



Developing Confident Senior Care Managers



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The 6 skills of confident leaders

- Coach staff
- Set measurable performance goals
- Evaluate staff performance
- Correct sub-par performance (progressive discipline)
- Address conflict
- Safeguard your values: it's how you maintain a positive work culture

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Coaching for
performance.

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Great Coaching

- Targets reinforcement of _____ behaviors
 - vs focus on catching people doing things wrong
 - this is INCREDIBLY valuable in senior care given the survey environment
- Prevents need for later disciplinary action
 - because it nips things in the bud

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3

Great Coaching

- Identifies deficits in staff _____
 - so they can be addressed to increase competence
- Keeps _____ front & center
 - so staff are never confused about what's important

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4

Positive Feedback is a Reward

- There are two kinds of rewards you can use with staff:
 - _____: money, time off, etc.
 - _____: positive feedback, notes, etc.
- People more frequently quit because of a lack of the latter, *not the former*.

Use Descriptive Feedback

- Think first about why you're giving it:
 - _____
- What is the person saying or doing?
 - When and how often?
- How does it affect their (or others') work?

Use Descriptive Feedback

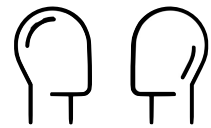
- Feedback is
 - an “I” statement
 - appropriate to the given situation
 - _____

Use Descriptive Feedback

- Versus the ‘_____’ kind:
 - Not, “You need to work harder.”
 - Instead, “You are not completing this documentation by the deadline.”

Use Descriptive Feedback

- Evaluative:
 - “You don’t come across very friendly when you’re speaking to a resident.”
 - “You need to be more conscientious in your work.”
- Make it descriptive:



Your Homework

- Starting tomorrow -- catch staff _____ and provide them with descriptive feedback.
 - Try to catch 10 people a day for the 1st week
 - and 20 people a day starting week two



Set measurable
performance goals.

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11

Write them for the behavior you **want**.

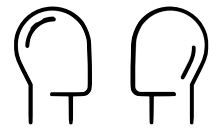
- All objectives contain four elements:
 - _____ -- is it you want to achieve?
 - **WHERE** -- where should it be accomplished?
 - _____ -- what's the QUALITY you desire?
 - **WHEN** -- should it be completed?

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12

Write one for a tardy employee.

- WHAT
- WHERE
- HOW WELL
- WHEN



Evaluating staff.



Trying to be objective using mostly subjective standards.

Subjective measures

Objective

Employee's attendance record is <u>slightly below</u> expectations. (More easily made objective if you have specific thresholds in your Employee Handbook)	
Employee accurately and efficiently executes job duties.	Mistakes? Deadlines? Expected productivity? Teach others?
The employee demonstrates flexibility.	How many times was schedule changed? Volunteer to work extra shifts?
Employee is committed to providing the <i>best possible care</i> . Employee exhibits <i>compassion</i> and <i>patience</i> .	How is 'best' measured? Survey performance? Follows _____? Works with _____ (patience)

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15

Getting Yourself Ready to Do Appraisals

Begin by asking yourself:

- What are my ____ toward this person?
- How does this person feel about me?
- How many appraisals have I conducted with this person?
- What is this person _____?

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16

Getting Yourself Ready to Do Appraisals

Begin by asking yourself:

- What obstacles can I expect?
- What questions might this person have?
- Is the appraisal _____?

Getting Yourself Ready to Do Appraisals

Analyze the situation:

- What is the EXPECTED performance?
- What is the ACTUAL performance?
- How do they ____ & to what degree?
- What is the outcome of the undesired performance?

Getting Yourself Ready to Do Appraisals

Analyze the employee:

- Does the employee ____ what is expected?
- When were those expectations communicated?
- How well were they communicated?

Start Getting Your Thoughts Down on Paper

Analyze the _____:

- Has anything changed other than performance?
- When was the employee last reinforced for expected performance?
- What happens when s/he meets expectations?
 - What happens when s/he doesn't?

During the Discussion

Begin with a positive:

- what are the _____ you've observed the person demonstrate?
- how have those strengths been used successfully?

During the Discussion

Identify areas of _____:

- What are areas of challenge for the employee that you've observed?
- How could s/he work toward improvement?
- What types of measurements will you apply?

During the Discussion

- How does the employee feel about what has been identified (both positively and negatively)
 - Does the employee _____ with your assessments?

Preparing For the Future

Before you're finished, you need to:

- Ask for the employee's _____ on the suggested objectives.
- Use questions to determine if s/he understands your expectations.
- Set the employee's objectives for the next performance period.
- Document the new objectives on paper.

Correct sub-par
performance
(Progressive discipline)



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25

There are only 3 kinds of performance problems.

- _____
- Performance
- _____ / _____

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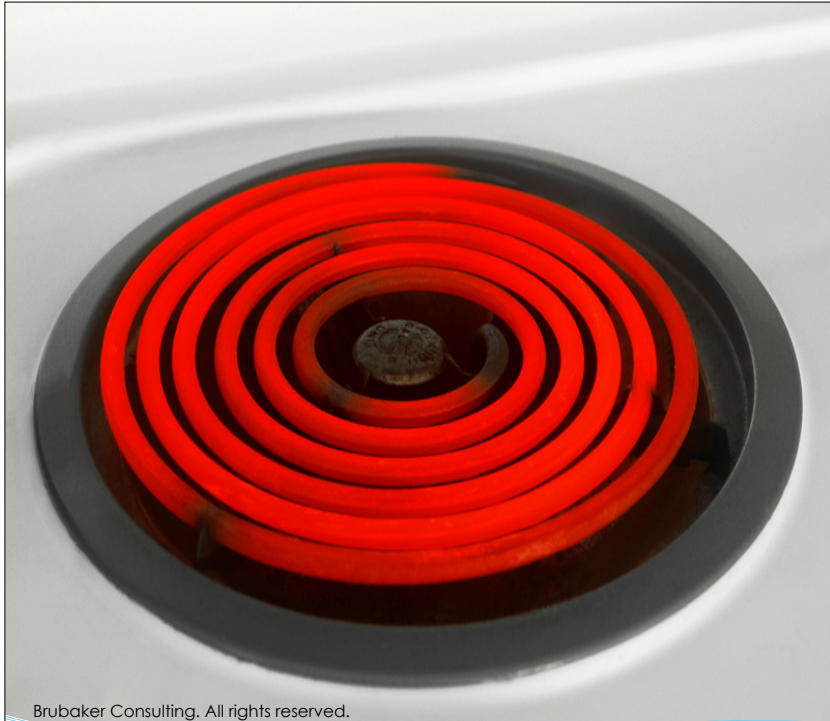
26

The goal is to 'save' people — not lose them.

- Most centers give people a LOT of opportunities to turn things around before termination.
- Initial conversations should identify who 'owns' and/or can fix the problem.
- Initial ones can start with a coaching style (but a more serious one).
 - "This is something that _____."

While somewhat uncomfortable, these conversation have to happen.

- The people most grateful will be this _____, who:
 - are probably impacted by someone not pulling their own weight
 - worry about mistakes and feel compelled to be watchful
 - and may feel higher stress themselves
 - can't understand why you don't do something about this situation.



Apply the Hot Stove Rule

Predictable

Consistent

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Performance discussions include:



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You will never win this conversation.

Marcie, you need to begin work on time.	
Then maybe you need to get them up earlier.	
Maybe you and they could pick out their clothes and pack their lunches the night before.	
Maybe you could check the next day's weather before you go to bed.	

Model of most disciplinary processes

Verbal warning	<p>I just wanted to give you a head's up that I've noticed.....and it creates a problem because.....</p> <p>You do so many things really well. I'm actually surprised that I have to remind you of this. It's a requirement of your position, though.</p> <p>Will you make certain this doesn't occur again?</p>	<p>_____ he or she will fix.</p> <p>Yes _____.</p> <p>Don't need to know the _____.</p>
1st written warning	<p>We talked about on [date] and it occurred again.</p> <p>When we chatted on [] I took you at <u>your word</u> when you said you would fix this. Let me be very clear about what is expected and the problem you're creating.</p> <p>What do you have to do differently to stop this from becoming a bigger problem?</p>	<p>Unmet promise</p> <p>Write the _____.</p> <p>You need to know the solution.</p>

2nd written warning	I've given you 2 previous opportunities to correct this issue because the problem it creates is..... It's clear that how you said you'd fix this didn't work. I need you to describe to me your new plan, because this is heading in a direction that I believe neither of us want to see it go. As I've said before, this is your problem to correct.	You're patient — up to a point. The employee is escalating the seriousness of this, not you. Reinforce the objective.
3rd written warning	I've given you 3 previous opportunities to fix this problem and how it impacts [other staff, residents, etc]. I'm beginning to wonder if fixing it is important to you. If it occurs again you will be suspended without pay for X number of days.	You're questioning whether the employee _____ or not. Meeting the objective avoids a suspension.
Suspension without pay	Because you continue to create this problem you are suspended for X number of days without pay. It gives you the opportunity to experience what you have to lose by doing.....one more time. The next step I'm required to take is to terminate you from working here.	This is usually just about policy, the paperwork, and making sure you have your ducks in a row.

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Address it when you hear/notice it.

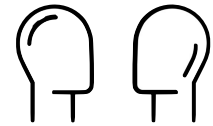
- _____ pull the employee aside.
 - I'm concerned because...
 - *"I overheard you just now when you said that nobody cares about hard 'any of us' work."*
 - *"I have noticed in the meeting today, that you roll your eyes when others were talking or interrupt them."*

Two important messages:

- *"It's not appropriate for you to be disrespectful. If you disagree with someone, my expectation is that you will wait until the other person is finished and then describe why you feel or think differently about something."*
- *"It's a problem when you talk/act that way because it creates an unpleasant work environment. You should understand that your competence doesn't compensate for poor attitude."*

'Maintain positive attitude'

WHAT	The employee will
WHERE	
HOW WELL	
WHEN	



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37

Other poor attitude behaviors

- Sarcasm.
- _____
- Jokes at others' expense ("I was just kidding.")
- Labeling

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38



When Your Staff Are In Conflict With Each Other

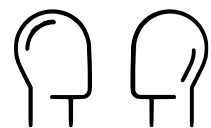
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39

Check your assumptions about conflict.

- TRUE or FALSE
 - The presence of conflict is the sign of a poor manager.
 - Conflict is a sign of low concern for the organization.
 - Anger is negative and destructive.
 - Conflict must be resolved.

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40

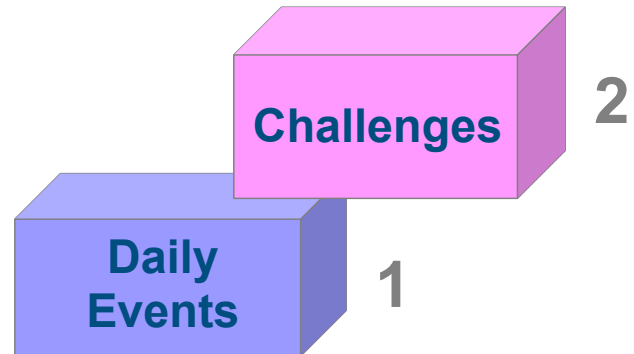
When do you have to take action?

- It is _____ to others who shouldn't be aware of it.
- It is _____ to the work.

7 strategies to use.

1. Identify things people agree upon first.
2. Build winners; voting builds losers.
3. Declare a moratorium.
4. Require equal participation.
5. Assure people actively listen.
6. Opinion is separate from fact.
7. Separate people from the problem.

What level is conflict at
& is it escalating?



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43

Characteristics of Stage 1

- Conflict is **ongoing** and requires little action.
- People employ _____ coping strategies, like tolerating the actions of co-workers.
 - gum popping
 - borrowing the stapler

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44

Characteristics of Stage 1

- Avoidance is often used: a strategy of “live & let live”
- Some people just choose to _____.
- When intervention becomes necessary, people are more able to separate the person from the problem.

Characteristics of Stage 2

- Conflict takes on the element of _____.
- Losses seem greater.
- Self-interest and “**how one looks**” become very important.
 - “saving face”

Characteristics of Stage 2

- People keep track of verbal victories/_____ **mistakes**.
- Alliances/cliques form.
- Resistance occurs when attempts are made to address the issues.
- People talk in _____: “they” and “everyone believes”

Characteristics of Stage 2

- Words of _____ are used: “always” & “never”
- Competing parties are less likely to share information because **trust** has broken down.
 - what I say might be used against me

When It's a Personal Conflict

- Have the “what I don't _____ & do _____” conversation.
- _____
 - “Have you talked with ____ about your concerns?”
 - “Will you go with me?”
 - “Could I use your name when I talk to . . . ?”
 - “You're not empowering me to help you . . .”

Leadership is also about protecting your



Values

because your values are your *brand*.

- Staff stability depends on hiring, _____ and promoting people who fit into your culture.
 - Cultural fit isn't something *extra* that you hope for.
 - It's a fulfilled expectation of how we will all treat each other each day.

Your leadership values drive a culture of excellence.

- Managers and employees who repeatedly violate your cultural _____ shouldn't last.
- ANYBODY can be replaced—some should be.

100% of the time, the best leaders...

- Keep their _____ outside of work if they want the staff to keep their's out, too.
- Follow the same _____ the staff must follow.
- Keep their promises and don't make ones they can't keep.
- Keep a confidence unless something bad might happen.
- Advocate for staff with your manager.
- Admit when they're _____.

