

QUALITY BY DESIGN

GAME CHANGING STANDARDS IN MANAGEMENT AND CARE

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OBJECTIVES

- Identify concepts and practices that develop exceptional leaders, coaches, managers, and supervisors
- Inspire, motivate, and create better employees and outcomes
- Improve satisfaction for staff and clients
- Established strategies for all levels of experience
- Learn how to implement processes so that staff can spend time improving lives, being creative, and enjoying the important work of managing staff, teams, and cases
- Positively impact company culture

DO WE DO WHAT WE SAY WE DO?



MISSION



VISION



VALUE
STATEMENTS



CORE
VALUES



PHILOSOPHY

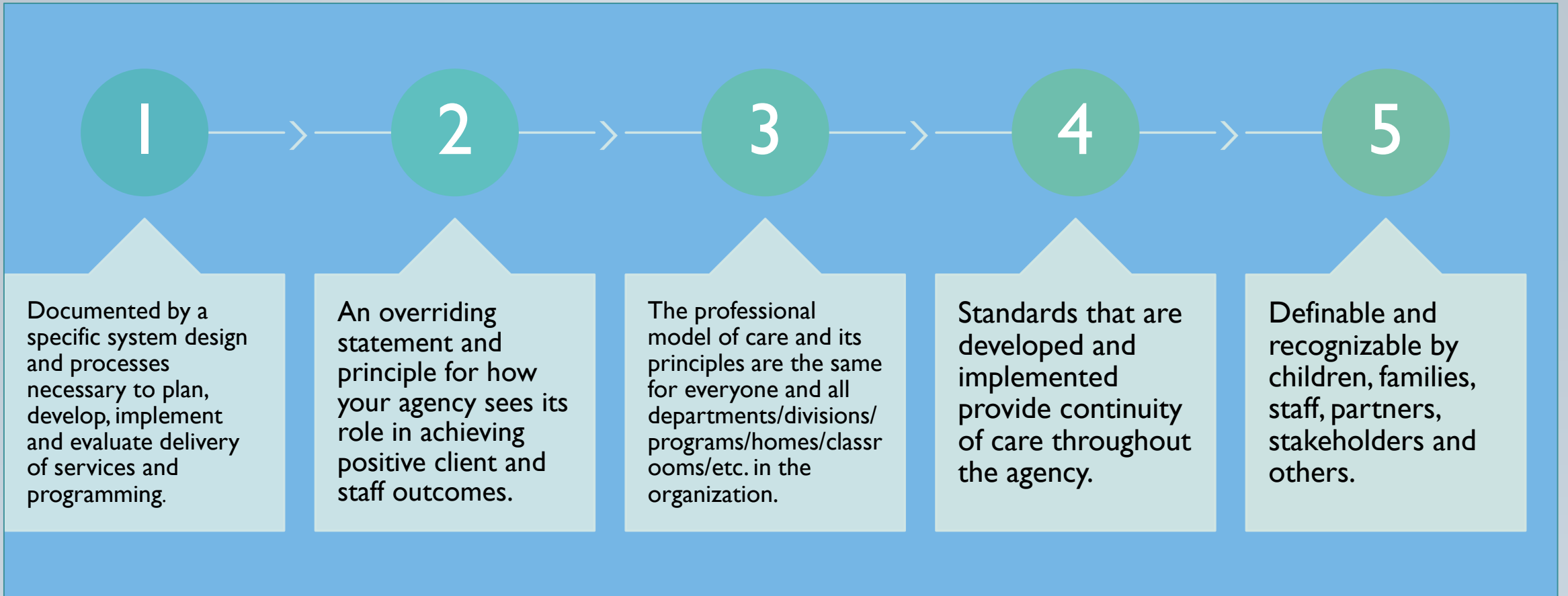


MODEL

DISCUSSION:

1. How closely to you think most programs and organizations follow and meet these?
2. How consistent do you think staff are in understanding and demonstrating these ideals?
3. Is it important to the staff that an agency is true to its mission, vision, values, etc.?
4. How about the children, families and others – why is it important to them?
5. Can you confidently say that every service a children or family receives in your agency does what they say they do?

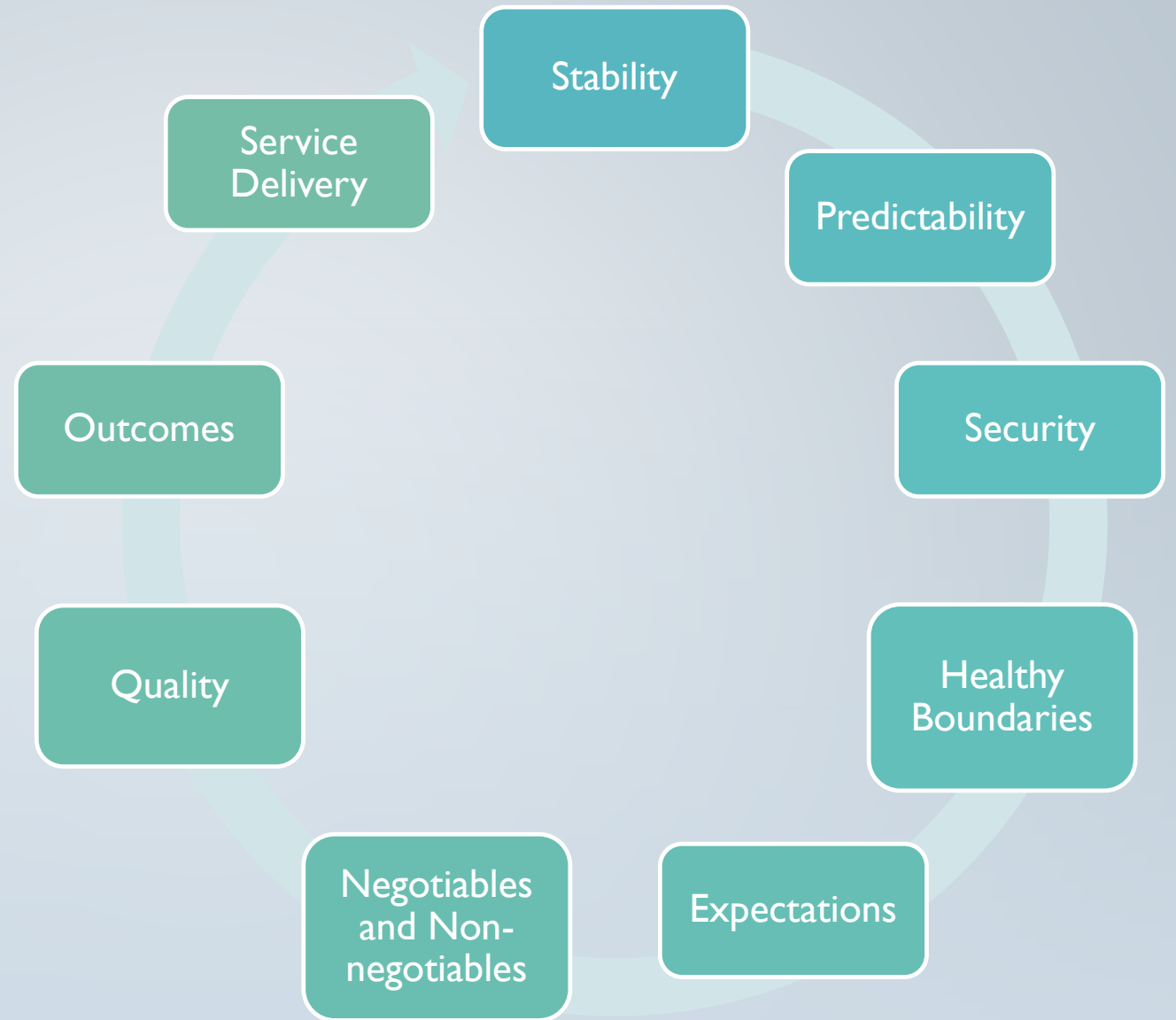




WHAT IS A MODEL OR PHILOSOPHY OF CARE?

CONSISTENCY

- ~ CHILDREN
- ~ FAMILIES
- ~ STAFF
- ~ AGENCY



CONSISTENCY



Flies out the window in times of

- Stress
- Fear
- Frustration
- Uncertainty

How, then, do we combat this?

THE CORE FOUR: *QUALITY BY DESIGN*



FACILITATIVE
ADMINISTRATION



STAFF SELECTION
& TRAINING



CONSULTATION
& SUPERVISION



EVALUATION &
QUALITY
ASSURANCE

IMPLEMENTATION SCIENCE & FIDELITY MANAGEMENT: *BENEFITS FOR CHILDREN, FAMILIES AND STAFF*

Increases
Reliability

Mitigates Risk

Improves
Consumer
Satisfaction

Retains Talent

Enhances
Treatment
and Care

Measures
Progress

Is Best
Practice

IMPLEMENTATION SCIENCE & FIDELITY MANAGEMENT *WITH RESPECT TO STAFF*

- Research-driven systematic program replication
- Systems - not staff – driven
- Creates sustainability over time and change
- Improves likelihood of what you say you do being what is done
- Improves staff selection and training
- Provides a blueprint for managing and developing staff
- Guides disciplinary actions when necessary
- Evaluates to qualify, quantify and improve

**IMPLEMENTATION
SCIENCE & FIDELITY
MANAGEMENT**

*WITH RESPECT TO
CHILDREN & FAMILIES*

Consistent, dependable programming

Care is consistent and predictable

Feedback driven

Consumer focused

Individualized treatment

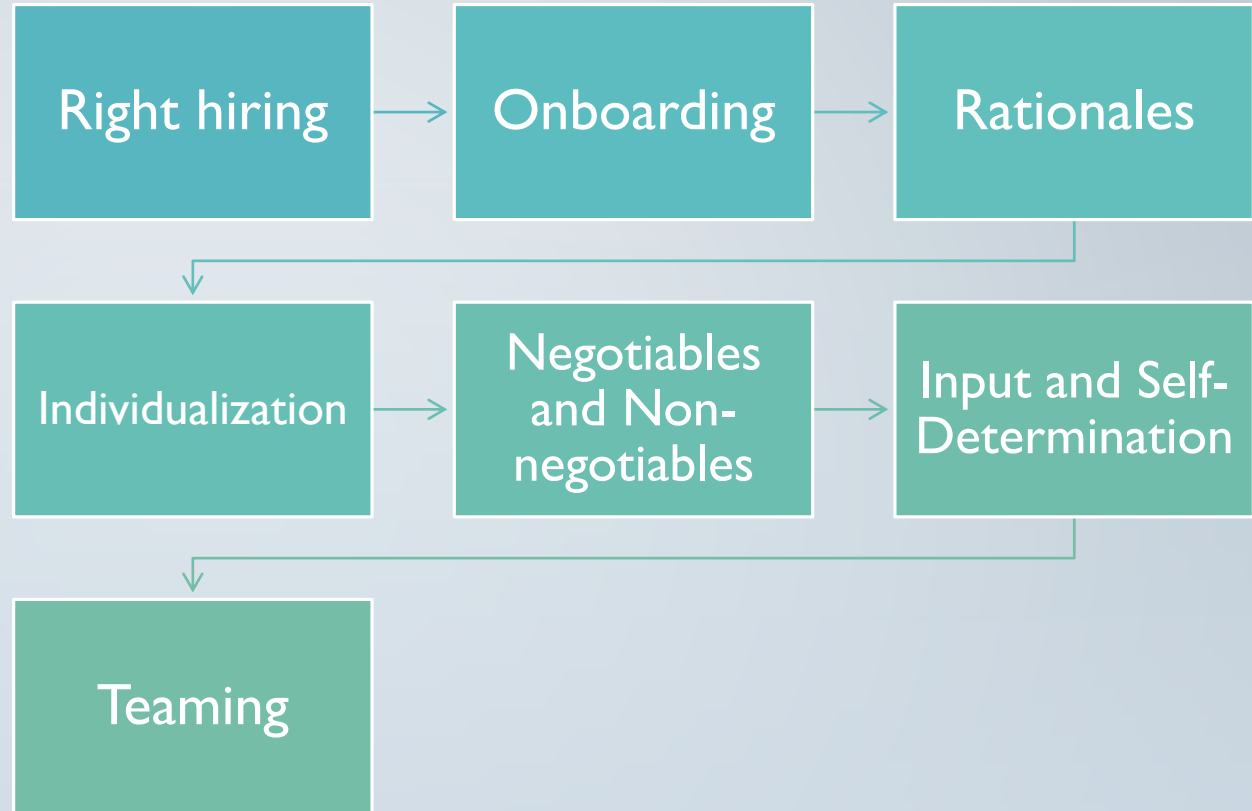
Person-centered, whole family-focused services

CONCEPTS
AND
PRACTICES
THAT DEVELOP
EXCEPTIONAL
LEADERS,
COACHES,
MANAGERS,
AND
SUPERVISORS

- Hiring with purpose
- Training for competence and best practice
- Helping managers understand when to coach, consult and supervise
- Using written documentation
- Ongoing skill acquisition and development
- Understanding – and acknowledging – the difference between retaining staff vs. talent
- Fidelity management

**INSPIRE
MOTIVATE,
AND CREATE**
BETTER EMPLOYEES
AND OUTCOMES

*WHILE IMPROVING
SATISFACTION
FOR STAFF AND CLIENTS ALIKE*



GAME- CHANGING STANDARDS:

ESTABLISHED STRATEGIES



Meetings – purpose and functionality



Modeling



Culture



Cultivating passion



Having fun

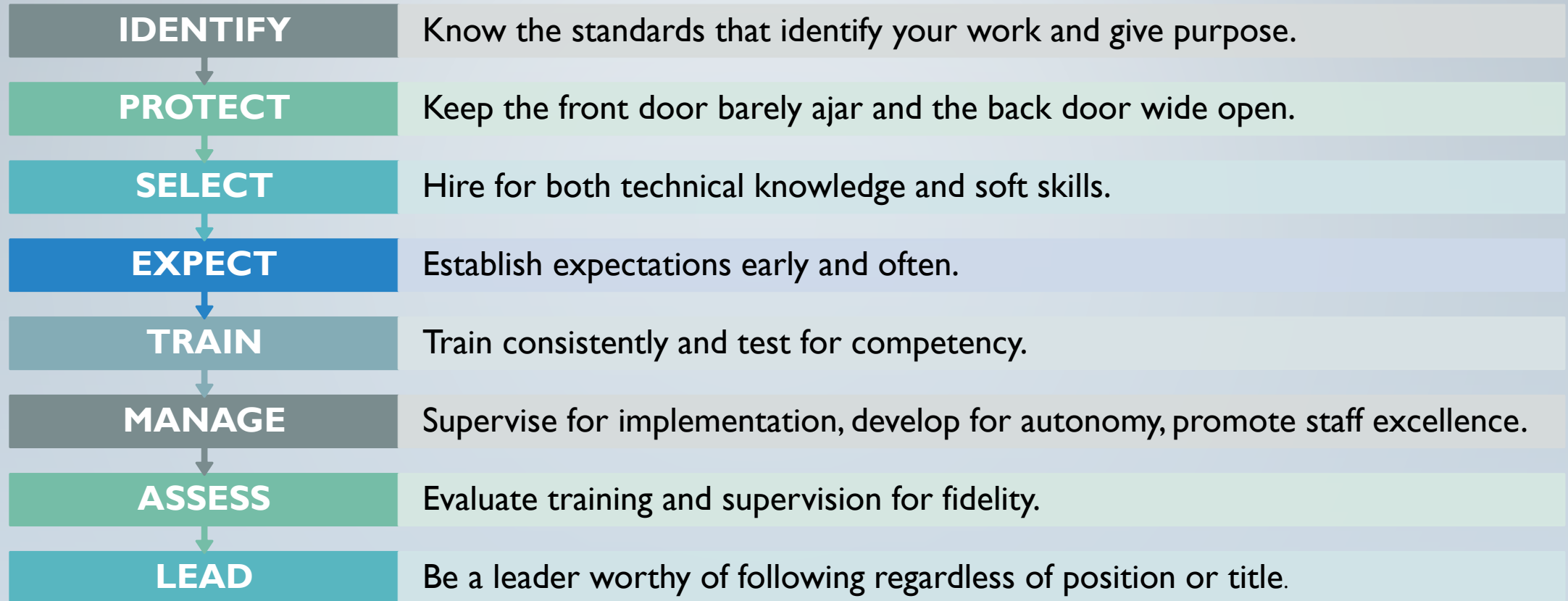


Authentic respect and appreciation

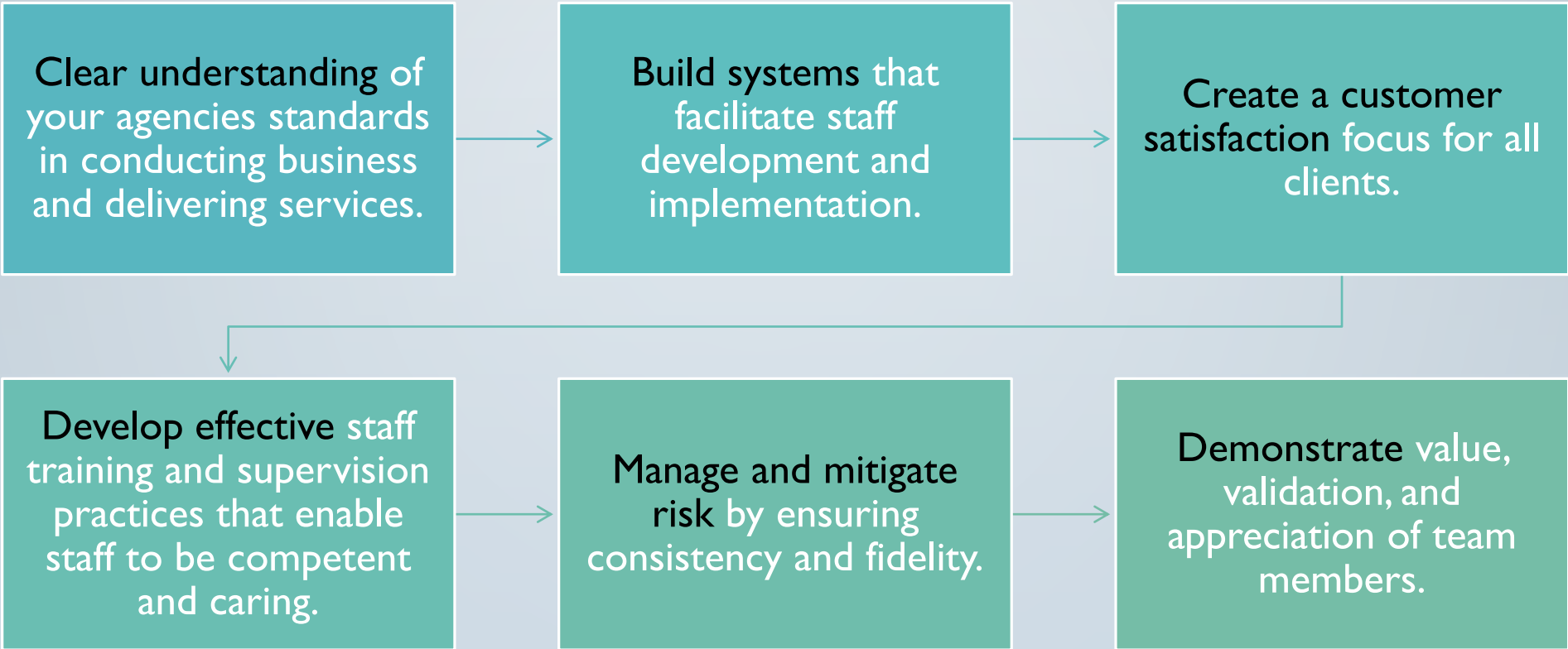


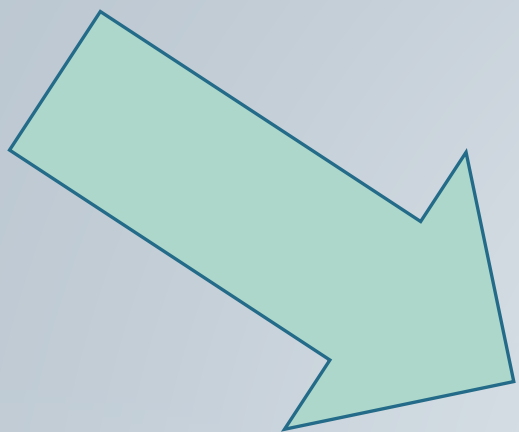
Personal mission alignment

FACILITATING POSITIVE AND LONG-LASTING CHANGE - REGARDLESS OF ENVIRONMENT OR ISSUE



TYING IT ALL TOGETHER





1. How confident and happy would you be having someone you loved as a client of your agency?
2. Other agencies you work with or know about?
3. Regardless of the staff on duty or working?



Head
logic
analysis
strategy



Heart
empathy
connection
emotion



Hands
execution
follow-through
tactics



Spirit
purpose
meaning
values
higher calling

ART & SCIENCE

FROM PHILOSOPHY TO TECHNIQUE: *LEARNING THEORY*

- Key Principles

- Behavior is learned and can be changed.
- Recognize behavior as a product of previous learning or lack of learning.
- Strong, appropriate relationships enhance learning.
- Application of the principles of learning facilitates more effective outcomes in teaching and changing behavior.

APPLYING CONCEPTS TO *IMPROVE PERFORMANCE*

- CBO/ABC
- Planned Positive Reinforcement
- Spontaneous Positive Reinforcement
- Immediacy
- Size
- Satiation
- Availability
- Contingency
- Individual Differences
- Schedules of Reinforcement
- Shaping
- Fading
- Response Cost
- Generalization
- Discrimination
- Modeling

HEART & HANDS:

MOTIVATING ADULTS TO LEARN AND CHANGE

TOP TEN...

Adult learners are different.

Relate to a person's ability, need and desire to take responsibility for learning.

1. A person's self-concept moves from dependency to independency and is self-directed.
2. A person has an accumulation of experiences that can be used as the foundation to build upon when learning.
3. A person's readiness to learn becomes increasingly associated with the developmental tasks of social roles and responsibilities.
4. A person can use the information immediately and is focused on being performance-based as opposed to only subject-based. The information has immediate and practical applications to his/her job (Knowles, 1980).

6. Adults benefit from knowing why they need to learn something before they learn it.
7. Adults need to be seen...and treated by others as being capable of self-direction.
8. Adults bring a great deal of experience to their learning and the richest resources for learning reside in the adult learners themselves.
9. Adult's readiness to learn is triggered by their moving from one developmental stage to another.
 - They perceive the learning will help them perform tasks or deal with problems that they confront in their life situations.
 - They learn most effectively when [new learnings] are presented in the context of application to real-life situations.
10. Adults are responsive to some external motivators...but the most potent motivators are internal pressures.

(Knowles et al., 2005)

APPROACHES TO MANAGEMENT & SUPERVISION

- Understand Learning Theory as a key theory in developing and maintaining strong and effective staff.
- Appreciate how adults learn and develop their skills sets accordingly.
- Set expectations early and often.
- Be willing and flexible when possible.
- Utilize creativity when appropriate
 - *Learning Theory* – planned and spontaneous reinforcement, individualization, modeling and shaping
 - *Adult Learning* – quizzes, games, role –plays, media, case studies, group problem solving and group brainstorming

PROACTIVE MANAGEMENT: *GETTING THE RIGHT PEOPLE*

- ✓ Pay is good compared to other local opportunities.
- ✓ Benefits are excellent.
- ✓ Scheduling is flexible.
- ✓ Coworkers are congenial.



- Yet, some people still aren't - or won't - be happy in a certain job.
- It's not because there is something wrong with the person or the job.
- This is called motivational fit.

HEART AND SPIRIT: *MOTIVATIONAL FIT*

The degree of alignment between what a person expects or wants from a job, and what the job can offer.

Research indicates it is a primary component in determining whether a person will remain on the job (Watt, Busine and Weinker).

We tend to focus on whether an applicant has the needed skills rather than whether there is motivational fit between the person and the job.

Both should be considered and discussed.

MOTIVATIONAL FIT

- If you establish motivational fit in addition to the skill set you need and desire, you're more likely to hire someone who will stay and flourish on the job.
- Motivational fit can generally be grouped into two categories:
 - Intrinsic Factors
 - Extrinsic Factors



INTRINSIC

VS

EXTRINSIC

Inherent to the work itself:

- intensity of consumer contact
- pressure to meet deadlines
- variety
- autonomy
- interdependence with coworkers
- regular feedback,
- aligning individual responsibilities with the big picture of the agency

Describe the work:

- environment
- compensation
- supervisor's style
- schedule
- promotion opportunities
- commute
- physical work environment

WHY IT MATTERS

- In general, intrinsic factors have a significantly greater impact than extrinsic.
- As an example, for work that he/she finds inherently enjoyable and stimulating, an employee may put up with low pay, a long commute, and a hard schedule.
- Not to say that extrinsic factors don't matter, however...

Bottom Line -

- Extrinsic factors don't carry the weight of intrinsic factors...for the right people for your team.

GOOD VS. RIGHT

Taking it two steps further. You have two types of skills:

- Functional skills that allow you to do the job correctly
- Behavior skills that give you passion, humility, and personal will

Example of these skills on the job *for a fundraiser on staff or a development director*:

- Functional skills – Knows how to and can close a deal
- Behavior skills - Ability to engage and mobilize people, demonstrate results through others, and giving credit for success to individuals

MORE ON GOOD VS. RIGHT

- The difference between hiring good people vs. the right people is where you put the emphasis in the skills the person has.
- If you are hiring for a good person, you are focused solely on functional skills.
- When you hire for the right person, you are looking for a balance between functional and behavioral skills, with a slight favor to the latter.
- Research proves that 67% of skills required to succeed in one's role are behavior based (Goleman).

LINKING IT ALL TOGETHER:

PROFESSIONALISM





PROFESSIONALISM: *KEYS AND CONCEPTS*

- Solid, consistent work habits.
- Many highly skilled, credentialed employees lack the professionalism to make their skills worthwhile.
- Education, experience and skills are important - however, if these are not paired with the employee's desire to work with others and bring a positive approach and outlook, those attributes are rendered worthless.
- Enthusiastic, helpful, committed employees should be the expectation not the exception.

YOUR ROLE IN DEMONSTRATING *GAME-CHANGING STANDARDS*

- Control your emotions
- Refuse to make impulsive decisions
- Accept responsibility
- See staff development as an ongoing process and key responsibility
- Demonstrate enthusiasm
- Communicate
- Listen
- Care more about being respected for being fair and consistent and less about being liked or popular
- Use discretion

Quality by Design: *Game Changing Standards in Management & Care*

QUESTIONS
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