

# **Recruiting and Retaining a Gen Y Workforce**

## **Building a New Business Model for Recruiting and Retaining Incoming Gen Y Workforce**

**Tuesday, October 7, 2014**

**9:00 am – 4:00 pm**

Developed by  
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### **Outcomes**

1. How are Gen Ys different from Baby Boomers and Gen X
2. What is an effective hiring process for Gen Ys
3. Identify organizational tools needed to support hiring Gen Y
4. Identify what organizations need to do to retain Gen Y, Gen X and Baby Boomers
5. How organizations can best support its multigenerational workforce

### **Agenda**

- 9:00 Welcome, Agenda, etc.
- 9:15 Understand the 3 generations that are in the work place: Baby Boomers, Gen X and Gen Y and their needs from their employer
- 10:30 Break
- 10:45 Hiring Practices that work best for Gen Y
- 12:00 Lunch
- 1:00 Asking the “Right” interview questions
- 1:45 Retention tools and practices:
- Personal responsibility not progressive discipline
  - Job Descriptions
  - Performance reviews not evaluations
- 2:30 Break
- 3:15 Case Review, Supervision and Success Focus
- 3:45 Evaluation and Closing
- 4:00 Adjourn

**9:15 Understand the 3 generations that are in the work place: Baby Boomers, Gen X and Gen Y and their needs from their employer**

Is this just generational stereotyping?

In talking about the generations, we will discuss what those who study the generations have found to be common generational traits. There will in every generation be people who do not fit the generational profile. Often these are people who move up organizations at an earlier age; typically this is because they are more like the older generation than their own. The study of the generations is not intended to create negative stereotypes but to help those from other generations better understand the generations, how they think and what they want in the work place.

Is this just an American phenomenon?

Lisa Orrell in her book, Millennials Incorporated, reports “ Although there are exceptions to every rule, recent research shows that the Millennial personality traits and workforce demands that we are seeing in the US are permeating into other cultures.” This she attributes to the global networking and the influence the US youth culture has on the rest of the world and the internet.

How do you see the 3 generations as different?

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Sharing

10:30 Break

## 10:45 Hiring Practices that work best for Gen Y

Jim Collins in Good to Great states a company needs to get the right people on the bus. The CEO/Executive Director needs to first create a bus worth getting on/staying on.

### Understand the Gen Y “Hiring Right” Process

1. \_\_\_\_\_

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

Qualified: \_\_\_\_\_

Not qualified: \_\_\_\_\_.

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. Set up so day 1 is done right

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Why New Hires Fail

According to a three year study conducted reported by Leadership IQ in September, 2005, 46% of newly hired employees failed within 18 months because:

1. 26% were unable to receive and implement feedback
2. 23% were not able to manage their emotions and accurately assess other emotions (also referred to as emotional intelligence)
3. 17% were unmotivated to succeed
4. 15% the job was not a match
5. 11% did not have the skills required for the job

## **Hiring the Best Candidates, Online article**

If you're hiring a new employee, find out whether s/he will like your supervision style by probing attitudes towards former supervisors. Here are questions that will produce results:

1. Tell me about the best supervisor you've worked for. What did s/he do that made him/her the best? What would your ideal supervisor do?
2. What was your least favorite supervisor like? What did s/he do that made him/her the least favorite?
3. Tell me about a disagreement you had with a former supervisor. How did you resolve it?
4. If I was your supervisor, what would be the most important thing for me to do to support you?

## **To avoid hiring a 'Blamer' ask this question, Hiring Right Newsletter**

Nothing kills morale faster than a blamer. You know the type, when something goes wrong they point fingers at others – making sure everyone knows they are not to blame. To avoid hiring a 'blamer' ask

"Tell me about a time when a project you worked on failed. What happened and what did you do about it?"

Listen to hear if they blame others or take some responsibility. Did s/he talk more about solving the problem or blaming. Look for the problem solver.

## **12:00 Lunch**

*Over lunch, please read the Leading Outside the Box, June 2013 titled How Leaders Can Maximize Program Success*

and

*July 2013 issue titled, Its Time to STOP Using Progressive Discipline*

## 1:00 Asking the Right Questions

Why Use Interview Protocols?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Two levels of questions:**

**Written questions are typically history and fact questions.**

***NOTE: The best predictor of future behavior is past behavior in the work place.***

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Written that can be responded to on a computer. Why?

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- 
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**Face-to-face questions look at how a person processes, problem solves**

**Written examples:**

What I am looking for:	What I might ask/do
Child care worker (experience required)	In your past work with children, what have you learned are your “hot” buttons? What have you learned about responding when your “hot” buttons are pushed?
Chemical Dependency Counselor	What models of CD treatment are you aware of? Which do you think works better with adolescents? Why?

Therapist (they must do a DMS V diagnosis on all clients at intake)	You have been provided with three intake sheets. Review each and (1) give an initial DSM V diagnosis? What additional information would you want and/or assessment would you want to do to confirm your initial diagnosis?
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**Face-to-Face Examples**

What I am looking for:	What I might ask/do
Awareness of strengths are areas for improvement  [can the person identify professional not philosophical strengths and concrete areas for improvement]	What would you identify as your professional strengths and areas you feel you still need to improve?
Fundraiser in child welfare  [non-constituency fundraising is different]	How do you see fundraising for a child welfare agency as different from fundraising for other groups (i.e. schools, churches, hospitals)?  Describe your past success in community fundraising for child welfare agencies.

<p>Supervisory position</p> <p>[is the response vague or eclectic; the focus on compliance or success]</p>	<p>How have you supervised people/ would you supervise people?</p>
<p>Child Welfare/Child Care Worker</p> <p>[understanding of any bias towards poor people]</p>	<p>Why do you believe people are poor?</p>

**1:30 Interview Questions**

1. Identify the direct service position you are interviewing for

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2. What is a key issue, need, concern, capability that you need anyone in this position to have/do that has been problematic?

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3. Is this best assessed in written or face-to-face interview?

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4. What would you ask?

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Sharing as time permits

**1:45 Retention tools and practices**

In a small group of 3 or 4 answer the following 4 questions. You will have 15 minutes. Pick a group reporter who will share your group's response with the larger group.

1. How is a personal responsibility system different from progressive discipline?

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2. What do you see as the reasons to keep progressive discipline?

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3. What do you see as the benefits of replacing progressive discipline with a personal responsibility model?

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4. What does the concept of parallel practice say about supervision and employees work with clients?

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**2:20 Large group sharing and discussion**

**2:30 Break**

## **2:45 Job Descriptions: What Do I need To Do To Get An “A”?**

### **Sample Teacher**

To be a successful Teacher you must be willing and become able to do the following always:

1. Maintains students in the classroom
2. Individualize instruction so all students experience success within the curriculum
3. Helps students learn as measured by the state tests
4. Resolves student and parent issues
5. Functions within the policies and procedures as outlined in employee guide to success (employee handbook)

### **Time Allocation:**

75% classroom instruction

15 preparation and grading

10 meetings, communications, contacts and training – 4hours weekly

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## **[Residential] Youth Support Worker** <- name reflects function

To be a successful Youth Support Worker you must become able and willing to do the following always:

1. Operates according to the Guide to Successfully Managing Milieu
2. Functions within Agency's policies and procedures as outlined in employee's Guide to To Successful Employment With (agency)
3. Manages youth using TCI and without the need for therapeutic holds
4. Achieves positive discharge outcomes for youth (shared\*\*)
5. Operates within budget (shared\*\*)

*\*\* Shared means all personnel permanently assigned to a cottage – Youth Support Worker, Supervisors, Therapist/Case Manager and Director- receive the same grade on this item*

### **How you will spend your time in this job:**

90% supporting youth in residence and documentation

10% staff meetings/training – 4 hours weekly

### 3:00 Performance Reviews NOT Evaluations

#### Teacher Performance Review

Name: \_\_\_\_\_ Period of \_\_\_\_\_ to \_\_\_\_\_

<p><b>For each item please check the level of frequency</b></p> <p>4 = A = You always do this behavior</p> <p>3 = B = You frequently /usually do this behavior</p> <p>2 = C = You sometimes do this behavior</p> <p>1 = D = You seldom/rarely do this behavior</p> <p>0 = F = You never do this behavior</p> <p>N/A = This item is not applicable to you</p>
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	4	3	2	1	0	N/A
1. Maintains students in the classroom						
2. Individualize instruction so all students experience success within the curriculum						
3. Helps students learn as measured by the state tests						
4. Resolve student and parent issues						
5. Functions within the policies and procedures as outlined in employee guide to success (employee handbook)						

Score _____
Grade _____

Supervisee signature \_\_\_\_\_

Date \_\_\_\_\_

Supervisor signature \_\_\_\_\_

Date \_\_\_\_\_

### 3:15 Case Review, Supervision and Success Focus

The difference between supervision and case review:

Case Review is about \_\_\_\_\_

Supervision is about \_\_\_\_\_

Frequency of case review \_\_\_\_\_

Frequency of supervision \_\_\_\_\_

Why do Gen Y's need regularly scheduled supervision?

\_\_\_\_\_

**COURTS SAY: *Supervision policy so the supervision practice is fair, equitable (not equal) and agency-wide (everyone is held to same policy and practice)***

What type of supervision do Gen Ys and in fact all staff want?

\_\_\_\_\_

What is the agency's responsibility to its supervisors IF you want to hold supervisors accountable for their supervision?

\_\_\_\_\_

\_\_\_\_\_

## **Supervision for Success**

Since 2007, Supervision for Success has been taught to over 1,000 supervisors. 100% of participants state they learned how to be a success-focused supervisor and can put into practice what they learned.

Every supervisor from CEO/ ED to first line supervisor needs to know how to supervise in a fair and consistent success not punitive focused model so staff are more likely to stay and perform. How the leadership of any organization supervises its staff sets the model for how the staff will work with clients.

The foundation course is comprised of three days conducted over 3 – 5 months

### **Supervision for Success - Basic Course (9-4 each day)**

#### **Day One Outcomes**

1. Understand that the reasons persons are hired to be supervisors can be their primary barrier to being a successful supervisor
2. Identify what the research says about the role of supervisors
3. Define the success focused; glass-is-half full model of supervision
4. Understand why it is important to agencies to have a supervision practice model that is “evidence based”
5. Identify the core functions of a “success focused” supervisor
6. Understand the relationship of Supervision for success to resilience and improved organizational performance
7. Understand the relationship between being an effective supervisor and an effective coach
8. When the supervisor has a problem with their supervisee’s behavior, learn how to confront them in a constructive manner

#### **Day Two Outcomes**

1. Identify how to building success focused supervisory relationships
2. Define how to accomplish four critical supervisory tasks
3. Learn a format for assessing supervisory competence
4. Learn how to use the 3 Rs when your supervisee comes to you with their problem
5. Learn how to effectively confront up to your supervisor
6. Look at how to effectively structure the supervisory session

### **Day Three Outcomes**

1. Identify the language of Success-focused supervision
2. Understand the importance of having clear expectations
3. Define engagement and empowerment and their relationship to supervision for success
4. Operationalize supervision for success

**3:45 Evaluation and Closing**

**4:00 Adjourn**

## LEADING FROM OUTSIDE THE BOX

Written by Jeff Bormaster, L.C.S.W.  
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June 2013

### **How Leaders Can Maximize Program Success**

The goal of all human services organizations, public, non-profit, and for-profit, is to help someone achieve something they cannot achieve on their own. That could be a change in their behavior (help with drug or alcohol dependency, dealing with behavior that results in court intervention, etc.), or it could be access to resources (housing, food, SSI, infant formula, etc.).

Further, it is the goal of all human service organizations to not create long-term dependence, but rather to provide the help needed for the right amount of time so the person can function successfully without needing the agency. We call this by many names but they are all about self-sufficiency.

To achieve this goal the leadership must understand that their job is to create organizational practices that will maximize achievement of this goal.

How do we do this?

First, we have to align organizational practices to maximize our success.

Second, we need to model from the top down those organizational practices.

There is no evidence-based practice (EBP) that has shown if we do that practice, our organizational success will increase on a sustained basis.

What EBP does is provide tools that have been shown in other agencies to improve "process." For example, there has been a large push for agencies to use Family Group Decision Making (FGDM). Doing FGDM does increase family engagement and does help the family accept more responsibility for case decision-making. These are good results/reasons for doing FGDM. We can make the assumption if this occurs we will get improved long-term outcomes.

In fact, long-term outcomes have not been achieved on a sustained basis, however “process” has improved because we know that the more we engage the family in making case decisions, the more likely the family will follow through.

What we have observed over the past decade is agency leaders bringing in the EBP practice/package of the month – providing the training and then after a short period moving on to the next EBP or training – always seeking “the holy grail” of success.

What we learned from this approach is training line staff and their supervisors is missing a critical element – an organizational culture of leaders and supervisors that models and supports what we want line staff to do with clients.

This is referred to as “parallel process,” doing with staff the process we want staff to do with clients. We do a parallel practice model. For more information on parallel process see the attached addendum A

If our organization’s goal is to help clients to succeed without creating dependency on our organization, then it starts with the senior leadership modeling what we want and aligning organizational practices to support it with staff.

What does this mean in practice?

The leadership must establish the strategic goal of helping line staff succeed in their job. We then have to define success in behavioral terms and ask what line staff needs to be successful and reward their success. This also means we have to teach every person who supervises how to practice in this success focus.

One brief example from foster care:

If the agency is committed to helping its line staff succeed, then it has to start by building job descriptions that tell the line staff what is required to be successful; to achieve an “A” grade. Foster parents are contract line staff. We need to structure our precertification training of foster parents to tell them what they need to do to be able to achieve a grade of “A;” to become successful foster parents. So a foster parents’ job description becomes:

To be a successful foster parent and achieve a grade of “A” you need to always be able and willing to do the following:

1. Maintain foster child(ren) in your home
2. Provide foster child(ren) with an educational experience in which s/he experiences consistent success
3. Provide foster child(ren) with positive peer activities in community
4. Function within the rules and boundaries as specified in the foster parent “Guide to Being A Successful Foster Parent” (their practice guide)

If all of our foster parents always did 1-4 we would have an “A” successful foster parent and thus a successful program.

Once you define in clear behavioral terms what an employee needs to always do to be successful, then the job of supervisors is to ask those employees what they need to do to help the employee become “able” to achieve that “A” and be successful. All job descriptions follow the same concept. Job descriptions tell us what we need to do to get an “A,” not how. How is outlined in the position’s practice guide.

For supervisors of line staff to be able to do this process, they need to be taught how to do this success focus and need to be supervised in the same model. This is because the way we are treated/supervised establishes the behavioral model we follow. As we learned in Psychology 101, as those in power over us treat us (behave towards us) models how we will treat those we have power over.

So what is the bottom line?

Agency leadership must:

1. set a goal of achieving maximum client success by first maximizing staff success
2. train all persons who supervise in a success-focused practice model – Supervision for Success is research-based training to achieve this
3. Align organizational practices to support this practice including:
  - a. Supervision policy
  - b. Revise job descriptions to define what, not how
  - c. Revise or develop practice guides to define how
  - d. Change from annual evaluations on which a person who does their job and meets expectations gets a 3 = C to a performance review model in which a person who does their job always according to expected behaviors gets the top score possible – an “A”
  - e. Replace progressive discipline and replace it with personal accountability

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## Parallel Process

Our systems are all interconnected and interactive, each one nested within the other. In this image we only have four layers of these nested systems but remember that the layer labeled “government, funders, and the public” is itself nested within larger social and global systems. Therefore everything that happens to one system is likely to be reflected in all of the others.



The concept of parallel process taken out of the individual context and applied to organizations is a useful way of offering a coherent framework that can enable organizational leaders and staff to develop a way of thinking “outside the box”

about what has happened and is happening to their service delivery systems, based on an understanding of the ways in which trauma and chronic adversity affect human function.

*Parallel process has been defined as what happens when two or more systems – whether these consist of individuals, groups, or organizations – have significant relationships with one another, they tend to develop similar affects, cognition, and behaviors, which are defined as parallel processes .... Parallel processes can be set in motion in many ways, and once initiated leave no one immune from their influence.*

Clients bring their past history of traumatic experience into the social service sectors, consciously aware of certain specific goals but unconsciously struggling to recover from the pain and losses of the past. They are greeted by individual service providers, subject to their own personal life experiences, who are more-or-less deeply embedded in entire systems that are under significant stress. Given what we know about exposure to childhood adversity and other forms of traumatic experience, the majority of service providers have experiences in their background that may be quite similar to the life histories of their clients, and that similarity may be more-or-less recognized and worked through [2].

The result of these complex interactions between traumatized clients, stressed staff, pressured organizations, and a social and economic environment that is frequently hostile to the aims of recovery is often the opposite of what was intended. Staff in many treatment programs suffer physical and psychological injuries at alarming rates and thus become demoralized and hostile. Their counter-aggressive responses to the aggression in their clients helps to create punitive environments. Leaders become variously perplexed, overwhelmed, ineffective, authoritarian, or avoidant as they struggle to satisfy the demands of their superiors, to control their subordinates, and to protect their clients. When professional staff and nonprofessionally trained staff gather together in an attempt to formulate an approach to complex problems they are not on the same page. They share no common theoretical framework that informs problem-solving. Without a shared way of understanding the problem, what passes as treatment may be little more than labeling, the prescription of medication, and behavioral “management”. When troubled clients fail to respond to these measures, they are labeled again, given more diagnoses and termed “resistant to treatment”.

In this way, our systems inadvertently but frequently recapitulate the very experiences that have proven to be so toxic for the people we are supposed to help. Just as the lives of people exposed to repetitive and chronic trauma, abuse, and maltreatment become organized around the traumatic experience, so too can entire systems become organized around the recurrent and severe stress of trying to cope with a flawed mental model based on individual pathology, that is the present underpinning of our helping systems. When this happens, it sets up an interactive dynamic that creates what are sometimes uncannily parallel processes. The result can be seen in the chart below.



**PARALLEL PROCESS**

Bloom and Farragher, *Destroying Sanctuary: The Crisis in Human Service Delivery Systems*

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July, 2013

### **It's Time to STOP Using Progressive Discipline**

Progressive discipline was developed by Unions in the 1930's as a way to protect workers from random summary dismissal without warning or cause. It was based on a belief that management and employees were enemies and that workers needed protection.

Progressive discipline is based on a belief that if management threatens negative consequences, aka punishment, on an increasingly severe basis that employees will do what they are told – that they will do their job.

The problem with this approach is it does not produce the results we want. What we want is a workforce that is self-disciplined and successful. Using a punishment approach is modeled after our criminal justice system. Our criminal justice system is based on the belief that if someone commits a crime they must be punished. The intent is the punishment will deter the person from committing another crime. The problem is neither system works – if they did we would have repeat offenders and employees would all be self-disciplined and successful in their jobs.

Numerous studies now tell us that a punishment model does not work in the criminal justice system and a punishment model does not work in the world of work. These studies tell us that when management (that includes supervisors) use a progressive discipline approach, workers subject to that system become disengaged, hostile, and lower-performing. They also “checkout” and turnover goes up as productivity goes down.

If we know this approach doesn't work and we should stop using it, we need some process to replace it – I will call this alternative approach Personal Responsibility.

How do we create a Personal Responsibility system?

There are two words we need to define:

**Able:** It is the responsibility to every organization to clearly define “What” an employee is expected to do in his/her job to be successful (see the June issue of *Leading From Outside the Box* for an explanation of job descriptions that do this) and then provide an employee the knowledge, skills and tools s/he needs to be able to be successful.

**Willing:** An employee who is able to do their job successfully has to make the decision that s/he is willing to be consistently successful, as per the job description. Willing is the employee’s personal decision to do what the job requires – Personal Responsibility.

We cannot make an employee do their job unless we micro-manage them every minute of every day and threaten them repeatedly BUT if an employee chooses to do his/her job every day we have what we want – a self-disciplined, engaged employee voluntarily putting in the effort needed to be consistently successful in their job. They make a personal decision to be responsible.

What about that small percent of employees who aren’t consistently successful in their job? What do we do with them if we don’t have a progressive discipline system?

First, we have an agency practice model of supervision to which all supervisors are held. This is not case review. Supervision occurs according to how successful an employee is. Appendix A is a sample supervision policy and Appendix B is sample format for that supervision documentation. Both are from my course, *Supervision for Success*. You can see that employees who are not “able” continue to meet weekly with their supervisor until they mutually agree the employee is “able” to do the job. The frequency can then decrease, however if at any time there is an issue of “willing” to be consistently successful, the frequency is increased until success is again achieved.

The first section of the supervision documentation form is for recognizing success. The purpose of this section is to consistently recognize how the employee is being successful because behavior that is recognized is more like to be sustained. What we are seeking is sustained behavior that results in success.

The second section follows the *Supervision for Success* model - it identifies behavior the employee is doing that will not lead to success, defines the behavior that will lead (resets expectations) for success, and asks for a mutually agreed plan that the employee needs to follow to be successful. The Supervisor asks, rather than telling, the employee what they need to do. This asking is what creates personal responsibility for their decisions and performance. In the *Supervision for Success* course we call this doing a Constructive Confrontation. If there is an “able” need identified, the supervisor must provide that “able.” If it is

mutually agreed that the employee is “able,” then the responsibility shifts to the employee - is the employee willing – personal responsibility for doing the job. If this process works, which it will with 95% of employees, then the next step is to return to Section One (in the next supervision session) and praise the employee for becoming successful by completing the mutually-agreed plan.

That leaves the 5% of your employees. What do we do with them?

Let me first say, this 5% is often the result of not hiring right. There are a number of studies that have informed us how to “hire right” especially this incoming work force of Gen Y aka “Millennials” (20-somethings). If we improve our hiring practices, this 5% will shrink. Hiring Right is a companion one-day training to Supervision for Success.

Let’s assume we have hired right and still have a 2% problem. What do we do with them after several supervisions in which we confirmed the employee is “able” but the employee even though s/he says they are willing to do what the job requires has demonstrated by their behavior that they are in fact not willing.

This becomes what we address is weekly supervision. What we need from all employees is the behavior that shows they are willing, not just their words. We may put in our supervision documentation, in Section Two, that the employee needs to do a behavior consistently and immediately. If they do not do, the agency will accept that as the employee’s resignation. It is the employee who needs to understand that is by his/her decision about how to behave that will result in their success or resignation – they take personal responsibility for their decisions and resulting consequences.

The second step beyond supervision documentation is a Short-term Professional Development Plan that stipulates what the employee needs to do including able steps (for example, retraining) and/or reviewing the job description to tell the employee what they need to do to be successful with target dates and job performance expectations as of today.

The third step is a paid Personal Decision Day away from the job. The instruction to the employee for this day is to decide whether s/he is willing or not to do what the job requires consistently. If s/he returns and says they decided they are willing, they are asked to sign a Decision Agreement that states they understand that if s/he does the behavior again, that will be accepted by the agency as their immediate resignation. Thus the employee takes personal responsibility for his/her actions and decisions – Personal Responsibility.

In addition to the job descriptions that define “what an employee has to do to be successful, an agency must have, (1) an employee handbook that outlines this model, (2) a practice guide for each position that clearly define the “How,” (3) a

performance review system that also follows this model, and (4) a structured format for professional development that has a short term and annual option.

How do we move from a progressive discipline model to a personal responsibility model?

- Senior management **MUST** agree this is the way for the organization to go and be a model and active participant. This should be an agency strategic goal with an action plan for success, not an HR initiative.
- You need to train all supervisors including senior management on how to do this model. This includes completing Supervision for Success and Hiring Right trainings and committing to implementing agency-wide.
- You need to produce the documents that support this process:
  - (1) Rewrite job descriptions that define What, not How – these can be developed for line staff and 1<sup>st</sup> line supervisors in one day and the same for Directors of programs and departments heads in a separate one day meeting.
  - (2) Adopt a supervision policy and documentation format – the policy and format in the appendix will not work without doing the training so they are used in a success-focus.
  - (3) Adopt a Performance Review process to replace annual evaluations.
  - (4) Adopt Personal Responsibility policy, procedures, and documentation formats. This can be drafted in one day by senior leadership and a cross section of line staff, supervisors and directors to replace progressive discipline.
  - (5) Revise the employee handbook to mirror this approach – I strongly recommend a cross-section from step (3) serve as a review team to work with HR.
  - (6) If you don't have practice guides, they need to be created to be behavior-based and framed into How you need to do the job to be successful.

The results you will get are: (1) improved staff retention due to a positive commitment to Personal Responsibility, (2) improved staff performance, and (3) improved program outcomes. You are modeling what you want staff to do with clients and helping them learn and practice personal responsibility for themselves.

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## Appendix A: Model Supervision Policy

All employees new to a position shall receive weekly supervision until both supervisor and supervisee mutually agree the supervisee is being consistently successful. At that time the frequency can be decreased by agreement as long as it occurs at least once a month.

If at any time there is any issue of consistent success, the frequency of supervision should be increased until consistent success is again achieved.

All supervision is documented on agency form. There is not a prescribed length of time a supervision session should take; the time it takes to complete the agenda is documented for each session. Documentation in each section is not required in every session.

Each supervisor shall maintain a Supervision 3 ring notebook (or electronic file location). Each Supervisee should have their individual section. Every supervision session is documented on the supervision form and a copy placed in their section.

If a supervisee transfers to another supervisor, the receiving supervisor should secure the supervision section from the employee's previous supervisor.

If an employee leaves the agency, their final supervisor should send their supervision documentation to HR.

HR shall retain the supervision notes for one year from date the employee left the agency.

A supervisee can see the supervision documentation and request a copy from their supervisor.

Supervisors of supervisors shall at least quarterly review the supervision notebooks to assure that supervision is occurring according to this policy and is being properly documented.



## Managing Multiple Generations in the Work Place - 2014

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### Who We Are

Generation	Gen Y	Gen X	Baby Boomer	Traditionalist/Radio
Years Born +/- 5 yrs	1981 - 1999	1965 - 1980	1946 - 1964 1946 – 1953: Woodstockers 1954 - 1964: Young Boomers	1900 - 1945
Age in 2014	15 - 33	34 - 49	50 - 68	69 +
% Workforce	22 %	29.5 %	41.5 %	7 %
Population	76 million	46 million	80 million	75 million
World Influences	Global citizens Technology savvy 911 Oklahoma City World Trade Ctr  Gangs Dot Com & Economic busts	Latchkey children 50% parent divorce AIDS Unsupervised generation  Aids Violence Crack cocaine	Woodstockers: Assassinations: JFK, MLK Kent State Viet Nam  Young Boomers: Watergate Iranian hostages Faltering economy	Great Depression World War I & II Korea Bay of Pigs  50% men are veterans
Role Models	Music, movie and sports stars	Role models indicted/exposed Bill Clinton Bill Gates OJ Simpson	John F Kennedy Martin Luther King Rosa Parks	FDR Ronald Reagan John Wayne Betty Crocker
Technology	Instant communications	Computer/Internet	TV	Radio

Generation	Gen Y	Gen X	Baby Boomer	Traditionalist/Radio
Characteristics	Self confident Realistic Outspoken Instant/Now/ Entitled Today only Use all leave Reward now Need to learn work ethic Multi-parallel careers	Skeptic (people, org) Resourceful Independent Count on self/peers Portable career Immediate reward Career not job security	"Me" Generation Suspicious of organizations Economy optimism Pay dues now-rewarded later Competitive Stellar Career& perks Career security Success symbols	Loyal Faith in institutions Patriotic Long term commitment Dependable Lifetime career Sacrifice now for later Save for rainy day Command and control Top-Down

### In the Work Place

Generation	Gen Y	Gen X	Baby Boomer	Traditionalist
Recruiting	Friendly, casual, team environment  Quality services/positive results  Career Development	Match Company a& personal values  Salary & benefits  Growth opportunities	Salary, title, status  Flexible tailored benefits  Learning opportunities  Challenges	Job security  Flexible benefits inc LTC, EAP  Experience values, recognized  Opportunity to use experience
How to manage	Show care about individual success Supervisor as coach Don't command-collaborate Flexible schedule Focus on deliverables not time Reward deliverables not equal Hold everyone to high expectations Transparency required Resume building-prep next job	Give marketable skills Career Development Flexible schedule Access Coach Supervisors Access decision makers Inc responsibilities Compensation tied to contribution Focus on results not rules	Respect Recognition inc input Try new ideas Flexibility & Authority Bridge "me" & Team Challenge to grow Coach	Ask/focus on work No coasting Learning for this job

Generation	Gen Y	Gen X	Baby Boomer	Traditionalist/Radio
Communications	Text message Constant feedback	E/Voice mail	Face-to-face Silence =all fine	Memo
Rewards	Work that has meaning Flexible/More time Tie reward to performance	Freedom (time) Reward today Portable benefits	Time Money/Perks/Status Title	Satisfaction job is well done Recognition Job security
View of changing jobs	Part of daily life to change careers and jobs	Necessary to change jobs not careers	Stay in career and job	Carries stigma to change job or career
Feedback	Whenever I want it at the push of a button	Sorry to interrupt, how am I doing?	Feedback once a year with a lot of documentation	No news is good news
Problem employees	Agency has problem; leave	Terminate	Document a lot	Do best you can; don't fire

Training	Always learning; next job focus	The more they learn, the more they stay/ job focused	Train them too much and they will leave	I learned the hard way(OTJ), so can you
Retention	Ideas and input solicited, values and used  Career development from accomplishment of current job  Quality services that make a difference  Work-life balance	Career advancement opportunities  Able to enjoy work-life balance  Company has values and integrity	Interesting work  Expertise respected  Advancement opportunities	Experience respected  Flexible tailored benefits  Company shows loyalty to workers