to deny the reality of the way organizations really function. The innovator or implementator of new ideas and approaches needs to develop power bases and learn strategic behavior if he or she is to be successful in change endeavors. The politics of change is a vital component of the job.

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CASE STUDY

COUNSELING SERVICES, INC.

HISTORY

Counseling Services, Inc. was incorporated in the late 1940s in Mid-City, USA. It was founded to provide personal counseling services to the poor. The driving force behind the agency was John O'Donnell, a very well-respected psychologist who pressured his colleagues into devoting a certain percentage of their time to the needs of the poor. Mr. O'Donnell believed that those people with fewer economic resources were subject to special stress and were therefore in need of special support. Mr. O'Donnell died in 1975, and Susan Flynn became Executive Director. Miss Flynn trained under Mr. O'Donnell, completing her doctorate in 1970. She shares Mr. O'Donnell's strong commitment to meeting the mental health needs of the poor and has continued to manage the agency according to his model.

Counseling Services, Inc. became a United Way agency in 1958. Currently the United Way contributes about 90% of its operating funds.

Since 1981, the relationship between this agency and its United Way Allocation Panel has been less than cordial. The 1979 recession hit Mid-City, USA hard; at one point, 30% of the workforce was unemployed. Counseling Services, Inc. experienced a drastic increase in demand for its services brought about by the increasing number of families in crisis. As a further aggravation, the Federally funded Mental Health agency narrowed the scope of clients that they would treat, causing even more clients to seek help from Counseling Services, Inc.

The United Way Allocation Panel responded to increased demand for funds by the agency by granting a supplemental emergency allocation of $25,000 in 1981 and 1982. However, the Panel Chairperson, in her letter to the agency refusing its request for 1983 and 1984, asked the Board to review the agency's overall operations. United Way had received several complaint calls from Counseling Services clients; service statistics have been inconsistent from year-to-year; the agency has ended its small endowment by deficit spending and the Board has taken no action to raise funds independently to cover the shortfall.

Miss Flynn has responded to these concerns with counter-charges that the United Way is not committed to mental health services for the poor and has inadequately funded the agency for years. The Board President, who has been in office for 16 years, is deeply distressed. He has been a strong United Way supporter but also has absolute faith in Counseling Services, Inc. and Miss Flynn. Nevertheless, he has asked a small committee of Board members to conduct a review of the agency's current operations. The following is a summary of their findings:

CLIENTS:

Agency provides "personal counseling" services for the poor. The determination of eligibility is made on the basis of income guidelines last reviewed in 1978. There is a non-refundable registration fee of $5.00 to "set up client records." Each counselor negotiates the per session fee with individual clients. A reporting form is used to track basic demographics but it is not used because counselors find it too time consuming. Annually, in response to requests from United Way, counselors pull together the "statistical profile" from their individual case notes.

The agency served 1,854 people in 1984, though the number of active cases at any one time cannot be determined. Most cases concern "family problems" -- no attempt is made to categorize presenting problems with any further degree of specificity. Counselors state that at any one time they may have 35-40 open cases.

STAFFING:

The Executive Director is 62 years old. She is highly prized by colleagues as a long-term advocate of mental health services for the poor. She always accepts invitations to speak at community groups, teaches evenings at the community college, has published articles based on her own research among the agency's client population and is considered to have devoted her life to her work. She feels that her staff do the best they can under difficult circumstances. Her role in the agency is to interview each client at intake, to make an initial assessment and to assign each case to a counselor. She prides herself on the individual attention she gives each client at intake.

The professional staff is made up of five Masters level counselors. All are "part-time," working for Counseling Services, Inc. 20-30 hours per week while maintaining private practices. All see their "private pay" clients at the Counseling Services' office (as does the Executive Director). All maintain that the salary received from Counseling Services is insufficient and believe that the practice of allowing them to see their "own" clients is only realistic under the circumstances.

The clerical staff consists of one full-time secretary and one part-time secretary/receptionist. The part-time secretary/receptionist is also the Executive Director's secretary in her private practice. There seems to be considerable friction between the two clerical workers.

OFFICE SYSTEMS:

The part-time receptionist controls all scheduling. (The Executive Director admits that this is for her convenience.) Counselors are expected to leave notes in the receptionist's scheduling book to indicate daily commitments. They are expected to take assignments from her without question. She works from 10:00 a.m. to 2:00 p.m. only. Appointments can only be scheduled at that time. If a client calls at any other time, they are told to call back between 10 and 2.

"No shows" are a persistent problem but actual occurrence has never been tracked. Counselors feel that the "no show" problem is getting worse, but cannot be sure. Because of the "no show" problem, the receptionist "double books", creating a jammed waiting room on the days when all clients actually do appear.

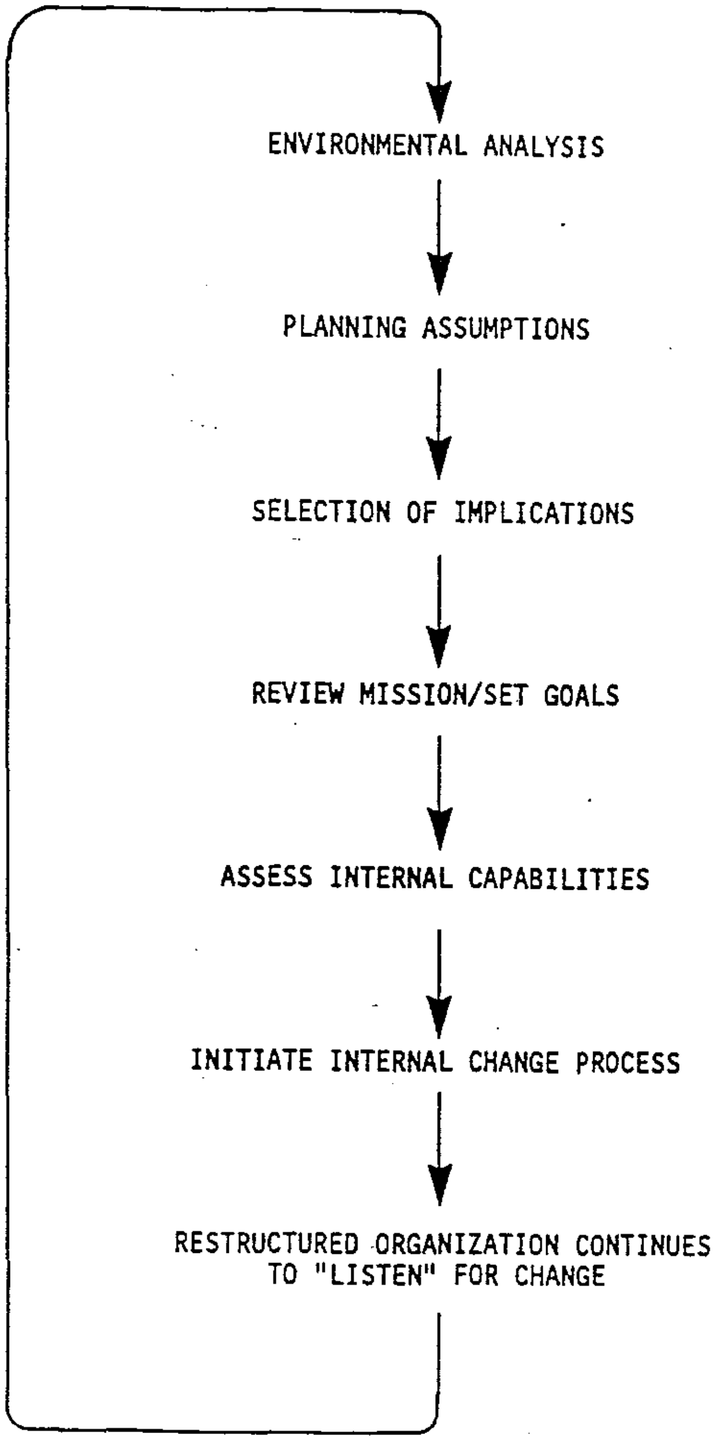
THE BOARD OF DIRECTORS:

The Board of Directors meets quarterly and is made up of most of the medical and mental health professionals practicing in Mid-City. Approximately 12 of the 21 members have attended 5 of the last 8 meetings. Seventy-five percent of the Board have served six years or longer. The Board has no standing committees.

INCOME AND EXPENDITURE SUMMARY FY 1984

INCOME		EXPENSES	
Fees	$ 14,838	Salaries	
		Executive Director	$17,000
Interest Income	290	Counselors	45,000
		Secretary	9,200
United Way	95,575	Receptionist (pt)	5,600
	$110,703	Sub Total	$76,800
		Payroll Taxes, Benefits	$19,980
		Telephone	2,940
		Office Supplies	4,260
		Rent	8,300
		Utilities	908
		Insurance	2,200
		Postage	325
		Sub Total	$38,913
		TOTAL	$115,713

<u>THE CYCLE</u>


ENVIRONMENTAL ANALYSIS
PLANNING ASSUMPTIONS
SELECTION OF IMPLICATIONS
REVIEW MISSION/SET GOALS
ASSESS INTERNAL CAPABILITIES
INITIATE INTERNAL CHANGE PROCESS
RESTRUCTURED ORGANIZATION CONTINUES TO "LISTEN" FOR CHANGE

IMPLEMENTING CHANGE

WHAT HELPS?

INFORMATION

SUPPORT

PARTICIPATION

ACCESS TO SUPERIORS

ENCOURAGING DISCUSSION

CLEAR DEFINITION OF NEW ROLES

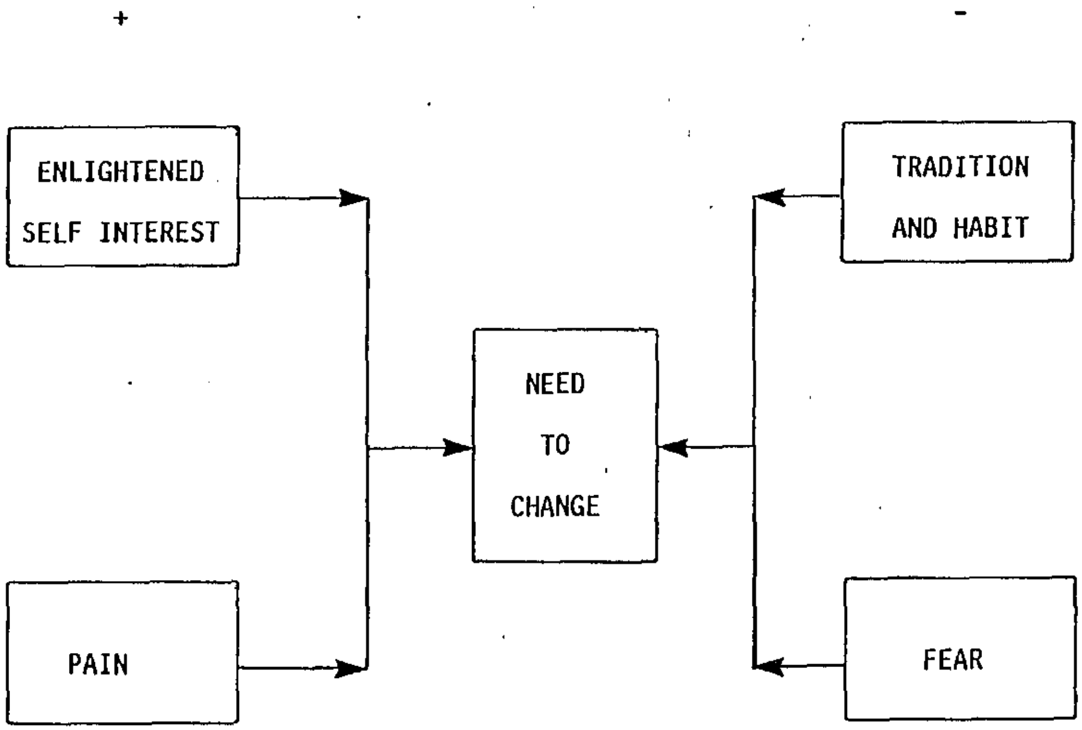
WHAT DOESN'T HELP?

DENIAL

SIMPLIFYING COMPLEXITIES

BLAMING

FACTORS INFLUENCING PLANNED CHANGE



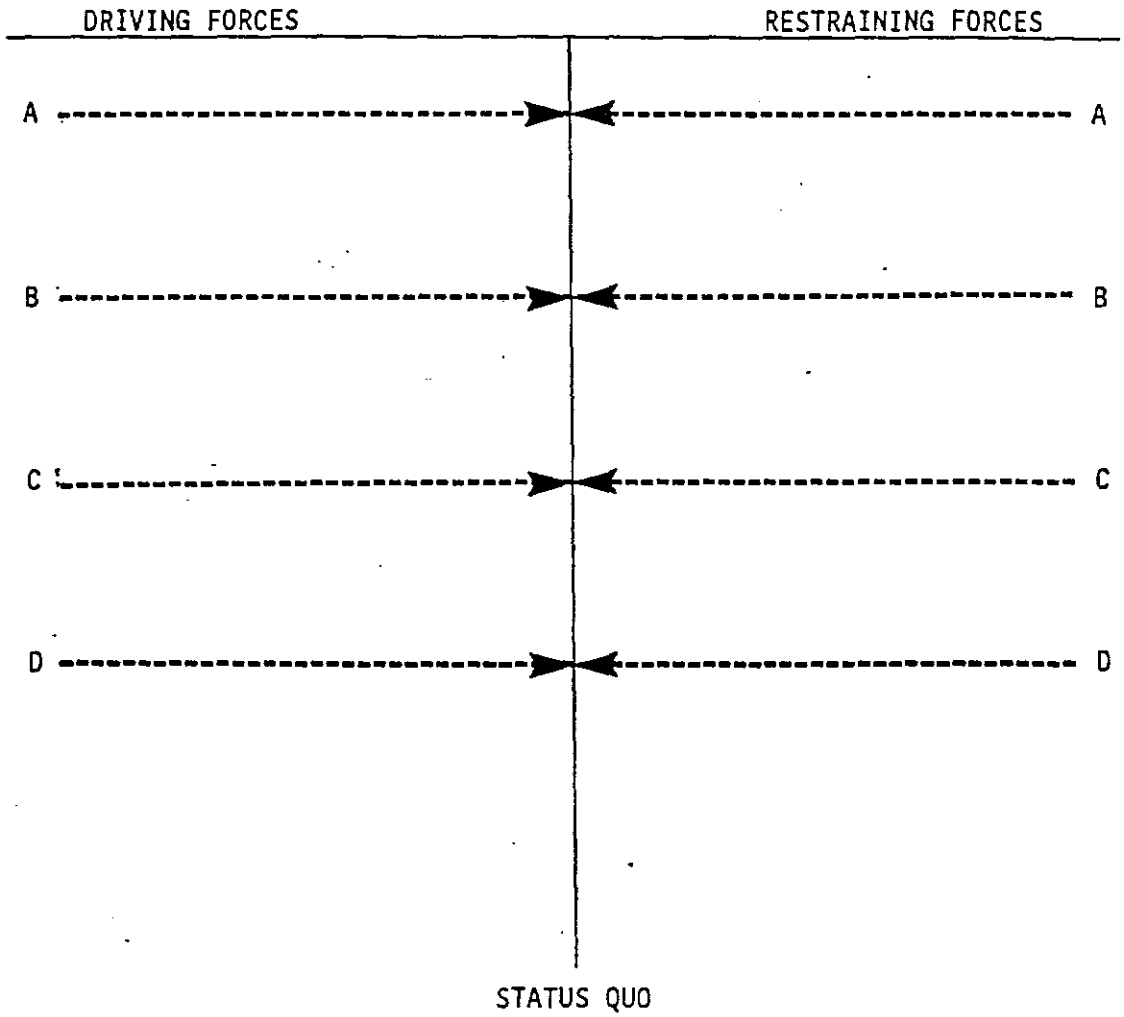
TENDENCIES

Active	Warmth		Passive
DOMINANCE	**INDUCEMENT**	**STEADINESS**	**COMPLIANCE**
LIKES:			
Power	People	Their Things	Facts - Details
Freedom	Public Recognition	Time to Adjust	Thinking Time
Independence	To Look Successful	Stability	Research and Investigation
Competition	Money	Predictability	Low Risk
Quick Results	Popularity	Membership In Group	Specialization
Immediate Rewards	Praise	Importance - Title	Cooperativeness
Straight Talk	To Persuade	Ways to Identify	Explanations
Challenges	To Be Positive	To Build Roots	Justifications
	Acceptance	Appreciation - Again and Again	Organizations
			Rules and Regulations
NEEDS:			
To Develop Patience	Control Time	Personal Attention	Encouragement
Empathy	Increase Objectivity	Deadlines	A Way Out
Diplomacy	Awareness of Impact On Others	Lead Time	Buffer From Threats and Stress
To Be Kept Busy	MBO	To Be Asked	Supportive Boss
MBO	Technical Back Up	Conditioning	Develop Self-confidence
An Able Boss	Tangible Rewards	Friendship	Incremental Gains
To Listen	Follow Through	You Go To Them	To Experience Success
To Be More Detail Conscious	Control Ego	A Sense Of Belonging	Take More Pride In Self
To Plan	Face Hard Facts	Understanding Boss	Achievements
Occasional Shock	Action Vs. Talk	To Share	Faith In Others
	Faith Vs. Credit	Focus	Positive Thinking
		To Delegate	To Take A Chance
			Flexibility
STRENGTHS:			
Handles Pressure	Optimistic	Loyal	Accurate
Decisiveness	Persuasive	Amiable	Thorough
Openness	Confident	Patient	Cautious
Self-motivated	Poised	Listens	Consistent
High Energy	Contacts	Productive	Questioning
Results Oriented	Enthusiastic	Persistent	Intuitive
	Trusting	Systematic	Detailed
FEARS = HOSTILITY:			
Being Taken Advantage Of	Loss of Social Approval	Loss of Security	Criticism
MOTIVATED BY:			
Immediate Rewards	Public Recognition	Feeling Needed	Removing Fear

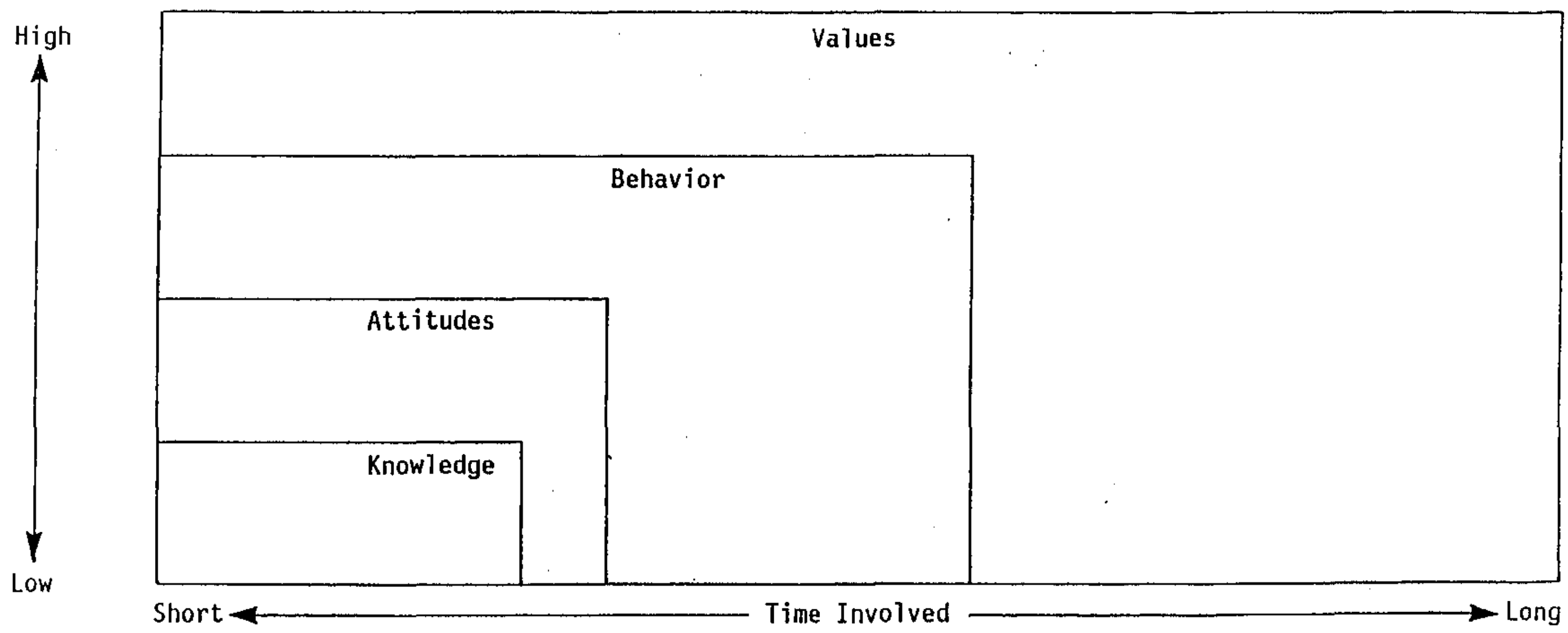
MANGEN ASSO

Mangen
4358 Monroe St.
Omaha, NE 68107-3749

FORCE FIELD ANALYSIS



TIME AND DIFFICULTY INVOLVED IN MAKING VARIOUS CHANGES



METHODS FOR DEALING WITH RESISTANCE

APPROACH	COMMONLY USED IN SITUATIONS	ADVANTAGES	DISADVANTAGES
Education and Communication	Where there is a lack of information or inaccurate information/analysis	Once persuaded, people will help with the implementation of change	Time consuming if there are lots of people involved
Participation and Involvement	Where initiators do not have all the information needed to design the change, and where others have considerable power to resist	Builds commitment among those who participate, allows integration of all relevant information	Very time consuming if participators design an inappropriate change
Facilitation and Support	Where people are resisting because of adjustment problems	No other approach works as well	Can be time consuming, and can still fail
Negotiation and Agreement	Where someone or some group will clearly lose out in a change and that group has considerable power to resist	Can be a relatively easy and straightforward way of avoiding resistance	Can alert others to negotiate for compliance
Manipulation	Where other tactics will not work or are too expensive	Quick and inexpensive	If people realize they have been manipulated, you will reap the wind
Explicit Coercion	Where speed is essential and the change initiators possess considerable power	Speedy and can overcome any variety of resistance	Very risky, expect hostility and covert efforts to eventually undermine

PARTICIPANTS

DECISIONS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1																			
2																			
3																			
4																			
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"MANAGING VOUNTEERS: BOARD AND DIRECT SERVICE"

MIDLANDS INSTITUTE
FOR
NON-PROFIT MANAGEMENT
JULY 10, 1996

Presenter: Jamesena Grimes Moore
Vice President
Volunteer Resources
United Way of the Midlands

MIDLANDS INSTITUTE FOR NON-PROFIT MANAGEMENT

MANAGING VOLUNTEERS: BOARD AND DIRECT SERVICE

July 10, 1996
Omaha, Nebraska

AGENDA

I. Introductions

II. Why Involve Volunteers

III. Volunteer Job Description

IV. Break

V. Recruitment

VI. Supervision and Training

VII. Recognition and Evaluation

VIII. Conclusion

"Managing Volunteers: Board and Direct Service"

Learning Objectives

At the close of this workshop participants will be able to:

- identify benefits and pitfalls of volunteer involvement
- list essential elements of a well-managed volunteer program
- draft a realistic and creative volunteer job description
- identify the steps of recruitment
- understand the relationship between recognition and retention of volunteers
- identify on-going volunteer management issues

THE SCOPE OF VOLUNTEERISM TODAY

The definition of "volunteer" is evolving. One definition, given by the American Red Cross,* is

> *"Volunteers are individuals who reach out beyond the confines of paid employment and normal responsibilities to contribute time and service to a cause in the belief that their activity is beneficial to others, as well as satisfying to themselves."*

This definition comes from the perspective of the volunteer and revolves around motivation. Another perspective, however, is that of the service recipient, who could define a volunteer as

> *"One who gives service to an organization without requiring that the organization make any cash expenditure, as in a payroll."*

A volunteer, therefore, is a "non-cash community resource" that could include

- Students receiving academic credit (also called "service learning").
- Loaned executives.
- Court-referred community-service workers (also called "alternative sentencing").
- Self-help projects, including clients participating in making a program work.
- Corporate employees on release time.
- In-kind services.
- Stipendiary workers, such as VISTA or the proposed National Service Corps.

Barter and discounted fees also are related to volunteering.

Consider that the following vocabulary is synonymous with volunteering for some people:

- Community involvement.
- Pro bono publico work.
- Public service.
- Service learning.
- Helping out.
- Being a good neighbor.
- Activism.
- Citizen participation.
- Self-help.

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* American Red Cross. *Volunteers in the Year 2000*, 1988.

ELEMENTS OF A SUCCESSFUL VOLUNTEER PROGRAM

Planning

Job Descriptions

Recruitment

Interviewing

Orientation

Training

Supervision

Recognition

Record Keeping

Evaluation

Staff-Volunteer Relationships

VOLUNTEER PROGRAM
BUDGET WORKSHEET*

Personnel:

Director of Volunteers
(Full time or _____ hours per week) $____________

Assistant Director of Volunteers
(Full time or _____ hours per week) $____________

Secretary $____________

Other assigned staff: ________________ $____________

Benefits (estimated @ _____% of total salaries) $____________

Estimated cost of other staff time to train and supervise volunteers $____________

Subtotal $____________

Operational Costs**:

FURNITURE AND EQUIPMENT

Office furniture for volunteer office, including desks, chairs, lamps, etc. $____________S

File cabinets $____________S

Computer(s), Typewriter(s) $____________S

Other equipment: ________________ $____________S

Coat racks, storage cabinets, lounge furniture, etc., for volunteers $____________S

Bulletin boards and exhibit equipment $____________S

Slide projector and screen $____________S

Subtotal $____________

VOLUNTEER PROGRAM BUDGET WORKSHEET

TELEPHONE

Installation of instruments	$__________S
Monthly service charge x 12	$__________
Toll calls/long distance x 12	$__________
Reimbursement to volunteers for calls made on agency's behalf	$__________
Subtotal	$__________

SUPPLIES

Office and maintenance supplies (estimated @ $______ per person per year) x (salaried staff + FTE volunteer staff)	$__________
Subtotal	$__________

PRINTING AND REPRODUCTION***

Photocopying ($_____/month x 12)	$__________
Printing volunteer office forms	$__________S
Printing (some typeset, some offset) recruitment materials	$__________S
Printing recognition-event certificates, program book, etc.	$__________
Production of periodic volunteer office newsletter	$__________
Printing volunteer program manual/handbook	$__________S
Other: ______________________________	$__________
Subtotal	$__________

VOLUNTEER PROGRAM BUDGET WORKSHEET

POSTAGE

Regular correspondence, $_____/month x 12	$__________
Periodic mass mailings for recruitment	$__________
Periodic bulk mailing of newsletter	$__________
Subtotal	$__________

INSURANCE

(May be included in overall agency policy, or a special rider, or a specific new policy)	$__________
Subtotal	$__________

RECOGNITION

(Depending on the event, may include food costs, entertainment, hall rental, gifts, pins, etc.)	$__________
Subtotal	$__________

ENABLING FUNDS

Reimbursement for volunteer mileage or transportation	$__________
Reimbursement to volunteers for out-of-pocket expenses incurred while serving clients (examples: purchase of art supplies, taking children to the zoo, etc.)	$__________
Purchase of volunteer uniforms or special clothing	$__________
Reimbursement to volunteers for day-care expenses	$__________
Other reimbursements: ________________	$__________
Subtotal	$__________

VOLUNTEER PROGRAM BUDGET WORKSHEET

TRAVEL

Volunteer office staff local and intermediate-distance travel for recruitment/outreach		$__________
Travel to state or national conferences (for salaried staff or designated volunteers)		$__________
	Subtotal	$__________

PROFESSIONAL DEVELOPMENT

Registration fees for seminars, conferences, etc., (for salaried staff or designated volunteers)		$__________
Journal subscriptions, books, etc.		$__________
Membership fees for professional associations		$__________
	Subtotal	$__________

VOLUNTEER TRAINING

Reproduction of handout materials or purchase of books for volunteers		$__________
Slides and training materials		$__________
Film rental or purchase fees		$__________
Speaker fees		$__________
	Subtotal	$__________
Other: ____________________		$__________
	Subtotal	$__________
	Total Costs:	$__________

VOLUNTEER PROGRAM BUDGET WORKSHEET

ALLOCATION OF ORGANIZATIONAL RESOURCES

Staff time.

Space.

Maintenance services.

Access to organizational equipment and supplies.

In-kind volunteer benefits, such as meals.

Insurance coverage (possibly) M1-H5.

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* Reprinted with permission from: *From the Top Down: The Executive Role in Volunteer Program Success*, Susan J. Ellis, Philadelphia: Energize Books, 1986, pp. 35-39.

** Note that initial start-up costs are differentiated by an "S." Most of these items are one-time expenditures, although several also involve additional purchases each year as the volunteer program grows or needs a replenished inventory.

*** Note: Need to reprint inventory of some of the above as an ongoing expense.

WHEN DESIGNING A VOLUNTEER JOB CONSIDER

What are our unmet needs?

What are we doing now that we would like to do differently, or do more of ?

What could be done by individuals or groups?

What needs to be done when?

What requires special skills?

What requires enthusiasm and goodwill?

What can de done off site?

When do things need to be done--days, weekends, evenings?

Are there emerging issues or trends affecting our organization that we need to address?

Staff Request for Volunteer Assistance

Date of Request ______________________ Department ______________

Staff Contact ______________________ Phone ______________

Brief Description of Work to be Performed:
(Give both goal of the job and examples of activities to be performed)

____

____

____

Qualifications Sought:
(Include both skills & attributes needed to perform the work, & any items that might disqualify an applicant)

____

____

____

Worksite: ____

Timeframe: ____

Hours Preferred:

- ❑ Flexible to availability of volunteer
- ❑ Needed: ______________

Length of Commitment Sought:

- ❑ Open-ended
- ❑ One-time: ______________
- ❑ Minimum of: ______________

When do you want this job to start?

- ❑ Upon Availability
- Start ______________

Number of volunteers sought for this position: ____________

Please return this form to:

Name: ______________________

Address: ______________________

We will be happy to work with you in completing this form. Call us at __________ if you would like assistance in developing new volunteer jobs or in learning more about working effectively with volunteers.

SAMPLE FORMAT VOLUNTEER JOB DESCRIPTION

Title:	This is important. The word "volunteer" is an adjective, not a work title.
Objective:	Explain the reason for the job, possibilities and gives limits.
Essential Functions:	Sample of tasks to be performed.
Accountability:	Who will be the volunteer's connecting link to the organization or supervisor.
Qualifications:	Which are preferable and which are mandatory.
Time Frame:	Is there a specific schedule or any deadlines?
Time Commitment:	How many hours per week, per month or for duration. Be accurate.
Benefits:	What will volunteer get from this. Intangible as well as concrete such as paid parking

A VOLUNTEER JOB DESCRIPTION WILL HELP YOU

Consider the work to be accomplished

Gain staff input and commitment to supervise

Defines goals and limits which will guide training, supervision, evaluation and recognition

Is basis for firing a volunteer, if necessary

Your beginning for recruitment

Case Study

The Washington Agency is located in a Gradyville, a midwestern town with a population of 25,000 and the home of West Washington University. The student population is 9,000. Gradyville has many civic and Greek organizations. It has one of the highest elderly populations in the state.

The Washington Agency received 75% of their funding from the local United Way. The remaining 25% comes from a combination of government grants and client fees. They had a staff of 10, but need additional staff to handle the demand for their services. The Washington Agency had requested an increase in their allocation from United Way to hire some additional staff. Their request was not funded.

The Executive Director has meet with the staff and suggested staff look at ways that volunteers can help them provide service. The agency provides counseling, legal and other necessary support services to teenage runaways on a short term basis until teens can be reunited with their families or move to a long term facility.

What kinds of positions might be suitable for a volunteer? Choose one and write a job description using the volunteer job description sample format.

SAMPLE FORMAT VOLUNTEER JOB DESCRIPTION

Title:

Objective:

Essential Functions:

Accountability:

Qualifications:

Time Frame:

Time Commitment:

Benefits:

ARE YOU READY FOR VOLUNTEERS?

What if a volunteer

telephones to ask about volunteering at your agency?
comes in for an interview?
has a lot of questions?
looks for a work space?
needs a red pen?
wants to store his/her briefcase while working on another floor?
wants to park his/her car?
wants to make a suggestion about your client services?
does something wonderful?
sprains his/her back while carrying a chair into your conference room?
finishes assigned work two hours early?
is told by staff something is too confidential for volunteer involvement?
volunteer reaches first anniversary of service with your organization?
is on assignment outside of the building, calls in with a question and the regular supervisor is out for the day?
comes to work and you were not expecting him/her?

Is your agency ready?

SUCCESSFUL RECRUITMENT OF VOLUNTEERS INCLUDES

Job Description

Qualifications
Characteristics
Number of hours required
Benefits to the volunteer

Target Recruiting

Who do you need
Where do you find them
Develop a community profile--demographics and economic breakdown of your area

Designing a Recruitment Plan

Who
What
Where
How
How Much

Utilizing a variety and the most appropriate techniques

Mass Media
Public Speaking
Printed Materials
Special Circulation Materials
Exhibits/Booths
Direct Mail
Referrals
Special Events

Asking people to volunteer

Invite them to respond to the opportunity to volunteer.

Being enthusiastic!

If you aren't, no one else will be either.

ELEMENTS OF ONGOING VOLUNTEER MANAGEMENT

Interviewing and screening

Orientation

Training

Supervision

Recognition

Record Keeping

Evaluation

FOUR PRINCIPLES OF GOOD SUPERVISION

Instruction

Clear expectations

Showing appreciation

Confrontation

CASE STUDY

You have recently been assigned to staff the Allocation Committee. The committee consists of 25 members. They range in age from 18 to 55 years. The committee is ethnically and gender diverse. Four members have been on the committee for five years. Two members have been on the committee for four years. Six members have bee on the committee three years. Thirteen members are beginning their first year. Your observation of all committee members is that they are willing and eager to serve. The committee's task is to review funding requests and make recommendations to the board. They accomplish their task by meeting six times for approximately two hours each over a three-month period. A meeting schedule is prepared and distributed at the beginning of the committee's work as part of their orientation to the task.

The Chair, who was beginning her second term, suddenly resigned has because of a business transfer. The Vice Chair became Chair. He was not present at the meeting when she announced her resignation, but she had informed him of her resignation by phone the day before the meeting.

The new chair is a small business owner. In the past he had always appeared to be a willing participant. He attended 84% of the meetings last year. Since becoming chair, he has missed two meetings without explanation and arrived at the last meeting when it was ending. There are only two meetings left.

You do not want to lose this volunteer. How would you handle this situation?

TRAINING PLAN

Instructor(s) ______________________ **Date** ____________

Training Topic ______________________ **Time** ____________

Desired Outcome ______________________ **Facility** ____________

Time Estimate (When)	Content/Objectives (What)	Method (How)	Trainer (Who)	Location/Equipment (Where)

Figure 3: Sample Training Plan

Evaluation of Volunteer

Volunteer's Name ______________________________

Volunteer Position ______________________________

Evaluated by ______________________________

Evaluation Period ______________ Date Evaluated ______________

Evaluation Scale:

1	2	3	4	5
Unsatisfactory	Satisfactory	Very Good	Excellent	Clearly Superior

Reports for assignments/meetings as scheduled ________

If unable to report, calls supervisor promptly ________

Arrives promptly for scheduled meetings, assignments ________

Relates well to staff, citizens, other volunteers ________

Displays courtesy, tact, and patience ________

Understands objectives and assignments ________

Performs assignments effectively ________

Attempts to learn from opportunities available ________

Expresses opinions, disagreements in a mature manner ________

Accepts supervision in a positive fashion ________

Displays initiative in performing job duties ________

Respects Confidentiality ________

OVERALL PERFORMANCE (check all that apply)

Superior job, exceeded expectations ( )

Excellent job, met expectations ( )

Could benefit from further training or assistance ( )

Major Strengths: ______________________________

____

Developmental Needs: ______________________________

____

Additional Comments: ______________________________

____

____

Figure 4: Sample Volunteer Evaluation

Volunteer Position Evaluation Form

Name of Volunteer: ______________________ Period Covered by Evaluation: ________

Position: ______________________ Date of Evaluation: ________

Position Goals

	Not Met		Satisfactory		Superior
1. ______________________	1	2	3	4	5
2. ______________________	1	2	3	4	5
3. ______________________	1	2	3	4	5
4. ______________________	1	2	3	4	5
5. ______________________	1	2	3	4	5

Work Relationships

	Needs Improvement		Satisfactory		Excellent
1. Relations with other volunteers	1	2	3	4	5
2. Relations with staff	1	2	3	4	5
3. Relations with clients	1	2	3	4	5
4. Meeting commitments on hours and task deadlines	1	2	3	4	5
5. Initiative	1	2	3	4	5
6. Flexibility	1	2	3	4	5

Comments by supervisor regarding above areas:

____

____

Comments by volunteer regarding above areas:

____

____

Overall, how does the volunteer feel about remaining in this position?

____

____

What else can be done to support the volunteer in this position or to move the volunteer to a new position?

____

Signed:

______________________ Supervisor

______________________ Volunteer (Optional)

______________________ Date

______________________ Date

Scheduled date of the next evaluation. ____

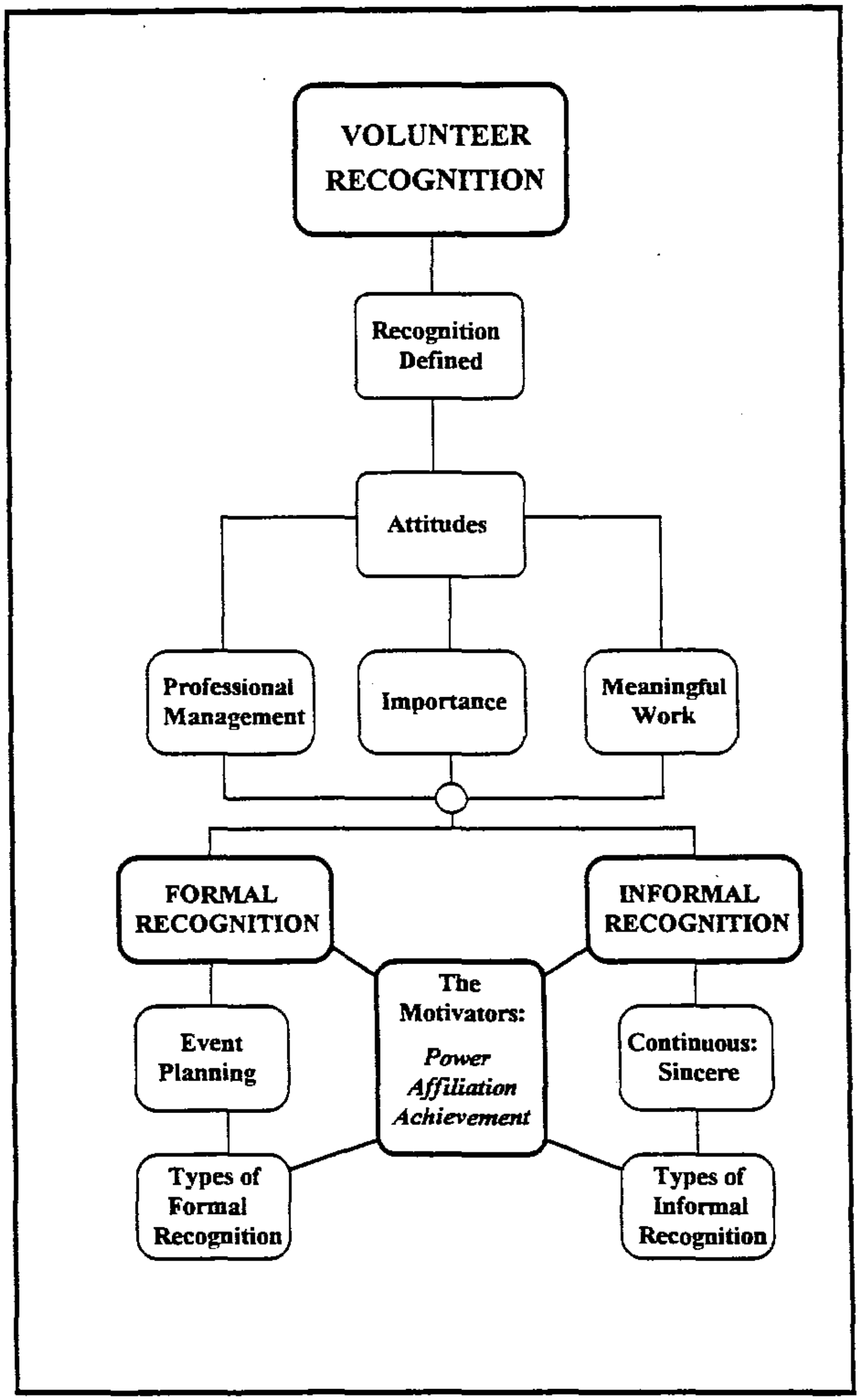
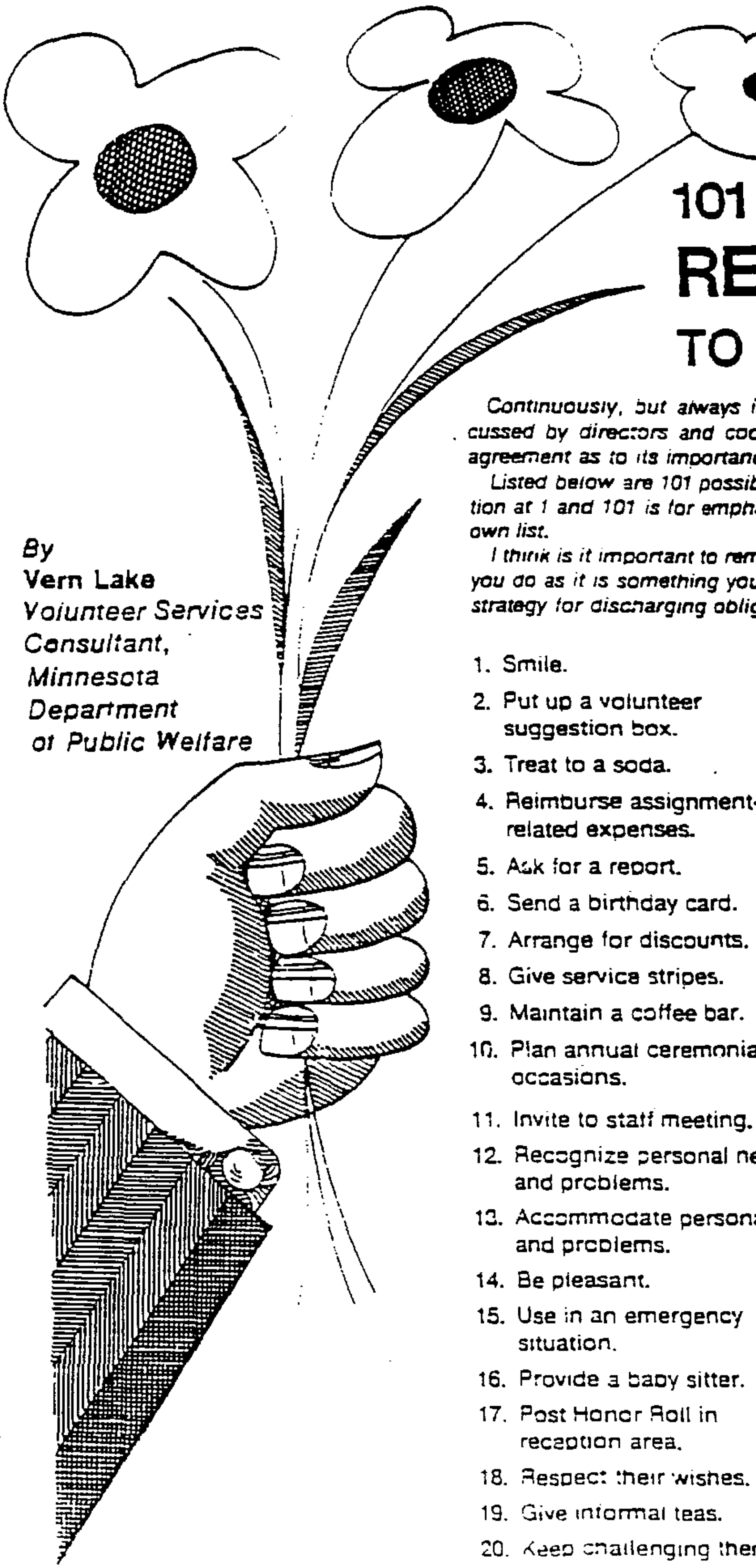


Figure 1: Overview of Recognition Process



101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

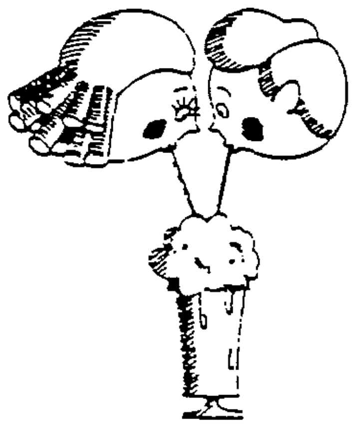
By
Vern Lake
Volunteer Services Consultant, Minnesota Department of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

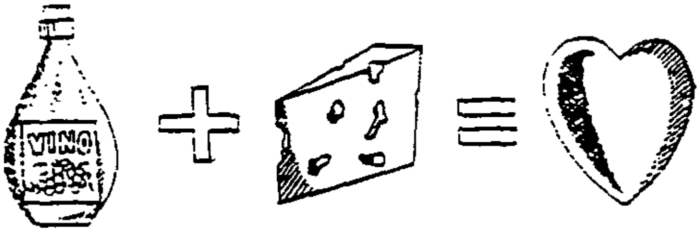
I think is it important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.



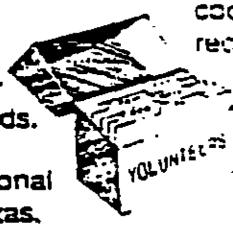
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.

32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.



39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.

54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops
56. Offer advocacy roles.
57. Utilize as consultants.
58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.



77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer

82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party
98. Attend a sports eve
99. Have a picnic.
100. Say "Thank You."
101 Smile

MIDLANDS INSTITUTE
FOR
NON-PROFIT MANAGEMENT

"Managing Volunteers: Board and Direct Service"
July 10, 1996
Omaha, Nebraska

EVALUATION

Using a scale of 1 to 5, with 5 being excellent and 1 being poor, please rate the following:

A. I can identify some benefits and pitfalls of volunteer involvement
1 2 3 4 5

B. I can list some essential elements of a well-managed volunteer program
1 2 3 4 5

C. I understand how to draft a realistic and creative job description
1 2 3 4 5

D. I can identify the steps of recruitment
1 2 3 4 5

E. I understand the relationship between recognition and retention of volunteers
1 2 3 4 5

F. I can identify on-going volunteer management issues
1 2 3 4 5

G. What were the strengths of this session?

H. What would you change?

I. Other comments

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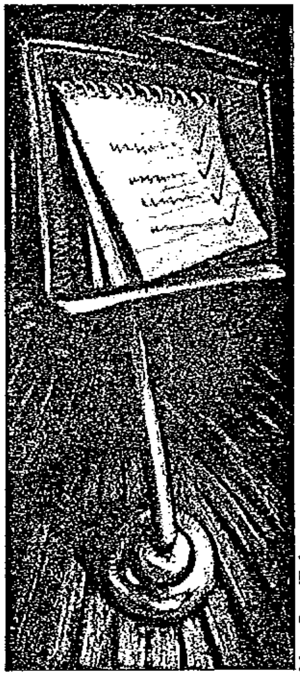
MANAGING VOLUNTEERS

The Girl Scouts, the Red Cross, the pastoral churches—our nonprofit organizations—are becoming America's management leaders. In two areas, strategy and the effectiveness of the board, they are practicing what most American businesses only preach. And in the most crucial area—the motivation and productivity of knowledge workers—they are truly pioneers, working out the policies and practices that business will have to learn tomorrow.

—Peter F. Drucker, "What Business Can Learn from Nonprofits," *Harvard Business Review*, July-August, 1989.



Mary GrandPré

Most people who do volunteer work these days have full-time jobs, families and very little leisure. Yet they find time to work for free. Maybe the corporate sector can learn something from nonprofits.

BY BEVERLY GEBER

Peter Drucker, a pretty smart guy, has proven adept over the years at scooting along on the crest of every management-trend wave with all 10 toes hanging over the edge of the board. But he's usually confined himself to the profit-making world of business. So why is he saying things like this? And why has he founded the Peter F. Drucker Foundation for Nonprofit Management?

The reason, as he points out in a recent book, *Managing the Nonprofit Organization,* is that he's become convinced that many nonprofits are unparalleled at managing their businesses through excellent management of people. What's more, he believes that the corporate sector could learn a trick or two from nonprofits—or, as Drucker likes to call them, the "third sector." It was Drucker who suggested that Frances Hesselbein, outgoing national executive director of Girl Scouts of the U.S.A., would be the ideal person to ream out the bureaucracy at General Motors Corp. after Roger Smith left. When GM demurred, Drucker chose her as head of the foundation that bears his name.

What Drucker and Hesselbein both preach is that well-managed nonprofits have become expert at three crucial elements of running an organization. First, they define their mission and stick doggedly to it. This tactic alone helps turn a great many "thorny" management decisions into no-brainers. When the Girl Scouts defines its mission as helping girls reach their highest potential, it's easy to turn down charities asking for a free phalanx of Scouts to canvass door-to-door.

Second, says Drucker, nonprofits have figured out how to make the board of directors a resource, not just a high-profile rubber stamp. In the best nonprofits, each board member is recruited for a specific expertise and is expected to head a working committee dealing with those issues. A stockbroker would be expected to oversee the nonprofit's financial committee, an advertising executive would head the advertising committee and so on.

Finally, and most important, exemplary nonprofits have become much more clever at managing people. Specifically, they have figured out how to manage volunteers, who, as full-time workers with family responsibilities, have very little time to give. And nonprofits have become ever more savvy in keeping those people motivated and returning for duty.

Indeed, there has been a significant increase in the number of people volunteering their time over the past few years. If you aren't a volunteer, chances are good that the person sitting next to you is. According to a survey conducted by the Gallup Organization for the Independent Sector, a nonprofit research group in Washington, DC, 98.4 million American adults served as volunteers in 1990, a healthy boost over the 80 million reported in 1988. That means nearly every other U.S. adult volunteers time to nonprofit organizations. And according to the poll, each one works an average of four hours a week for their causes.

Young adults and baby boomers showed the most pronounced uptick of interest in volunteering during that two-year span. In 1988, 45 percent of those aged 25 to 34 volunteered; the comparable figure in 1990 was 62 percent. Among those aged 35 to 44, a little over half were volunteers in 1988; by 1990 the figure stood at 64 percent.

There are other telling shifts in the makeup of volunteers today, changes that have forced nonprofits to become much more professional in their approach to managing people. In the past,

The American Heart Association pays a subcontractor to stuff envelopes because it could no longer find enough volunteers who would do it.

the bulk of volunteers were full-time homemakers, often empty-nesters who had plenty of time to spend and were daunted by the fact that corporations demanded skills and experiences they hadn't accumulated in 20 years of child rearing.

The third sector welcomed them gladly. There was always something for unskilled but willing hands to do, whether it was filing papers, stuffing envelopes, collecting donations in the neighborhoods or driving meals around the city. Little orientation or training was necessary, especially because these volunteers often did the same jobs over and over on a set schedule. Management staples such as job descriptions and performance appraisals were alien concepts.

But in the 1970s, all the rules changed. Women, out of choice or necessity, marched into the workplace in ever greater numbers, draining nonprofits of their core source of volunteers.

Deborah Walsh remembers how it was back then. She's vice president of the United Way Voluntary Action Center in Hartford, CT, one of some 400 VACs nationwide. The centers serve nonprofits in their regions by providing management training and operating clearinghouses of volunteers who would like to give time but are not devoted to a particular agency. The VACs screen the volunteers and recommend them to various nonprofits in their areas.

Walsh says the world of nonprofits was turned upside down in the 1970s when women sought paying jobs. "It was very scary," she says. "We couldn't get people to drive for Meals on Wheels."

The makeup of volunteers has changed drastically in the time she has been working for the Hartford VAC. Today, more than 70 percent of the volunteers that come through her agency are full-time workers. That's practically a 180-degree twist.

Why do these people do it? Why would full-time workers pressed for time surrender some of the few leisure hours that remain in the week? To begin with, don't discount the value of the charitable impulse; it's still one of the main motivators that lead people to various causes. The feeling that you are giving something worthwhile to society can be a heady one, especially if you don't feel you're contributing anything to society through your paid job.

But there are other, less altruistic reasons people volunteer. Some do it as a way to sharpen or stretch their job skills. Some do it as a way to test new careers. Susan Forand, director of training and volunteer services for the Hartford, CT, Easter Seal Rehabilitation Center, recalls one woman who called recently and said she thought she might want to switch careers to speech therapy. Knowing that the rehabilitation center provided it, she offered to do any kind of work she could as long as it put her near a working speech therapist.

She reasoned that this would be a great way to figure out if that's what she really wanted to do.

Susan R. Summers, deputy executive director for human resources and administration at the American Heart Association in Baltimore, MD, has been with the charity for 15 years. She's noticed an increase in the number of people who are using volunteer work as a way to get ahead in the world of paid work. It's a way to build up a résumé and earn good recommendations from a work supervisor.

NO SCUT WORK

It's the change in the face of volunteers—from homemakers possessing plenty of time and patience to full-time workers possessing little of either—that has done the most to force nonprofits to change the way in which they manage volunteers.

Full-time workers who have just a few hours a week to give—and who often feel they're robbing time from their families or their leisure to do it—disdain the thought of performing scut work. Summers says the American Heart Association chapter now pays a subcontractor to stuff envelopes because it could no longer find enough volunteers who would agree to do it.

Most nonprofits that do a superior job of managing volunteers long ago ceased to wring their hands over the dwindling supply of envelope-stuffers and, like the American Heart Association, found other ways to get their menial work done. Recognizing that their most valuable volunteers would come from the ranks of the employed, they shifted their focus onto highly skilled knowledge workers and tried to figure out how to attract them.

What they discovered is that today's volunteers want to work on carefully defined projects with a clear beginning and end. "People don't want to sign up for Saturday mornings forever," says Rosa Bunn, director of economic and public enrichment for Adolph Coors Co. in Golden, CO. Bunn coordinates the efforts of a worker-led group that proposes community service projects in which Coors employees can get involved.

About 3,000 Coors employees—nearly one-third of the work force—volunteer for at least one project a year. Although some of these people give time continually throughout the year, most volunteer for a handful of projects in a year's time, each lasting a day or less. Special Olympics is a particular favorite, Bunn says.

Many volunteers these days insist on using the skills and expertise they have developed on their jobs. Call this the corollary of their refusal to stuff envelopes. If they have little time to give, they want to make sure it's spent meaningfully. But this personal need also dovetails with the needs of the volunteer organization. After all, if a crack

Today's volunteers want to work on carefully defined projects with a clear beginning and end.

instructional designer volunteered his time, why would an organization set him to work as a chauffeur? It's much more useful asking him to design a training program to prepare volunteers to work the organization's major annual fund-raising event.

Forand says one volunteer was a "space" consultant, who donated time to rearrange the office space of the severely overcrowded agency. Another expert in ergonomics was interested in working within the agency's job-training program for the disabled. He worked with one disabled client to help design a better work space for him. Of the 475-or-so volunteers Forand has on hand, about 400 want to work on short-term projects.

This is not to say that nonprofits no longer need the volunteer who will do unskilled work, the one willing to run errands and hold the tape at the finish line of a Special Olympics event. But increasingly these days, nonprofits are recruiting knowledge workers for their expertise and asking them to take over many of the professional and managerial duties of the organization. Summers recently recruited a compensation specialist to join the Heart Association's human resources steering committee—after the committee had decided to redesign the compensation system for the paid staff.

The volunteer skills banks maintained by VACs have proven invaluable to nonprofits in search of professional expertise. Most volunteers who register with the local skills bank want to donate some time to a good cause but don't particularly care *which* good cause—another change with which nonprofits had to cope in the 1980s. Many agencies are happy to draw upon these experts for short projects.

For instance, an agency might ask for a computer programmer who could analyze its needs, recommend a software or hardware system, and teach employees how to operate it once it's installed, says Evie Herrmann, director of volunteer services for the Hartford, CT, Voluntary Action Center. A graphic artist might be tapped to design promotional materials for a fund-raising event. A carpenter might be asked to build a ramp at the home of an agency client who has just become confined to a wheelchair.

Finding these professionals is one thing, managing them effectively is another. VACs help out in this area as well. Herrmann says the organization provides free management training courses to 470 agencies.

JOB CONTRACTS

Back in the days when most volunteers were relatively unskilled homemakers, managing them was a casual affair. It would have been blasphemous to suggest that precious money be spent to teach supervisors how to manage paid staff, much less how to organize and reward the work of platoons of short-term volunteers.

Granted, not all nonprofits are 14-karat examples of volunteer management today. Herrmann believes it is a relatively small but high-profile group of nonprofits that do an exemplary job. The ones that excel have borrowed some of the best concepts from well-known management theories and simply applied them more faithfully than most profit-making businesses.

Take the concept of job satisfaction. It's been an article of faith for some time now that if only organizations would design interesting, fulfilling, worthwhile jobs, the people who perform them would happily move heaven and earth to excel in them. Swell idea, but how many companies work hard at it?

Nonprofits know that if they do not assign a volunteer to a task that challenges and interests him, he may not even finish the assignment, much less ask for more work in the future. Since volunteers these days are less likely to be devoted to a particular organization, he'll simply go down the street to the next nonprofit or stop volunteering entirely.

"Volunteers have to feel they're fulfilling a need," Forand says. "If volunteer directors do not package jobs attractively, they'll lose those volunteers."

Consequently, the best nonprofits take job descriptions, training and performance appraisals for volunteers very seriously. These are some of their best tools in recruiting and retaining knowledge workers, many of whom expect to be managed as professionally in their volunteer work as they are in their day jobs.

At the Easter Seal Rehabilitation Center, volunteers undergo in-depth interviews to probe their interests, background and experiences, Forand says. The organization checks references and won't take just anybody who volunteers, largely because it serves disabled people who can be vulnerable.

In management training courses Herrmann conducts for nonprofits on behalf of the Hartford VAC, she teaches that people perform volunteer work primarily for one of three reasons: achievement, affiliation or power. Some people want to give something to society. Others volunteer to meet new people. And still others do it because it's an easier way to attain a leadership position than waiting for a promotion at work.

When people come to the VAC skills bank to volunteer for work, Herrmann examines their interests as well as their skills. Are they interested in the arts, law, the environment or social justice? Of what accomplishments are they particularly proud? Herrmann also encourages nonprofits to probe motivation issues during job interviews to identify the primary urge that is driving the vol-

'Could the job be done at home or in the evenings or on the weekends? What are the real requirements, rather than the conveniences?'

unteer. "If you have an advocacy job, you might want someone who has a power motivation," she says. "But you wouldn't want to put someone in a corner with a computer if she's an affiliation-type person."

Once the interviewing is done and a volunteer is accepted for a particular project or ongoing task, the most clever nonprofits ask volunteers to sign contracts outlining what they have agreed to do. This is neither cynical nor presumptuous; the agencies have found that they can invest a job with more meaning if its terms are formalized. If the organization cares so little about the task that it wouldn't bother asking the volunteer to commit to it, it's possible that the volunteer won't—and the job won't get done.

A volunteer for the Girl Scouts is usually asked to sign a "volunteer agreement," which lists the duties that will be expected of her in the ensuing year. For instance, says Kristin Andreasen, director of adult education for the Girl Scout Council of Orange County in Costa Mesa, CA, a volunteer might agree to be a Brownie troop leader during that time and to perform the list of tasks typically required for that position. On the back of the agreement is space for the volunteer to list what she expects from her supervisor in the way of support during the time period. In many cases, Andreasen says, both supervisor and Brownie leader would be volunteers.

The Red Cross makes a point of using very specific job descriptions, both for short-term projects and ongoing assignments. Even a relatively unskilled clerical position—in which a volunteer might be doing little more than filing and typing—carries a detailed job description. The reason, says Cherie Robinson, director of training and volunteer services for the American Red Cross chapter in Farmington, CT, is that it helps ensure job satisfaction in the long run.

A detailed job description not only helps the Red Cross choose the best person for the job, it also helps the volunteer decide if the job is the right one for him. A mismatch is a botched opportunity for the Red Cross to develop a loyal, long-term volunteer. If the volunteer becomes frustrated by his inability to perform the job, or if he decides he's being mismanaged or micromanaged by his supervisor, he'll leave.

"It's costly to train good volunteers and then lose them because you haven't managed them well," Hesselbein says.

Job descriptions do one more important thing in nonprofits. They force managers to define the crucial elements of the job. "We're constantly having to assess the real requirements for the jobs," Robinson says. "Could it be done at home or in the evenings or on the weekends? What are the real requirements, rather than the conveniences?"

DON'T WASTE MY TIME

The *real* requirements. This is a critical issue for nonprofits, and it is one of the things that distinguishes the management of volunteers from the management of paid workers. In years past, when homemakers preferred to do their volunteer work during the day when their husbands were at work, nonprofits operated on much the same nine-to-five schedule as other businesses. Now that so many of their volunteers earn paychecks during those hours, nonprofits have been forced to become much more flexible with scheduling and supervision.

"Volunteers want to give time at their convenience, which is an inconvenience for the [nonprofit's] staff," says Lt. Col. Jean Davis, assistant program director in the Salvation Army's Chicago office.

In part, this has led nonprofits to the short-project method of getting things done through volunteers. If the Special Olympics organization needs someone to design a training program to teach volunteers how to work the annual athletic event, it might recruit an instructional designer, give her the information and guidelines, and turn her loose. The designer would complete the project on her own schedule, using her professional judgment to make decisions that fit within the guidelines. The nonprofit's paid staff has little time or inclination to micromanage that assignment. You might almost call it empowerment.

Most nonprofits have cut down on the number of meetings they ask their volunteers to attend. Meetings that can't be eliminated are often scheduled for early morning or evening to accommodate those who work full time. Changes like these aren't necessarily spurred by sensitivity or brilliance on the part of the agencies: In large part, volunteers have simply demanded that nonprofits not waste their time. They'll attend a meeting if they're convinced it contributes to getting the job done. Otherwise, expect mutiny.

Andreasen says the Girl Scouts once had bimonthly administrative meetings for staff and volunteers. The meetings were essentially information dumps. They were held mostly out of habit until some volunteers began to question the need. "People just don't have the time," Andreasen says. "Busy people will do the job because they know how to manage their time, but they still don't want to waste time in meetings." The meetings are now held quarterly.

In like manner, Andreasen streamlined the training courses she designed for volunteers. In her original design, she would include various games and exercises to illustrate the concepts and appeal to differing learning styles. But the volunteers were impatient with that approach. "We've had people say, 'Get rid of the songs and games, and give me the meat. I don't have time

Volunteers will attend a meeting if they're convinced it contributes to getting the job done. Otherwise, expect mutiny.

for all the rest of it,' " Andreasen says.

The best nonprofits not only streamline jobs and give volunteers the latitude to accomplish duties as they see fit, they also invest liberally in orientation and training. Hesselbein believes that a good orientation program is absolutely critical in holding onto—and inspiring—volunteers. It's during the orientation that volunteers learn about the mission of the organization and how their individual efforts help achieve it. No volunteer, no matter how slight or short-term his assignment, should be exempt from some type of orientation, she says.

The orientation needn't be delivered in a classroom. The Red Cross, for instance, gives most new volunteers written material and a video that briefly describe the organization and its mission. They reserve formal orientation classes for those volunteers who are assuming some sort of leadership post, such as a position on the board of directors.

But the take-home materials aren't delivered in a vacuum, Robinson says. Just about every volunteer who performs a task for the Red Cross receives some sort of training session, in which the mission—and the individual's role in accomplishing it—is emphasized.

Some of the training that volunteers receive is quite complete. In the Red Cross' blood services division, for instance, medical professionals must undergo a three-hour course to teach them to collect and screen blood. Once they pass a take-home exam, they're scheduled for a tryout on the job under the close supervision of an experienced professional who evaluates their work.

Even the volunteers who greet the donors when they come in and give them sandwiches and juice after they've given blood must go through a two-hour course. They learn the questions they must ask in order to fill out the donor information form, how to take temperatures, how long to let donors stay in the recovery room and how to watch for signs of medical distress.

Robinson acknowledges that the chapter demands a lot from its volunteers, but that hasn't seemed to drive them away. Many nonprofits these days believe that the more you ask of volunteers, the better they will perform.

FIRING VOLUNTEERS

Some exemplary nonprofits not only set high standards, they follow them up with performance appraisals. This is a management device that's relatively new for nonprofits, but it's in synch with their determination to treat volunteers as unpaid professionals.

"Each volunteer should be able to sit down and be evaluated once a year," says Herrmann. Annual performance appraisals serve the same purpose that they do in the corporate sector: They

give the supervisor a chance to evaluate the volunteer's work, and the volunteer a chance to move on to more interesting assignments. In fact, timely performance appraisals may be even more important in a nonprofit, because a disgruntled or underemployed volunteer has no financial reason to stick around.

In practice, says Forand, not every volunteer gets an annual performance appraisal; management of volunteers at her Easter Seal chapter is not that cut and dried. For instance, she says, there are some people who show up once a year to work phones for the annual fund-raising telethon. She'll thank those people, but she won't conduct a formal appraisal of their work.

She will do appraisals for short-term projects done by professionals. And she'll contact a volunteer almost immediately if he doesn't do what he pledged to do. Many times she discovers that the person would rather be handling some other task. Forand tries to get in touch at least once a year with all 475 volunteers to find out if they would like different assignments.

Many professional volunteers these days *demand* performance appraisals, says Kenneth J. Kovach, director of the Volunteer Center and Regional Training Center for Cleveland's United Way Services. The center provides management training for some 700 nonprofit organizations in the Cleveland area.

Kovach says some volunteers want to build up skills and experiences they can use when applying for jobs in the corporate sector. Performance appraisals can prove not only that they performed the work but that they did a good job. Some corporations that "loan" executives to nonprofits for special projects insist that performance appraisals be submitted to the loaned executive's superior. "Some are new or fast-tracking executives and [the companies] want to know how well they're doing," Kovach says.

In training sessions, the Salvation Army teaches its managers and supervisors that they should sit down informally with each volunteer four times a year simply to talk about how things are going. In addition, says Davis, managers are asked to keep a file on each volunteer, so the organization can give job references and recommendations.

Do volunteers ever get fired as a result of poor performance? Most directors of nonprofits wince at the word, but, yes, they do occasionally give people the boot. Most often, however, the managers feel that the fault is theirs if an individual who was motivated enough to volunteer in the first place isn't doing the job. It usually means the person wasn't properly placed in a position that would challenge and please her.

Davis recalls one woman who was asked to do clerical work in a Salvation Army office. But the

Nonprofits draw up specific job descriptions for volunteers, hand them over and then get out of the way.

woman, a bubbly sort, couldn't stop trying to join in on confidential interviewing of clients that was going on in the same office. So they made her a receptionist, put her out front and let her greet the clients. "They just had to give her a job that suited her needs," Davis says.

Perhaps the one thing that nonprofits do better than most corporations is rewarding and recognizing people. Managers in profit-making businesses understand that they're supposed to do it, too. But the urgency isn't there as long as managers know that most people will stick around for a paycheck.

"Recognition is important in business, but it's absolutely critical in volunteer management," Herrmann says.

Recognizing people in a nonprofit is a bare necessity of doing business. If volunteers don't feel appreciated, they have no reason to stay; their urge to serve humanity can be fulfilled just as well by another agency. Thus the daily or weekly compliments are essential, as well as the annual dinners, the thank-you letters, the birthday cards, the pins, the plaques and the pictures in the local newspapers.

Recognition is almost a religion within the Girl Scouts. It's something that is heavily stressed in the many management training courses the organization offers. And managers are encouraged to be as creative as possible in passing out the recognition, says Andreasen. At the end of the school year, one Girl Scouts chapter placed signs in the yards of troop leaders that said, "A special leader lives here."

The Girl Scouts also emphasizes that one size does not fit all when it comes to recognition and motivation. A plaque may delight one person and underwhelm the next. It's often best to ask the volunteer what kinds of recognition she appreciates. "Any time you have 100 volunteers, you'll get 100 answers," Andreasen says.

The American Heart Association's Summers says her chapter has started sending letters to volunteers' bosses, commending the volunteers for a particular piece of good work. And, as always, sometimes the best recognition of good work is an assignment to a new position with greater responsibility or the chance to stretch one's skills.

WHAT'S THE DIFFERENCE?

Granted, nothing that's been said so far is radically different from the management principles at work in private-sector businesses. Absolutely you must provide good orientation, training and job placement. Of course you should recognize each employee's contribution. Indisputably you must appraise performance regularly. So is managing a volunteer in a nonprofit organization any different from managing an employee in a profit-making business?

No. And yes.

Management is a process of organizing work and treating people in ways that will inspire them to be as productive as possible. The Red Cross' Robinson says that during a management training exercise she once conducted, she divided paid and unpaid workers into two separate groups and asked them to come up with a list of reasons why they worked for the Red Cross. The only difference between the two lists was that the paid workers wrote down "money" as a motivator.

Before Robinson was assigned to her current duties of directing volunteer services, she worked largely with the Red Cross' paid staff. "Managing people is the same. They all must be managed with the basic understanding that they need clear objectives, feedback and opportunity for input. The main difference is that the schedule of volunteers is something you cannot control," Robinson says.

But some would say that's a significant difference. "Face time" is such a habit in the corporate sector that many managers wouldn't know how to operate if they couldn't hold a worker's salary hostage to a certain minimum number of work hours a week. Never mind the fact that this ignores individual differences in efficiency and productivity. And never mind the fact that it may actually work against any other efforts to motivate workers on the basis of nonmonetary factors.

Drucker says that managing the knowledge worker for productivity is *the* challenge of the future, says Hesselbein.

The most obvious thing that's different about managing volunteers is that nonprofits must spend much more time breaking down jobs into their component parts in order to cater to the interests and schedules of workers. They draw up specific job descriptions for volunteers, hand them over and then get out of the way. "Managing volunteers is different," Forand says. "You have to put a lot more thinking into the jobs you need to have done and how they can be marketed correctly so they will appeal to volunteers."

Keeping volunteers happy and motivated in their jobs is a key goal at the most successful nonprofits. How many profit-making businesses can say they operate for the convenience and fulfillment of their people? How many can truly say they operate to achieve a mission that is anything other than to make a profit? And yet, without an effort to do so, are profit-making businesses getting 100 percent of the commitment and effort they could get from their employees? If Drucker's right, it's a question they'll have to face soon. T

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X. Organization Design/Development

WHY HAS DIVERSITY BECOME A MAJOR ISSUE?

THERE ARE THREE POWERFUL AND SIGNIFICANT TRENDS WHICH SEEMED TO REACH A CRITICAL POINT AT ABOUT THE SAME TIME:

1. THE GLOBAL MARKET IN WHICH AMERICAN ORGANIZATIONS DO BUSINESS BECAME INTENSELY COMPETITIVE.

2. THE MAKE UP OF THE US WORKFORCE BEGAN CHANGING DRAMATICALLY, BECOMING MORE DIVERSE.

3. INDIVIDUALS BEGAN INCREASINGLY TO CELEBRATE THEIR UNIQUE DIFFERENCES AND BECOME LESS COMPROMISING OF WHAT MAKES THEM UNIQUE.

Eight Major Trends That Will Revolutionize Tomorrow's Workforce*

Fact 1. The Number of Workers Will Fall

· By the 1990s, the U.S. population will be growing more slowly (0.75% per year; 1.8 children per woman) than at any time in the nation's history, with the exception of the decade of the Great Depression.
· The labor force is expected to increase more slowly than at any time since the 1930s, growing to 141 million by 2000.
· Between now and the year 2000, the number of young workers in the U.S. (age 16-24) will decrease by 8%.
· Two-thirds of the people who will be at work by the year 2000 already are employed today.
· All of those destined to join the workforce between now and 2000 already have been born.

Fact 2. The Average Age of Workers Will Rise

· The median age for U.S. workers will rise to 39 years by 2000; it is now 36 years.
· The number of workers between the ages of 35 and 54 will increase by more than 25 million by 2000.
· Older workers will delay retirement or return to the labor force after retirement.
· Positive impact: more experienced, stable, reliable, and generally healthy workforce; training investments made years ago will pay off; the strain on government support programs should ease with more people at prime earning stage: increased personal savings rate.
· Negative impact: less adaptive to change; more risk averse; career plateau-ing.

Fact 3. More Women Will Be On the Job

· By the year 2000, 47% of the workforce will be women.
· Sixty-one percent of all American women will be employed (compared to 35% in 1950 and 40% in 1960).
· By the year 2000, women's wages will equal 74% of men's (compared to 70% in 1987).
· Women have increased their participation in "traditionally male" occupations. Comparing 1979 to 1986, women represented:
  · from 30% (1979) up to 45% (1986) of full-time auditors and accountants;
  · from 10% up to 15% in the legal profession;
  · from 28% up to 40% in computer programming;
  · from 22% up to 29% in management and administration;
  · from 4% up to 9% in electrical and electronic engineering.
· These proportions should increase even more in the coming years to reflect the growing number of women graduating from professional schools. In 1983, women represented:
  · 45% of those receiving accounting degrees;
  · 36% of new lawyers;
  · 36% of computer science majors;
  · 42% of business majors.
· Only 15% of new additions to the workforce between 1985 and 2000 will be white men.

*From *Opportunity 2000: Creative Affirmative Action Strategies For a Changing Workforce*, prepared for U.S. Department of Labor by the Hudson Institute, Indianapolis, Indiana, Sept. 1988.

Fact 4. One-Third of New Workers Will Be "Minorities"

· From 1965 to 1985, the number of Black Americans in the workforce has grown by 55%, from 8 million to 12.4 million.

· Hispanics have almost doubled their numbers in the workforce between 1975 and 1985, from 4.2 million to 7.7 million.· The Black and Hispanic populations have grown more rapidly than the White population because of immigration and higher birth rates.

· The U.S. Hispanic population is growing five times faster than the non-Hispanic population.

· Black women will make up the largest share of the increase in the non-white labor force.

Fact 5. There Will Be More Immigrants Than Any Time Since WWI

· Total immigration (legal and illegal) is projected to add 6.8 million (about 5%) to the labor force by 2000.

· Legal immigration stimulates economic growth. For example, in the Los Angeles labor market during the 1970s, where more than one million foreign-born settled during that period, more jobs were created and unemployment was lower than in the nation as a whole.

· New immigrants tend to accept lower-paying, less prestigious jobs than the native born; this is attributable to language barriers, determination, and comparison with worse employment situations in their countries.

Fact 6. Most New Jobs Will Be In Services and Information

· By 2000, U.S. manufacturing will make up less than 17% of the Gross National Product, and all net *new* jobs will be in the service sector.

· New technologies have increased manufacturing productivity, and these gains have led to gradually eliminating manufacturing jobs.

Fact 7. The New Jobs Will Require Higher Skills

· Technology has eliminated many lower skilled jobs and replaced them with jobs requiring more sophisticated skills and education.

· Today's companies are producing much higher quality products and services in order to compete with foreign manufacturers.

· In 2000, compared to 1984, the labor market will demand 71% more lawyers, 68% more scientists (natural, computer, and mathematical), 53% more health diagnosis and treatment workers, 44% more technicians, and 40% more social scientists.

· In 2000, mining, agriculture, forestry and fisheries, and manufacturing occupations will all have lost jobs.

· More than 50% of new jobs created by 2000 will require some education beyond high school, and almost 33% will be filled by college graduates (in 1988, only 22% of all occupations require a college degree).

· The lowest-skilled workers will be eligible for only about 4% of all new jobs, compared with 9% in 1988.

Fact 8. The Challenge for Business Will Be Immense

· Managing and maintaining a more skilled workforce with fewer workers available will require imaginative personnel practices.

· The competitive edge in hiring will depend upon attraction and retention of the best workers.

· Organizations must look beyond their traditional sources of personnel (young, white, able-bodied, male) for recruitment.

· Organizations must consider what non-traditional workers would find attractive in an organization (e.g.. child and elder care, flex-time, part-time, working from the home, sick child leave, parental leave for both parents).

· Organizations must find ways to help their current and future workforce become more qualified while on the job and before entering the labor force (e.g.. corporate training, orientation, educational subsidies).

ADDRESSING THE ISSUE OF DIVERSITY
A COMPARATIVE ANALYSIS

1

Variables	Affirmative Action
Definition	Creation of diverse work force to ensure upward mobility for minorities and women
Goal	Creation of a diverse work force Upward mobility for minorities and women
Primary Motive	Legal, moral, and social responsibility
Primary Focus	Acting affirmatively (special efforts) toward minorities and women
Primary Benefits	Creation of diverse work force Upward mobility for minorities and women
Drawbacks	Artificial Creates own backlash Requires continuous, intense commitment Cyclical benefits

Table Two

CHANGE AGENT ASSUMPTIONS

	Monocultural	Non-discriminatory	Multicultural
Nature of Society	Harmonious		Conflict
	Similar interests		Different interests
	Needs to improve but basically OK		Oppressive; Alienating; Needs Radical Change
Oppression Liberation Model	Dominance	Desegregation	Pluralism
	Assimilation	Integregation	Diversity
Self Interest in Change	Survival and social acceptability	Adaptation and full use of human resources	Equity; Empowerment, Collective Growth
Values and Ideology	Basic rights of individual		Interdependence
	Best person is rewarded		Ecological survival
	Efficiency and economic survival		Development of human and societal potential

ADDRESSING THE ISSUE OF DIVERSITY
A COMPARATIVE ANALYSIS

2

Variables	Valuing Differences
Definition	Training and education activities to encourage awareness of and respect for diversity
Goal	Creation of a diverse work force Establishment of quality interpersonal relationships
Primary Motive	Exploitation of "richness" that can flow from diversity
Primary Focus	Understanding, respecting, and valuing differences among various groups in the context of the business enterprise
Primary Benefits	Creation of diverse work force Upward mobility for minorities and women Mutual respect among groups Greater receptivity toward affirmative action
Drawbacks	Emphasis on interpersonal relations Low emphasis on systems and culture Low emphasis on management of diversity Cyclical benefits

Stages of Diversity

Dealing with the phenomenon of diversity is an evolutionary process, not a revolutionary one. No organization has a homogeneous work force one week and a diverse staff the next. In fact, the evolution is a gradual process of change that involves a shift in not only the demographics but attitudes and practices in the organization as well. An organization can have a very diverse staff yet continue to function as a monocultural system, as though its staff were all of similar backgrounds. Bailey Jackson and Evangelina Holvino hypothesize that organizations experience three stages in this evolution: monocultural, nondiscriminatory, and multicultural.[16]

In the *monocultural stage*, the organization acts as though all employees were the same. While staff may be somewhat diverse, there is an expectation to conform to a standard that is, in most cases, the white male model, which puts white men at an advantage. Success is achieved by following the expectations and norms of this model. Women, people of color, and immigrants are expected to assimilate, to adopt the dominant style of the organization. The motto might be "When in Rome, do as the Romans do." Differences are underplayed, and there is an attempt to be "color blind."

As the organization evolves, it reaches the second stage: the *nondiscriminatory stage*. Usually because of governmental regulations and the threat of employee grievances, organizations begin to pay attention to affirmative action requirements and EEO regulations. In this phase, there is much attention paid to meeting quotas in hiring and promotion and in removing roadblocks that inhibit diverse groups from moving in and up. The goal is to eliminate the unfair advantage of the majority group. Generally, the two groups that have been most affected at this stage are women and African-Americans. Training in gender equity and reducing stereotypes and prejudice is often done during this period. For diverse employees, there is a push-pull between the need to assimilate and a desire for the organization to accommodate to their needs. Compromises are usually the method of resolving these conflicts, with each side giving in a little in order to gain some as well.

Sooner or later, because of work-force changes in ethnicity, life-style, and values, the organization comes to the third stage: the *multicultural stage*. In this stage, there is not only a recognition that there are clear differences of culture, background, preferences, and values, but a valuing of those differences. Assimilation is no longer the model for success. Rather, new norms are created that allow more leeway for employees to do things their own way. Organizational policies and procedures are flexible enough to work for everyone, and no one is put at an exploitive advantage. This nirvana-like state is a worthwhile goal, but we have yet to see an organization so evolved that it fits entirely in this stage. You can use the *Stages of Diversity Survey* to assess where your organization is in its evolutionary process.

ADDRESSING THE ISSUE OF DIVERSITY A COMPARATIVE ANALYSIS

3

Variables	Managing Diversity
Definition	Comprehensive managerial process for developing an environment that works for all employees
Goal	Management of a diverse work force Full utilization of human resources
Primary Motive	Attainment of competitive advantage
Primary Focus	Managing (creating an environment appropriate for full utilization of a diverse work force -- emphasis on culture and systems) Includes white males
Primary Benefits	Natural creation of diverse work force Natural upward mobility for minorities and women Enhanced overall management capability Competitive advantage for organization Escape from cycle of crisis/intervention
Drawbacks	Requires long-term commitment Requires mindset shift Requires modified definitions of leadership and management Requires mutual adaptation by company and individual Requires systems changes

MANAGING DIVERSITY: 9 Points to Remember

1. Don't assume sameness.

2. Trust some of your instincts; not all behavior is cultural.

3. "Familiar" behaviors may have different meanings.

4. Each individual is a different culture; you have some of the skills.

5. Don't assume that what you meant is what was understood.

6. Don't assume that what you understood is what was meant.

7. Surface behavioral changes don't always mean internal attitude changes.

8. You don't have to like or accept "different" behaviors, but you should try to understand them.

9. Most people behave rationally; you just have to find the rationale.

Diversity Training: Seven Tips to Maximize Your Efforts

By Lee Gardenswartz and Anita Rowe

Like the firefighters in Los Angeles, we seem increasingly to be called in on "Rescue Missions" because in many cases diversity training has gone awry. As cross-cultural sensitivities get more raw and tensions increase, our phone rings with the same question, "What went wrong with our diversity training? We had good intentions but all we did was pave the road to hell."

While there are no fail-safe ways to conduct training, the seven following suggestions should provide some oft-needed help:

1. Create ground rules for your training. It is important to have a framework of acceptable behavior that all participants know, understand, and adhere to. These ground rules should be presented up front following the objectives. Keep them short, simple, and behaviorally focused. We have seen many facilitators present ground rules in their workshops; we have also seen groups create their own rules at the beginning of a session. In either case, here are a few frequently used examples of appropriate ground rules:

- Speak for yourself.
- Refrain from personal attacks.
- Be open to new ideas.
- Actively participate in the session.

2. Expect resistance. Many factors can influence the mindsets of participants in your training session. In one organization, our sessions followed those of diversity consultants who had triggered major blow-ups two years earlier. Although publicity prior to the session attempted to assure people this experience would be different, participants were skeptical, to say the least. They were resistant as they walked in the door, and one participant refused even to fill out his tent card. But we had done some homework. Knowing the history helped us anticipate participant reaction and prepare for the worst. The group eventually thawed, and resistance ultimately diminished. Expecting resistance got us through and made us less defensive. Anticipation can do the same for you.

3. Put diversity training in a larger organizational context. Any diversity training that is treated like an appendage will never fit into the organizational life in a meaningful way, and its value and effectiveness will be short-lived. For example, in organizations where discrimination persists and advancement opportunities for women and people of color is limited, it is important that diversity training not only deal with how assumptions and stereotypes categorize and limit people, but also focus on the organization's promotional and career development systems.

4. Help participants understand the role of socialization. Diversity training is challenging and demanding work. It involves not just teaching new skills, but it also requires looking at values, belief systems, and fundamental paradigms about how the world works and who is entitled to what. No other type of training puts the core individual and all that he or she is so closely under the microscope. And in no other session are participants' values and belief systems, absorbed osmosis-like from infancy, under such tight scrutiny. It is often both startling and upsetting for people to have to dust off racist phrases learned from their parents, or acknowledge early incidents of discrimination. The role of socialization stuns participants once they perceive it. In a recent class we taught there were twins, one male and one female. The young man had been programmed by his parents to go to college and get advanced degrees. His very bright sister was slotted - without her input - for marriage and parenting immediately after high school. That experience gave our attendees pause. It made all of us examine the personal programming we experienced about our own capabilities, as well as the messages we received about the expectations of other racial, gender, ethnic, or cultural groups.

The role of socialization stuns participants once they perceive it.

5. Understand the complexity of the issues. Diversity-related issues are complex because so many norms, traditions, rituals, and values come under scrutiny. The study of cultures and subcultures is fascinating, but it is not easy because human nature tends to make us ethnocentric. Positive experiences and exposure to diverse people and groups can make us more tolerant of behavior different from our own. Just by looking at subcultures in the United States based on geography, race, and ethnicity, we can see that no one way is better than another; rather, all norms have both positive and negative value. The challenge is helping employees come to terms with the many variations that coworkers bring to the organization or work team. Amidst all this variety, it is important to create a common organizational culture whose goals, values, and expectations are strong enough to hold the group together.

6. Accept that the end result of diversity is a fundamental redistribution of resources and power. Coming to terms with this reality is not easy because most participants focus on what they will lose. As a diversity trainer, it is critical that you frame your concepts and discussion in a way that does not pit people and groups against each other and that enables participants to see what they stand to gain - or what they may lose if the status quo remains.

7. Make sure the person who champions your program has credibility and clout. Relegating the implementation or advocacy of the diversity program to someone invisible and unimportant in the organization consigns the training to a level of tokenism and insignificance. If you can't get top-level support, and if your efforts can't be assigned to someone who has respect and influence throughout the organization, that message will be broadcast loudly and clearly to all employees. Over the years, the savvy troops have learned what the CEO's pet projects are by who advocates and implements them. Similarly, they will know where diversity training ranks in importance when they learn who beats the drums for this program.

Gardenswartz and Rowe are diversity consultants/trainers and authors of Managing Diversity: A Complete Desk Reference and Planning Guide and the Diversity Tool Kit.

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Managing Diversity
September 1994
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DIFFERENCES AMONG PEOPLE

---

culturally, we vary in:

AGE / GENDER

LANGUAGE

RACE / NATIONAL ORIGIN

CULTURE / ETHNICITY/ TRADITION

REGIONAL BACKGROUND / LOCAL COMMUNITY AFFILIATION

EDUCATION BACKGROUND

OCCUPATION /PROFESSION

RELIGION / RELIGIOUS BELIEFS / FAITH

SEXUAL ORIENTATION

POLITICS

PHYSICAL ABILITY/DISABILITY

LIFESTYLE

PHYSICAL /MENTAL ABILITY

MILITARY / VETERAN STATUS

IMMIGRANT STATUS

LANGUAGE FACILITY

DIFFERENCES AMONG PEOPLE

---

historically, we vary in:

FAMILY MAKE UP

FAMILY: STRUCTURE / BACKGROUND / STATUS

ROLES PLAYED WITHIN THE FAMILY STRUCTURE

PERSPECTIVES

POLITICAL OUTLOOKS

INTERGROUP RELATIONSHIPS

SOCIO-ECONOMIC LEVELS

WHO YOU ARE: FILTERS EXPERIENCES

EFFECTS INTERACTIONS WITH OTHERS

DIFFERENCES AMONG PEOPLE

---

functionally, we vary in the ways we:

THINK

LEARN

PROCESS INFORMATION

RESPOND TO AUTHORITY

SHOW RESPECT

REACH AGREEMENTS

NEGOTIATE

SUPERVISE

CONSIDERATIONS IN CROSS CULTURAL COMMUNICATION

Cultural traits that can affect the communication process:

Eye contact	Conformity
Dress	**Family Values**
Body Movements / Gestures	Religious Beliefs
Personal Space Needs	Social Status
Social Habits	Time Relationship
Communication Style	Touching
Personality Dynamics	Personal Values
Work Practices/Methods	

FACTORS TO BE CONSIDERED

FAMILIARITY AND COMMAND OF THE LANGUAGE

HIERARCHIAL PATTERNS OF COMMUNICATION

INTERNATIONAL ENVIRONMENTS

FIRST-SECOND-THIRD GENERATION PERSPECTIVES

DIVERSITY IN THE WORKPLACE IS TODAY'S REALITY

QUESTIONS TO ASK SELF REGARDING COMMUNICATION PATTERNS

1. Am I acting in a way that shows that I acknowledge and respect differences?

2. Am I seeing the contributions of others?

3. What personal values/assumptions may be getting in the way?

4. Am I using the best approach?

5. Am I communicating openly and clearly?
   Are words escalating the conflict or communication problem?

6. Do words carry different connotation for others?
   Ex. I might be a little late?

7. How can I open or re-open communication lines?
8. Am I doing all I can to be sure that I am being understood?
9. Are my words and actions being misinterpreted?
   Are my actions creating the problem?

10. Are my assumptions/conclusions appropriate, accurate?
    Are they correctly influencing my communication style?
    Can I listen without making assumptions?
    Are assumptions creating barriers to effective teamwork?

11. Do I exhibit strong reactions?
    Do these reactions get in the way of effective communication?
    How are my reactions received by others?
    Do they act to shut down the conversation?

12. Is attitude helping me get along with co-workers?
    Is attitude enhancing effectiveness in the workplace?

For improved interactions:

1. What are the rules for communicating? are there new rules?

2. How can I better understand others?

3. Who are these others?

4. How might I need to change?

5. What new information do I need to acquire for change to occur?
   How can I access this information?

COLLUSION:

Cooperating with others knowingly or unknowingly to reinforce stereotypic attitudes, prevailing values, behaviors and/or norms.

Some Familiar Types of Collusive Behavior:

1. Passivity or silence at a moment when another person is being victimized by stereotyping and needs our active support.

2. Behavior that actively reinforces stereotypes directed at ourselves or others.

3. Denying that a problem of discrimination exists--despite compelling evidence to the contrary.

FACT SHEET ON

BIAS-FREE COMMUNICATION

A bias-free environment allows each of us to learn, work and grow, free from limiting stereotypes and expectations. Such an environment ensures that the rights mandated by human decency and required by law are protected. Language and actions reflect attitudes and values. Responsible communicators make every effort to end the biases that often invade written, visual and face-to-face exchanges.

There are many ways we can begin to eliminate bias in our communication with others. When in doubt, substitute your own name or the name of a friend in your sentences. Ask yourself if you are limiting or stereotyping. Calling a woman over the age of 18 a "girl" or a mail carrier a "mailman," or suggesting that all adminstrators are majority males, influences the thoughts of others. Notice words, images and situations that reinforce stereotypes. Ask individuals or groups what they prefer to be called. Before using labels, think about how you would feel if those labels were applied to you. The key to effective bias-free communication is treating all people with respect and consideration regardless of age, gender, race, religion, sexual orientation, ethnicity, physical characteristics or political preference.

Eliminating specific biases requires a knowledge of ourselves and how our communication patterns may affect other individuals. The following are some suggestions for bias-free communication:

Handicap

- Recognize that a handicap is a disability only when it severely precludes a specific task. A disability is a legal disqualification; an irrelevant or insubstantial handicap is not, e.g., people who use wheelchairs are not disabled unless their handicap is relevant to job performance and makes them noncompetitive.
- Concentrate on performance rather than a handicapper characteristic, e.g., the "blind operator" should be "the operator." A first step in concentrating on ability is to recognize that handicappers are not disabled individuals.

Gender and Sexual Orientation

- Use gender-neutral words/phrases in your language, e.g., journalist, fire fighter, chairpersons. Avoid the use of "man" or "woman" in job titles.
- Address both female and male perspectives with phrases like "employees and their partners." Use parallel words when specifying gender like "he/she" or "women/men."
- Be sure your pronouns include both sexes instead of only male.
- Respect both women and men—don't stereotype by gender.
- Avoid describing men by profession and women by physical attributes.
- Don't assume everyone is heterosexual or that all partnerships involve two people of different gender.
- If you specify or pay attention to someone's gender or sexual orientation, be certain it is relevant. It rarely is.

Race and Ethnicity

- Avoid qualifiers that imply all members of ethnic groups or races are the same.
- If you specify race or ethnic origin, be certain it is relevant. It rarely is.
- Avoid language that has questionable racial or ethnic connotations.
- Avoid sterotyping or patronizing racial or ethnic groups with tokenism in news stories, anecdotes or hiring practices.
- Review your publications and media to be sure all groups in your organization are adequately and honestly represented and that all material is bias-free.

Age

- Mention age only when it is relevant.
- Avoid cliches. Use words that actually describe rather than stereotype.
- Remember that children and older people are individuals. Let them speak for themselves rather than assuming you know what they want.
- Remember that you may underestimate a child's or older persons's capability or energy.
- To freely pat and touch children and older people (or anyone else) simply because of their age is presumptuous and biased.

Ending bias takes diligence and education. Many of our biased statements seem so natural we are not aware of the bias. Notice your communications at home, at work and in social situations; become conscious of the words you use and what they imply. An end to discrimination and bias is every individual's right and everyone's responsibility.

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Watch your thoughts; they become words.
Watch your words; they become actions.
Watch your actions; they become habits.
Watch your habits; they become character.
Watch your character; it becomes your destiny.

FRANK OUTLAW

MANAGING PRODUCTIVITY

Goal Setting and Outcomes

Performance Appraisal Process

Barriers to Productivity

Positive Direction and Development

Terminations

MANAGING PRODUCTIVITY

PERFORMANCE MANAGEMENT PROCESS

HALO EFFECT

RECENCY EFFECT

Ken Blanchard

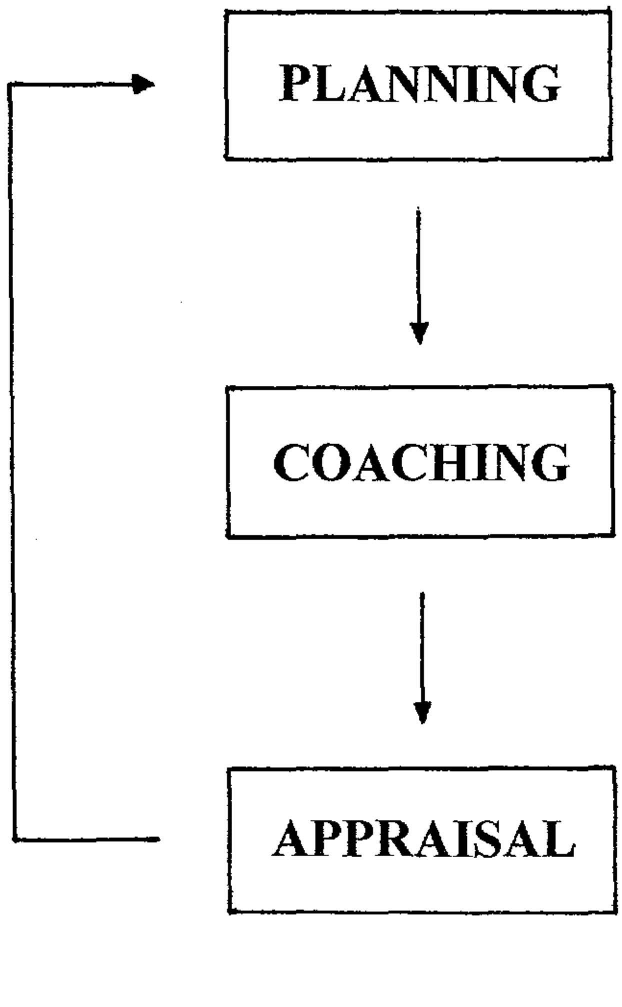
"All good performance starts with clear objectives"

"Feedback is the Breakfast of Champions"

"Life is all about getting A's, not some normal distribution curve"

MANAGING PRODUCTIVITY

PERFORMANCE MANAGEMENT PROCESS



MANAGING PRODUCTIVITY

PLANNING FOR PERFORMANCE

A "joint" effort. Why?

Setting Expectations

- What are the goals?
- What will the finished product (or a good job) look like?
- What's the action plan?
- How will results be measured?
- How will the supervisor help?

COACHING

Day to day

Formal/informal

Direct, coach, delegate

"Doing what you promised."

APPRAISAL

Where are we?

Evaluate against the "game plan"

Formal

MANAGING PRODUCTIVITY

PLANNING FOR PERFORMANCE

GETTING STARTED

Job Description/Job Duties

Agree on content
Develop final list
Prioritize importance

<u>Key Result Areas</u> (What functions are most important to this job and to the organization?)

Are we getting the biggest "bang"?
Can't do it all.
"You get what you measure."

MANAGING PRODUCTIVITY

PLANNING FOR PERFORMANCE

Goal Setting

Guidelines

- **Clear priorities**
- **Specific with deadlines**
- **Focus on a few**
- **Write them down**

Criteria

- **Are they relevant?**
- **Are they specific?**
- **Are they attainable?**
- **Are they measurable?**
- **Can you track the data?**
- **Are they developmental?**
- **Are they agreeable?**

MANAGING PRODUCTIVITY

PLANNING FOR PERFORMANCE

<u>Specific/Measurable?</u>

__ 1. Breakage should be kept to a minimum.
__ 2. To reduce coding errors on existing computer programs by 25% by January 1, at a cost not to exceed $325.
__ 3. To reduce the cost of ongoing operations by January 1.
__ 4. Telephones should be answered promptly and messages taken when necessary.
__ 5. To reduce utility costs by ten percent before November 1, at a one time cost not to exceed $5000.
__ 6. To increase sales of model Y by ten percent before April 1, with no increase in sales expense.
__ 7. Reduce production accidents appreciably by year end.
__ 8. Errors in recording class enrollment will not exceed two percent of the monthly enrollment.
__ 9. Telephones should be answered after no more than two rings. Telephone manners will follow those prescribed in the company handbook. Messages should include date, time of call, relevant names and numbers, and the nature of the call.

MANAGING PRODUCTIVITY
PLANNING FOR PERFORMANCE

Measuring the Outcome

("If you can't measure it, you can't manage it")

What is the Standard?

What result do you expect?
What does a good job look like?

Measures

Quality
Quantity
Time
Cost
% of change

What's reasonable?

Customer expectations
Past results
Organizational objectives or needs
Benchmarks
Development/"stretch"

Negotiation (agreeable?)

Can you track the measure?

MANAGING PRODUCTIVITY

PLANNING FOR PERFORMANCE

Goal Setting

Identify a key result area from your position or one that you supervise.

Why is it important to the job and your organization?

Write a specific and measurable goal for the key result area.

How do you know your standards/expectations are reasonable?

What do you already have available, or what process will you establish, to determine if you achieved your desired outcome?

MANAGING PRODUCTIVITY
PLANNING FOR PERFORMANCE

How Will the Supervisor Help?

Very important, but seldom done.

What help does the employee need from the supervisor to make the goal?

Goal Specific

- Assess employee readiness to tackle
  - Skills
  - Knowledge
  - Experience
  - Confidence
  - Commitment
  - Tools/resources

As skill/commitment increase:

- Support/direction decrease.
- EE definition of goals increase.

Leadership contract to meet, train, coach, assist, and remove barriers.

MANAGING PRODUCTIVITY
COACHING

"Sink or Swim"

PM/PA - ongoing, daily interaction between manager and employee to:

- Assess progress
- Review data
- Delegate authority
- Clarify direction
- Renegotiate expectations
- Recognize performance
- Document progress

Formal/Informal

- Planned/unplanned
- Be prepared!
- Do you have a way to document?
- 50% impromptu

"Uphold your leadership contract"

Praise, Praise, Praise

MANAGING PRODUCTIVITY
COACHING

Giving Bad News

Non-threatening
Focus on behavior, not person

Do:

State specific behavior that is unacceptable

Explain why the behavior is unacceptable and how it affects productivity and performance

Tell the employee what you expect him/her to do or not to do in order to change

Let the employee know what will happen if the behavior does or does not change (rewards or consequences)

MANAGING PRODUCTIVITY

COACHING

Giving Good News

Fear of failure

Be specific/be quick

Do:

- **State what aspects of behavior you find valuable**
- **State the positive effects the performance had**
- **Tell why the performance is important**
- **Say "thank you"**

MANAGING PRODUCTIVITY
READINESS

5 4 3 2 1 I want reliable measures of performance that will reflect how well work is performed.

5 4 3 2 1 I feel employee participation is essential when performance measurements are being established.

5 4 3 2 1 I am not intimidated by employees whose knowledge of their job exceeds mine.

5 4 3 2 1 I listen to employee ideas and incorporate them whenever possible.

5 4 3 2 1 I am willing to share with my employees pertinent information that is inaccessible to them.

5 4 3 2 1 I feel responsible for helping employees identify the key results areas in their jobs.

5 4 3 2 1 I test our performance measurements against past practice, customer demands, and those used by our competitors.

5 4 3 2 1 I believe employees who participate in establishing performance measures are more committed to meeting them than when I set them alone.

5 4 3 2 1 I am willing to modify performance expectations when experience demonstrates the need.

5 4 3 2 1 My employees know I want them to succeed.

_______ TOTAL

MANAGING PRODUCTIVITY
APPRAISAL PROCESS

Legal Issues

Forms, Format and Method

Uses of Appraisals?

What About My Pay?

LEADERSHIP/PRODUCTIVITY

Purpose - What are you going to do?

- "Close the loop"
  - Discuss progress toward goals
  - Identify strengths
  - Identify ways to improve performance
  - Identify current or potential problems
  - Improve communication
  - Assess supervisors contribution
  - Assess employee development opportunities
- Set new organizational and development goals (Planning)

MANAGING PRODUCTIVITY

APPRAISAL PROCESS

What Do You Measure?

Goals/Objectives
Main Focus

Planning
Task accomplishment/job duties
Self development/initiative
Creativity
Interpersonal relations
Adaptability/flexibility
Decision making
Communication skill
Attendance
Other, even attitude

WHAT'S RELEVANT TO THE JOB?

MANAGING PRODUCTIVITY
APPRAISAL PROCESS

What Do You Measure?

Can you evaluate intangibles like creativity or even attitude?

Yes. Focus on the behavior!

Don't Say	Say
You have a bad attitude.	Some of your coworkers have expressed concern to me that you have been short with them and not very communicative. They have also said that you do not say "hello" when they greet you and often return their smiles with a glare. I'm concerned about this behavior. What are your thoughts about what is going on?

MANAGING PRODUCTIVITY
APPRAISAL PROCESS

TYPICAL SITUATION

Atmosphere:

Boss sits in judgment

Salary, bonus, promotions on the line

The Boss:

Does not want to hurt feelings - ruin relationship

Uneasy talking personality or interpersonal style

Information limited to personal observation and some records

Halo/Recency

MANAGING PRODUCTIVITY
APPRAISAL PROCESS

TYPICAL SITUATION

The Subordinate:

- **Anxious and defensive**
- **Uncomfortable discussing own personality or style**
- **Information limited to self-image and interpretation**

RESULT

MINIMAL OPEN DISCUSSION OF BEHAVIORS NEEDED FOR OUTSTANDING PERFORMANCE

CONTINUED EXISTENCE OF BLIND SPOTS

MANAGING PRODUCTIVITY

APPRAISAL PROCESS

<u>Checklist for Effective Appraisal</u>

Coach day to day - no surprises

Use agreed upon job description/KRA's

Evaluate yourself before your employee

Prepare and plan for the interview

Put the employee at ease in the interview

Evaluate performance, not personality

Be candid and specific

Agree on goals, objectives, leadership

Put goals in writing

Sincerely care about your employee

MANAGING PRODUCTIVITY
APPRAISAL PROCESS

Preparing for the Interview

Questions to ask yourself:

What results do I want?

What contribution is my employee making?

What contribution should my employee be making?

Is he/she working near potential?

Does he/she know clearly what is expected?

What training does he/she need?

What are his/her strengths.

How has my performance helped or hindered?

MANAGING PRODUCTIVITY
APPRAISAL PROCESS

Putting the Employee at Ease

Inform ahead of time when the interview will be held and how long it will take.

Allow for privacy and no interruptions.

Allow time for an initial warm-up.

Discuss the purpose and importance of the appraisal.

Let the employee talk. Ask for opinion.

Ask for the employees reaction.

Listen, Listen, Listen.

Close the discussion with follow-up steps.

MANAGING PRODUCTIVITY
APPRAISAL PROCESS

Are You Listening?

5 4 3 2 1	I listen for ideas, not just facts.
5 4 3 2 1	I can control my emotions even when I disagree with the other person.
5 4 3 2 1	I eliminate distractions when other people are talking.
5 4 3 2 1	I listen to people without prejudging them or their message.
5 4 3 2 1	I keep an open mind when listening.
5 4 3 2 1	I give my full attention with my mind and body.
5 4 3 2 1	I listen more than I talk when I'm with other people.
5 4 3 2 1	I can listen to people without interrupting.
5 4 3 2 1	I practice nonverbal acknowledgment when listening.
5 4 3 2 1	I know how to reflect what is being said in my questions and responses.
________	TOTAL

MANAGING PRODUCTIVITY

APPRAISAL PROCESS

Final Thoughts

Have employee prepare by completing an evaluation on his/herself for discussion and comparison during the interview.

Develop with your employee a process that will help him/her record critical incidents that occur during the year so he/she does not forget them.

Use multi-rater (360) feedback.
Input from peers, customers, subordinates, etc.

Multiple advantages.

MANAGING PRODUCTIVITY

LEADERSHIP AND PROCESS

Process or Person

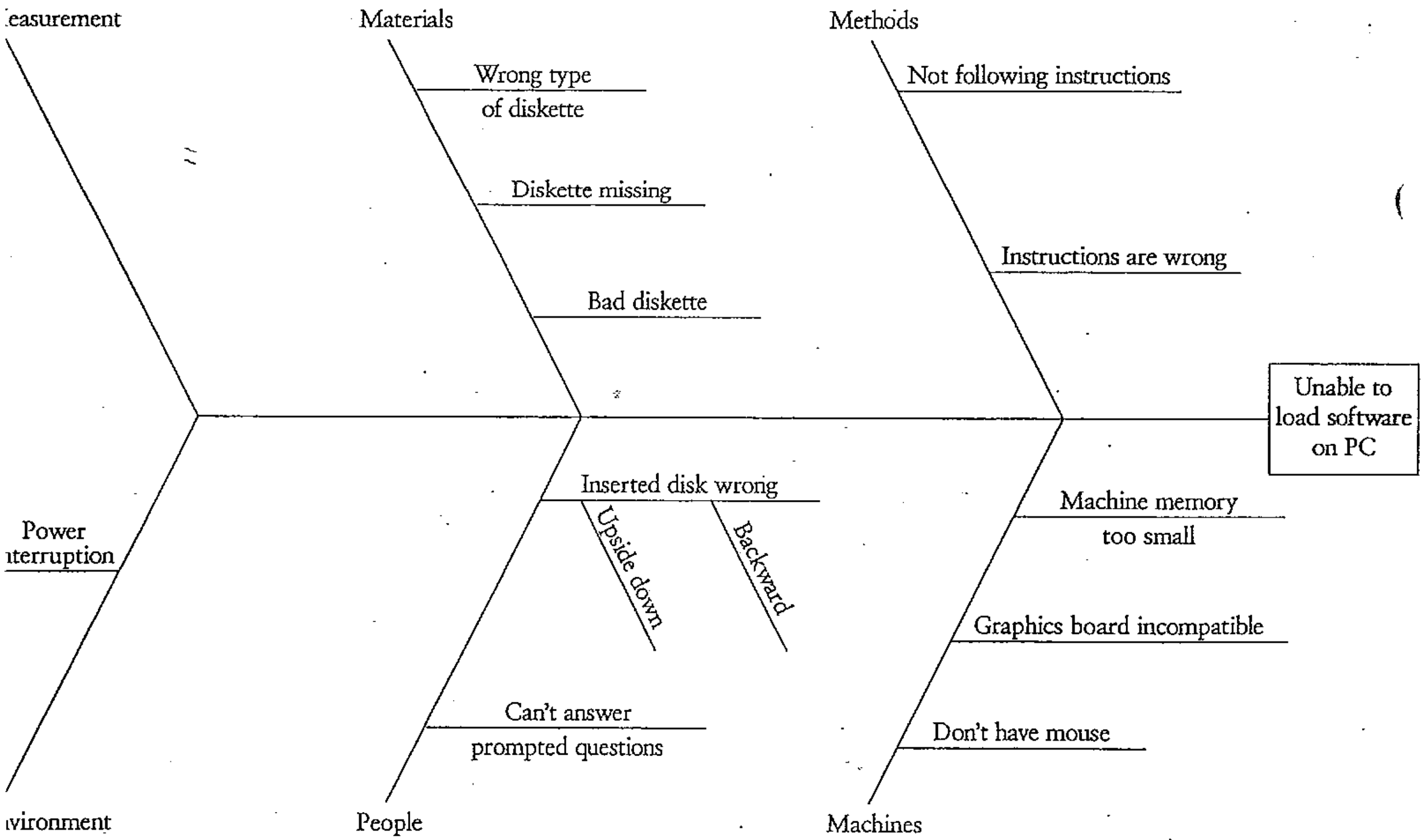
Three "killer" words
"WHO DID THAT"

Leadership Checklist

Conduct analysis
Clearly define customer expectations
Delegate
Develop talents
Empower
Follow-up and coach
Use appropriate influence
Demonstrate initiative
Demonstrate effective judgment, short and long term
Manage the work
Maximize performance
Manage meetings and facilitate
Negotiate
Communicate
Demonstrate organizational systems awareness
Strive for continuous improvement
Demonstrate teamwork and collaboration
Be visionary

MANAGING PRODUCTIVITY
LEADERSHIP AND PROCESS

Fishbone (Cause/Effect)



MANAGING PRODUCTIVITY

POSITIVE DIRECTION

Progressive Discipline

Traditional Procedure

- Verbal warning
- Written warning
- Suspension
- Termination

Goal: Punish
Motivate corrective action

Result: Corrective steps
Resentment
Compliance in the presence of authority

MANAGING PRODUCTIVITY
POSITIVE DIRECTION
Progressive Discipline

Alternative Procedure

Development plan

Employee writes
Outlines improvement steps
Outlines consequences
Supervisor agrees to assistance
Identifies time frame
Identifies follow-up

Termination

Failure to adhere to commitment
stated in development plan

Advantages

Diffuses anger from discipline process
Places accountability directly on employee
Commitment enhances compliance
Insures expectations clearly known
Removes excuses during termination
Provides clear documentation and defense

Should I use suspensions?

"Attitude adjustment day"

MANAGING PRODUCTIVITY
POSITIVE DIRECTION

Progressive Discipline

What's your goal?
- **Punishment vs. Development**
- **Process vs. Person**

Alternative Procedure
- **Agreement between you and employee**
  - **What will employee do?**
  - **What will you do to help?**
  - **Done as part of each step**

Procedure
- **Coaching**
  - Issue and expectations discussed
  - Employee suggests and commits
  - Supervisor commits to assist
- **Written action plan**
  - Same as above, only written
  - Contract for positive action

MANAGING PRODUCTIVITY

POSITIVE DIRECTION

When engaged in a disciplinary matter, be sure to:

Discuss the matter with the employee before deciding action

Focus on behavior, not personality. Don't try to second guess intent.

Be direct.

Be respectful.

Listen.

Keep emotions out of it.

<u>These are the most common supervisory errors.</u>

MANAGING PRODUCTIVITY
POSITIVE DIRECTION
Discipline Checklist

What and how did it happen? Facts.
What should have happened?
Has the employee told his/her side?
Was the employee aware of the rule?
Was the rule published in writing?
Was the employee properly trained?
Was the rule stated clearly?
How long has the rule been in effect?
Is the rule consistently enforced?
What is the employee's past record?
Is the past record documented?
What corrective action should be taken?
Does the corrective action "fit the crime"?
What have we done in similar cases?
Will the corrective action encourage change?
How will the work group be effected?
Can you explain why the action is appropriate?
What will you do to help improvement?
Are there others who should be notified?
What documentation will you maintain?
Have you followed the discipline policy/contract?
Are you within the law?

MANAGING PRODUCTIVITY

TERMINATION

EEO/Title VII

Comparable, not reason.

The Separation Meeting

Prepare the Conversation
- What will you say?
- In what sequence?
- What response do you anticipate?
- Will the situation be volatile?
- Rehearse/role play.

Time and Place
- Allow enough time, but keep brief.
- Privacy.
- Away from employee's work area.

Separation Package
- What happens to final pay?
- What happens to benefits?
- Are there separation benefits?
- Is re-employment assistance provided?
- Is EAP available?
- Will you provide a reference?

MANAGING PRODUCTIVITY

TERMINATION

The Separation Meeting

- Transition of Work
  - Is there work in progress?
  - Who takes? How?
  - What about employee's belongings?
  - What do you say to co-workers?
- PUT IT ALL IN WRITING!!!
  - Termination letter.
  - Tells what, not necessarily why.
- MEET WITH THE EMPLOYEE!!!
  - Set the stage. Try to put at ease. Be brief.
  - Define separation clearly and succinctly.
    - (Did you rehearse?)
  - Present decision as definite and final.
  - Present reasons, but don't argue.
  - Show compassion.
  - Discuss separation benefits and pay.
  - Give employee letter.
  - Discuss transition issues.
  - Offer support, if appropriate.
  - Close meeting.

MANAGING PRODUCTIVITY

TERMINATION

What if the employee is argumentative, angry, or emotional?

Be firm, but don't argue back.
Try restating the situation, decision, support.
Don't try to turn angry person to docile.
Empathize. Suggest understanding.
Don't become emotional in return.
Reiterate decision is final.
If very volatile, may want security backup.
Don't underestimate security issues.

Outplacement Assistance

Costly.
Very effective in easing transition.
Appropriate to the position?
Helpful during downsizing group.

Severance Agreements

If give severance, recommend agreement.
Define benefits and conditions.
Clause on secrets, property, and lawsuits.