



RENEWAL for Leaders and Supporters

to

RESTORE Optimal Well-Being

and

REGENERATE Competence and Commitment to Ensure That
All People Supported Will Live to Their Fullest Potential

Session 9 – Resource 1

Supervisor, Manager, Administrator and Director Roles to
Develop and Support Team Members



Outcome Objectives

As a result of the group training process and one with one executive coaching sessions...

1. Supervisors and Directors (S & D) will be **Renewed** by celebrating and integrating the more complete best practices that were learned during the COVID experience and;
2. S & D will be better qualified to **Restore** and **Regenerate** supporters to be more competent, committed and caring to consistently provide the best possible conscious care and support and other essential services to people supported and;
3. S & D will significantly enhance their self-awareness, self-understanding, self-management, self-expression, personal and professional development and;



Outcome Objectives

continued

- 4. S & D will more consistently and completely facilitate the development and successful implementation of Person Centered Plans (PCP) and;**
- 5. The improved PCP development and implementation process will significantly improve the likelihood that every person supported will live to their fullest Social, Vocational, Mental, Emotional, Physical and Spiritual Potential.**



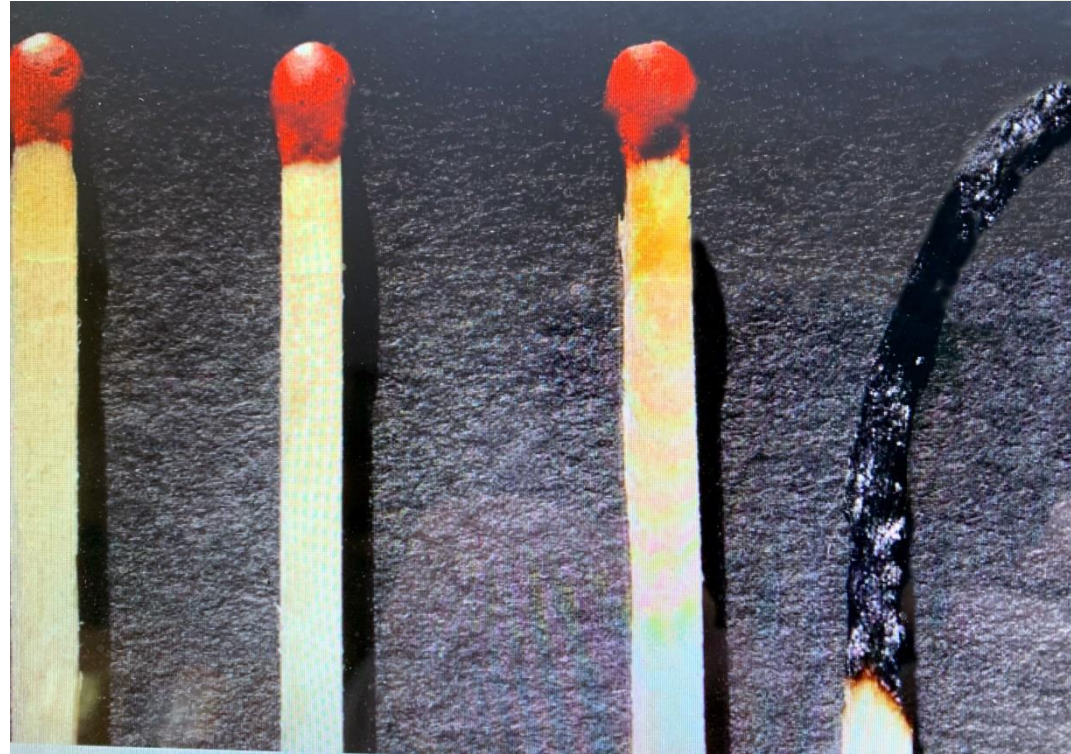
Renewal, Restore and Regenerate

from

**Burn-Out
Space-Out
Tune-Out
and
Strike-Out**

to

Fulfillment, Satisfaction and Services' Excellence



peter.mindfulliving@gmail.com
www.centreforconsciouscare.ca



Question 1

How to Sustain Satisfactory Services When Working Conditions are Unavoidably Compromised (e.g. because of the COVID Crisis)

- Development of Mental Health Disorders and Lack of Emotional and Physical Well-Being
- Work Overload and Stressful Overtime due to Staff Shortages
- Compassion Fatigue
- Unreasonable Levels of Responsibility due to Inexperienced New Hires
- Inadequate 'Tools' to Do the Job, e.g. Loss of Community Support Opportunities
- Low/No Feelings of Meaning and Purpose
- Low/No Feelings of Control Over Roles and Responsibilities



Question 1

Continued

- **Ongoing Anxiety, Fears of Breakouts, Becoming Seriously or Fatally Ill**
- **Personal Social Isolation Resulting from Masks and PPE, etc.**
- **Unresolved Conflict Between Team Members due to Differing Views, like for example on Mandating Masking and Vaccines, etc.**
- **Loss of Working Relationships (due to Working from Home) that are Needed to Inspire and Nurture the Team's Feelings of Togetherness, Meaning and Fulfillment**





Unintended Contributors to Compromised Support Services

How Prevalent are the Outs?

Assessments

Self-assessments (S) Other Assessment (O)

	Don't Know	High	Somewhat	Low/No
Burn-Out				
- Feelings of Overwhelm/ Exhaustion/Anxiety/Depression				
- Negativity Towards the Job and Self				
- Team Members Conflict, Anger, Unforgiving				



peter.mindfulliving@gmail.com
www.centreforconsciouscare.ca



Unintended Contributors to Compromised Support Services

How Prevalent are the Outs?

Assessments

Self-assessments (S) Other Assessment (O)

	Don't Know	High	Somewhat	Low/No
Tune-Out				
- Loss of Confidence or Commitment				
- Low to No 'Wanting To' Do Parts of the Job				
- Low to No Caring/ Indifference				



peter.mindfulliving@gmail.com
www.centreforconsciouscare.ca



Unintended Contributors to Compromised Support Services

How Prevalent are the Outs?

Assessments

Self-assessments (S) Other Assessment (O)

	Don't Know	High	Somewhat	Low/No
Space-Out				
- Low to No 'Ability to Do' Parts of the Job				
- Inadequate Job Skills				
- Ineffective, Inefficient, Mistakes				



peter.mindfulliving@gmail.com
www.centreforconsciouscare.ca



Unintended Contributors to Compromised Support Services

How Prevalent are the Outs?

Assessments

Self-assessments (S) Other Assessment (O)

	Don't Know	High	Somewhat	Low/No
Strike-Out				
- Emotional Hijacks – Impatience/ Intolerance				
- Power Struggles				
- Withdrawn				



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Costs of Not Eliminating the 'Outs'

(by Renewing, Restoring and Regenerating)

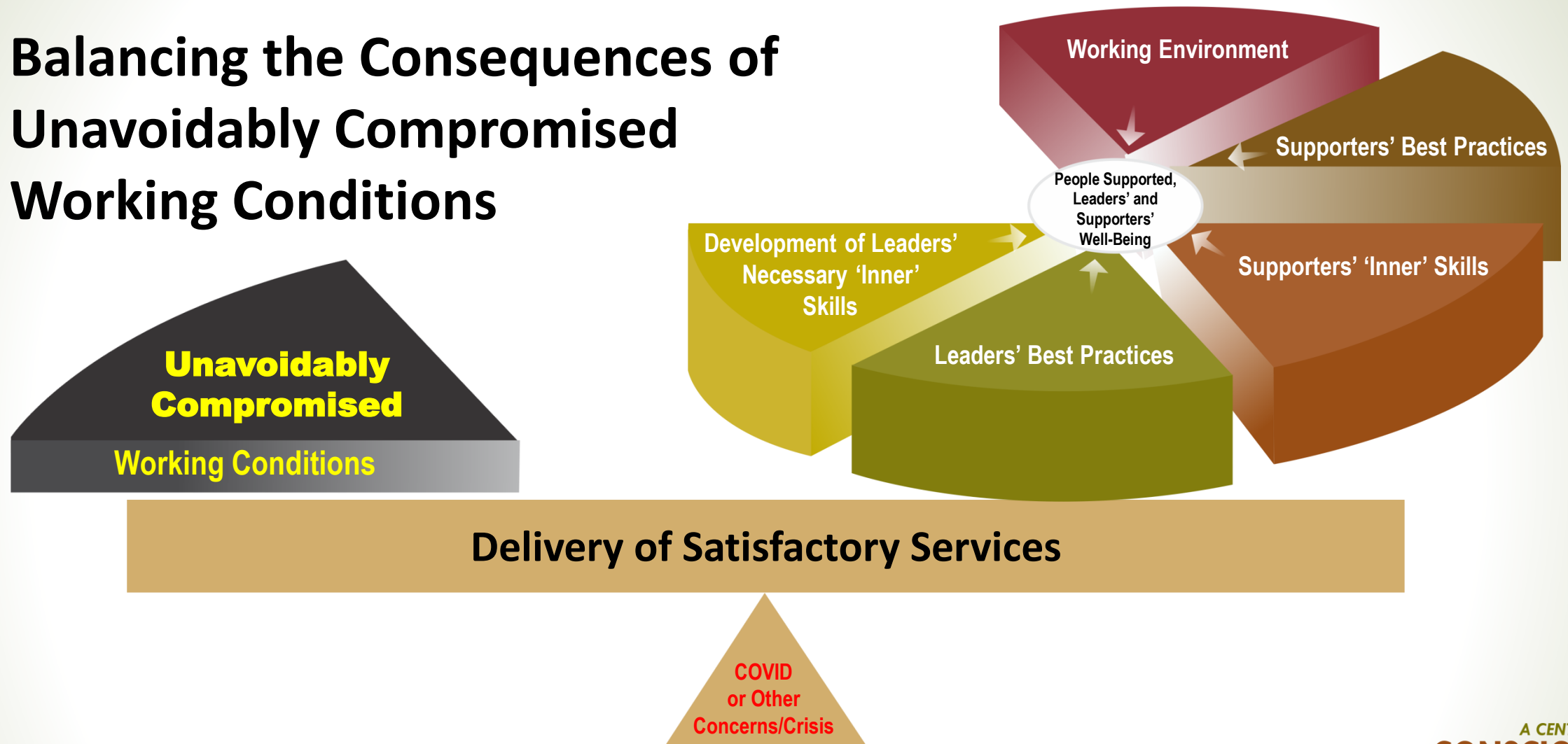
- People Supported – Continued Seriously Compromised Well-Being
- People Supported – Not Living to their Fullest Potential
- Leaders' and Supporters' Compromised Mental Health, Emotional and Physical Well-being
- Harmful Moral Distress – for Not Being 'Enough'
- Lack of Fulfillment, Meaning and Purpose
- Absenteeism and Presenteeism
- Staff Turn Over
- Disrespectful Communications
- Health Problems
- Wasted Financial Resources



Requirements for Renewing and Restoring Optimal Services



Balancing the Consequences of Unavoidably Compromised Working Conditions



At the time when satisfactory working conditions are unavoidably compromised, the consistent delivery of satisfactory services will be directly proportionate to all other evidence based best practices.



Supervisors of Support Professionals and Supervisors of Supervisors

Process: In groups of 3, answer the following question.



**What are your most
challenging/difficult to be effective
direct* supervisory roles?**

** Direct roles are applications of leadership tools and skills offered directly to develop, guide and support the people supervised (Team Members) through formal and informal, monitoring, motivating, mentoring and managing meetings and coaching interactions. This is versus supervisory roles that indirectly support, build, maintain, improve the systems or physical infrastructure required to offer services. E.g. scheduling, budget management, administration.*



Summary* of Direct Supervision of Roles and Responsibilities

Process:

- Individually self-assess each role by indicating your level of challenge/difficulty to be effective.
- Submit to Peter for background for executive coaching sessions.

	Level of Challenge				
	Very High - 5	High - 4	Moderate - 3	Somewhat - 2	Low - 1
1. Supervising and Facilitating the Development and Training of Competent, however seemingly Not Committed Team Members (TM).					
2. Supervising and Facilitating the Development and Training of Committed and Motivated, however seemingly not Sufficiently Competent TM.					
3. Facilitating Effective and Timely Constructive Corrective Problem Solving and Decision Making, i.e. Development and Implementation of Team Members Performance Improvement Plans (PIP).					
4. Supervising and Facilitating Effective Planning and Person Centered Plan (PCP) Implementation.					



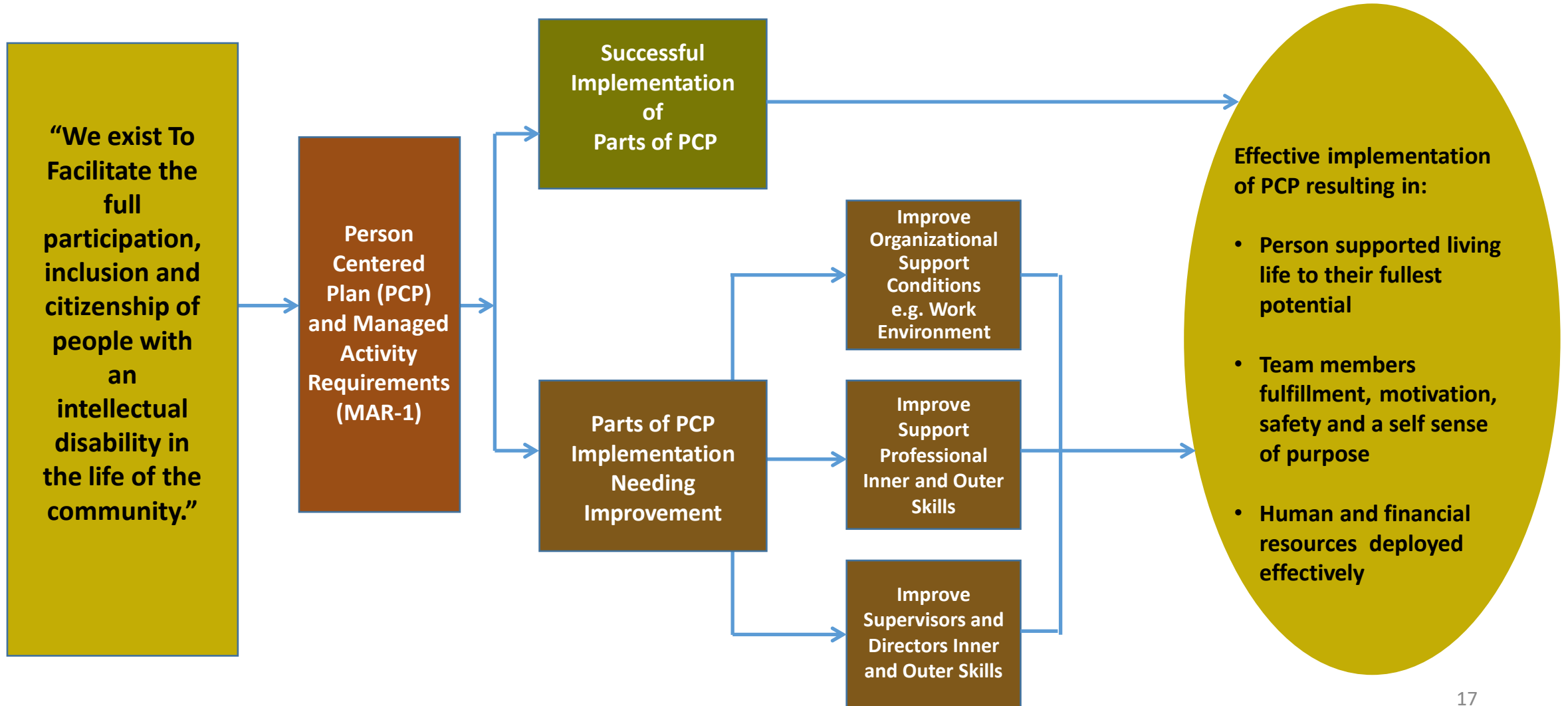
Summary of Direct Supervision of Roles and Responsibilities

	Level of Challenge				
	Very High - 5	High - 4	Moderate - 3	Somewhat - 2	Low - 1
5. Supervising and Facilitating Team Building and Conflict Resolution.					
6. Personally meeting one with one for approximately 15 minutes bi-weekly to identify, prevent and resolve team tension and performance issues and build trusting relationships.					
7. Supervising and Facilitating Personal Health Support, e.g. CCS Biomedical Comorbidities assessments and treatments.					
8. Mentoring as a result of a team member expressing a personal concern, possibly requiring EAP.					
9. Facilitating Advocacy for Others.					
10. Managing demands created by COVID (list).					
11.					
12.					



The Professional Development and Support Process

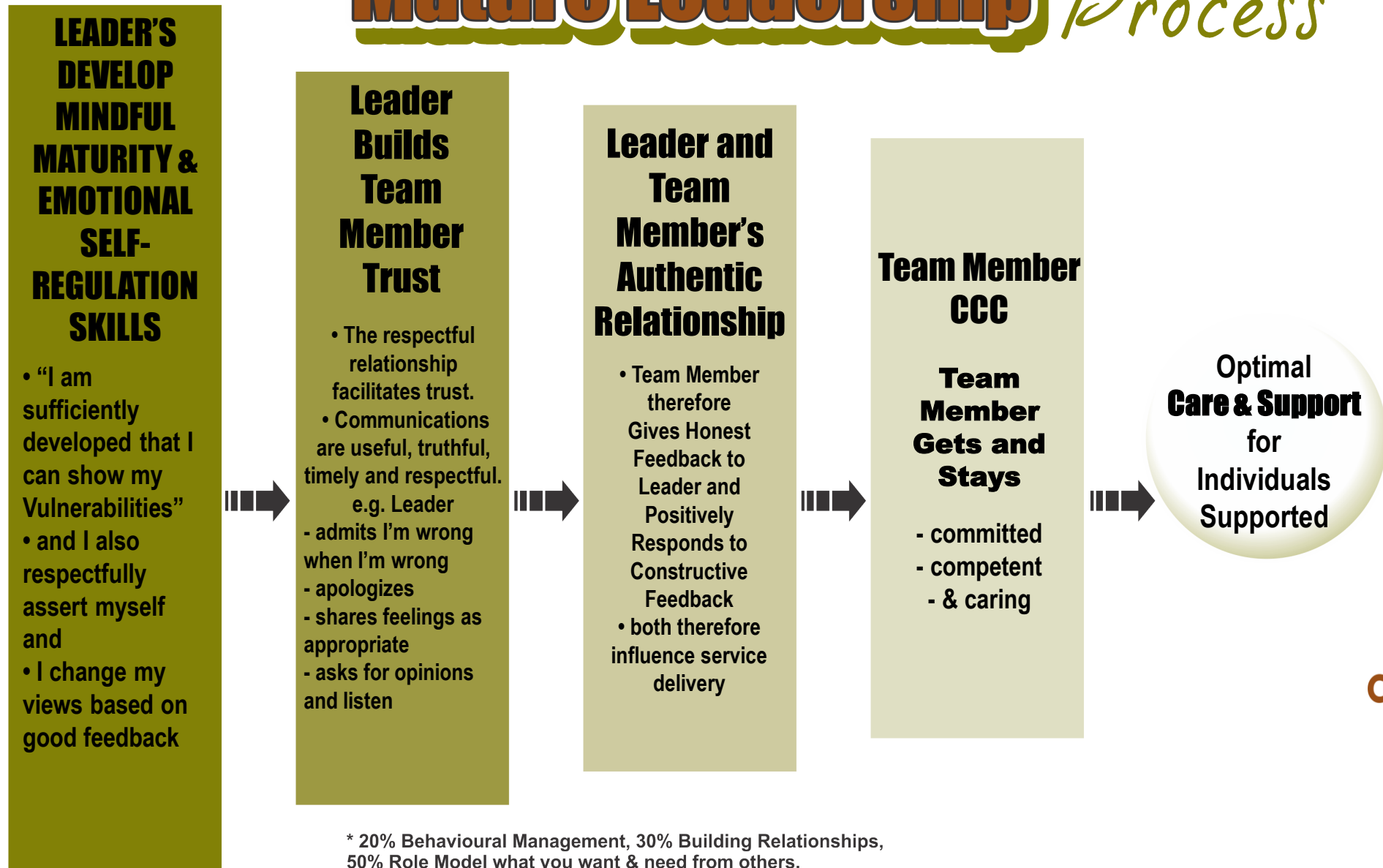
- Mission Statement
- PCP Implementation
- Supervisory Roles Required to Successfully Implement the Mission





**What is the main reason for
dysfunctional teams?**

The Mindful & Emotionally Mature Leadership Process





Building Trusting Relationships

Process:

- A. List blockages to building trusting relationships.
- B. What would be required to remove these blockages?



How Supervisors and Directors Can Build Trusting Relationships with Team Members

1. Mindfully commit to build good relationships.
2. Speech should be useful, truthful, kind and timely.
3. Acknowledge and validate team member successes.
4. Acknowledge your mistakes.
5. Acknowledge not knowing something.
6. Follow through on commitments.
7. Be emotionally self-regulated.
8. Accept blame and share credit.
9. Eliminate resentments and be forgiving.



How To Encourage Team Members

- Remind supporters of the value of what they do.
- Recognize good work – catch others being ‘good’.
- Make regular inquiries about specific people being supported and acknowledge progress.
- Actively seek feedback, e.g. “what can I do to help?”
- Give sufficient time before transfer of status of each person supported, from one shift to the next.



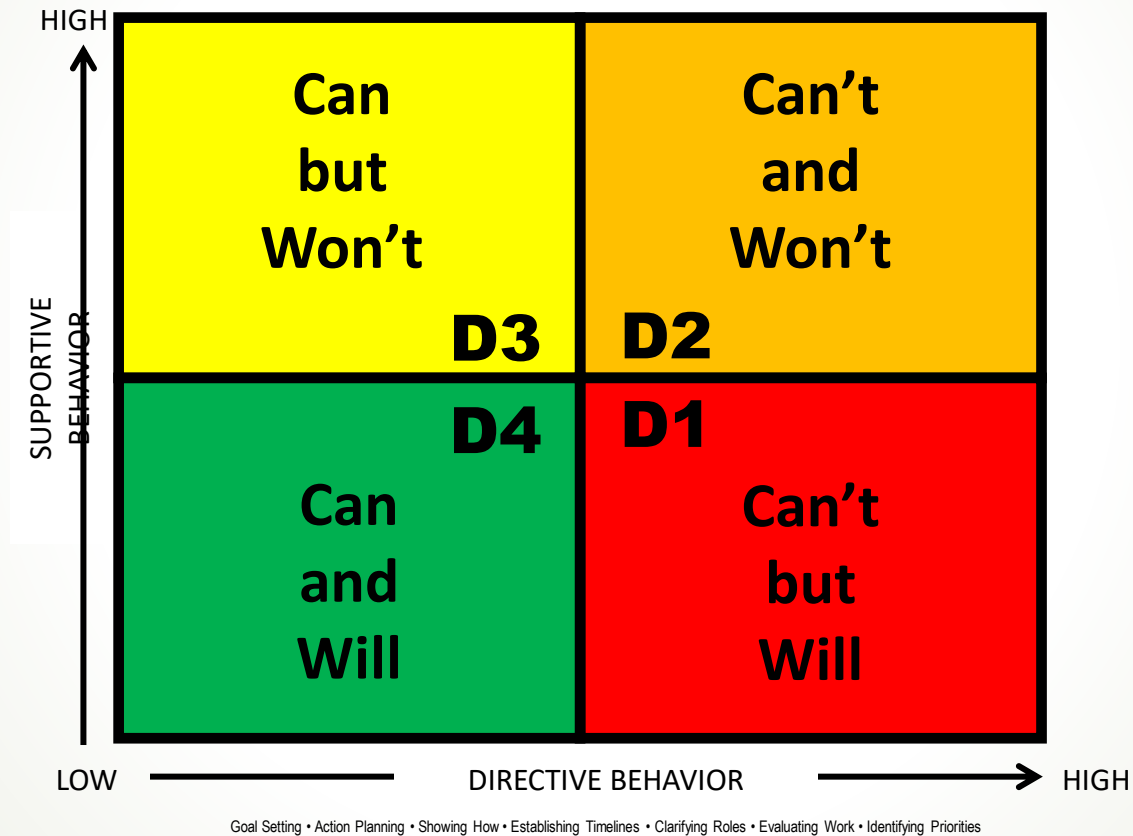
Can and Will to Eliminate the Outs

Successful implementation of roles and responsibilities to eliminate the outs are in great part the result of the two essential needs of Can and Will.

Can will include TM having sufficient	Will will include TM having sufficient
- Knowledge - Skills - Tools - Resources - Time - Confidence - Other	- Motivation - Desire - Commitment - Firm Conviction of the Important - Ongoing Personal Development, i.e. self-awareness, Understanding, Management - Other



Consider The Following Team Member (TM) Development Levels



For Each of the Many Roles and Responsibilities of Team Members,
they have One of the above Levels of Development?



Performance Improvement Plan Process

Step 1.

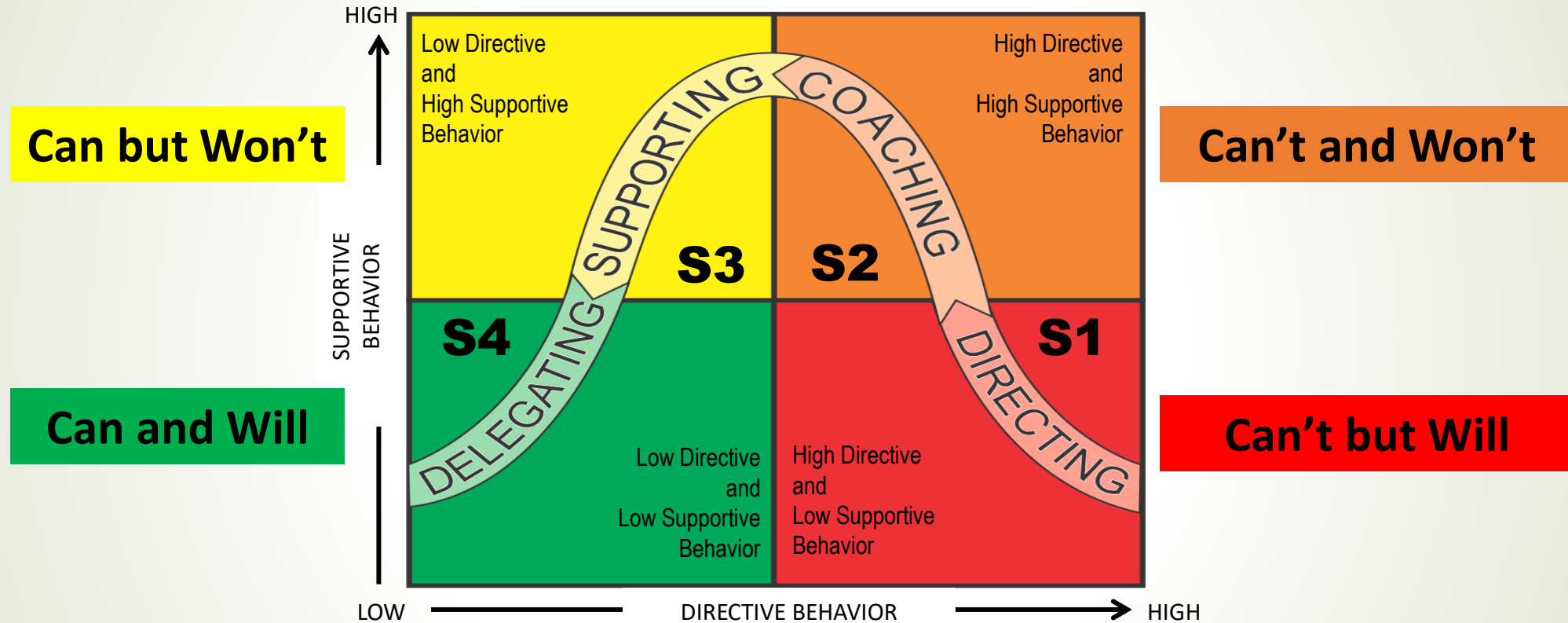
Determine the TM developmental level for each role/task by answering the following 4 diagnostic questions.

The Four Diagnostic Questions

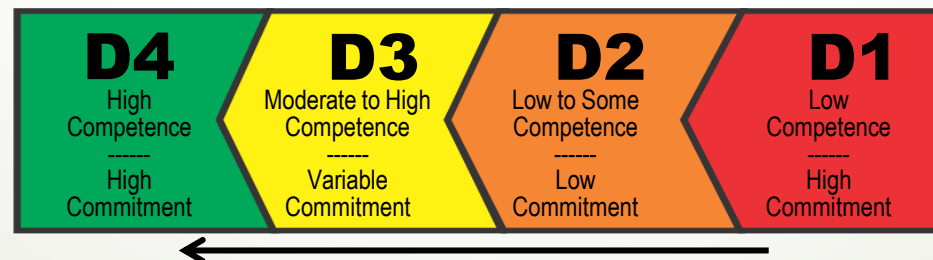
1. What is the specific role or task?
2. How strong or good is the TM's demonstrated knowledge and skills (can) for this or similar tasks/roles (high to low)? (i.e. potential can't factors)
3. How motivated and enthusiastic is the TM to complete this task/role (high to low)? (i.e. potential won't factors)
4. How realistically confident or self-assured are they to be able to complete this task/role (high to low)? (i.e. potential can't and won't factors)



Performance Improvement Plan Process



Goal Setting • Action Planning • Showing How • Establishing Timelines • Clarifying Roles • Evaluating Work • Identifying Priorities





Performance Improvement Plan Process

Step 2.

Determine the developmental level of the TM for this role.

Development Level of the Individual

D4

Justifiably confident
Consistently competent
Inspired/inspires others
Expert
Autonomous
Self-assured
Accomplished
Self-reliant/self-directed

D3

Self-critical
Cautious
Doubtful
Capable
Contributing
Insecure
Tentative/unsure
Bored/apathetic





Performance Improvement Plan Process

Step 2.

Determine the developmental level of the TM for this role.

Development Level of the Individual

D2

Overwhelmed
Confused
Demotivated
Demoralized
Frustrated
Disillusioned
Discouraged
Flashes of competence

D1

Hopeful
Inexperienced
Curious
New/unskilled
Optimistic
Excited
Eager
Enthusiastic





Workshop

Process:

- Step 1: Self-assess your development levels for each of your 4 most important roles and responsibilities.**
- Step 2: In groups of 4 Share with your group.
i.e. give an example for yourself of all 4 development levels.**



Leadership Styles

S1

- Defining
- Planning/prioritizing
- Orienting
- Teaching/showing & telling how
- Checking/monitoring
- Giving feedback

S2

- Exploring/asking
- Explaining/clarifying
- Redirecting
- Sharing feedback
- Encouraging
- Praising



Leadership Styles

S3

- Asking/listening
- Reassuring
- Facilitating self-reliant problem solving
- Collaborating
- Encouraging feedback
- Appreciating

S4

- Allowing/trusting
- Confirming
- Empowering
- Affirming
- Acknowledging
- Challenging