

“Ain’t No Stoppin’ Us Now”: 2018 NYS WIC Managers’ Workshop

2-Day Training *Trainer’s Manual*

Developed for
NYS WIC

2018

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Training Description

New York State WIC Programs are in the most exciting phase as we transition from WICSIS and paper checks to NYWIC and electronic benefits. This transition will excite, inspire and challenge WIC managers and their staff teams. This managers' workshop is intended to bring new skills to the forefront on the transition to NYWIC, explore opportunities to improve caseload and retention, and share strategies and insights with colleagues.

Target Audience: WIC Coordinators, VMA Directors

Length: 2 days

Maximum Number of Participants: 165

Training Goal and Objectives

Goal: To provide WIC LA and VMA managers with enhanced skills and tools that will reinforce excellence, reinvigorate them as leaders, and provide an opportunity for professional development.

Objectives: As a result of this training, trainees will be able to:

- Explore leadership strategies to assist in the transition to NYWIC
- Enhance their approach to communication and teamwork
- Utilize promising practices as they relate to caseload and retention
- Practice new supervisory approaches
- Explore clinic systems and Quality Assurance
- Develop insight and energy regarding leadership

Materials

To conduct this training, you will require the following materials:

Trainers' Equipment and Supplies:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- Name tags
- Flipchart easel
- Markers
- Newsprint
- Audio Equipment
- Panel Questions: Easing Down the Road to NYWIC: Lessons from the Field
- Panel Questions: Caseload and Retention: Finding the Perfect Balance
- Loving Service Awards

Trainee Materials:

- Day 1 *Day-at-a-Glance*
- Day 2 *Day-at-a-Glance*
- Day 3 *Day-at-a-Glance*
- *Breakout Session Descriptions*
- *Pros and Cons Day 1*
- *Pros and Cons Day 2*
- Evaluation Tool
- PowerPoint printouts

Worksheets and Handouts:

- Plenary worksheets and handouts
 - *Characteristics of Motivated v. Non-motivated Employees* worksheet
 - WIC Training Center October 1, 2017-September 30, 2018 Reports: *Site Level Training Summaries*
 - *What Did Your Training Report Tell You?* worksheet
- *Breakout Sessions Descriptions* handout
- Handouts & worksheets for Individual Breakout Sessions

2018 NYS WIC Managers' Workshop

Day-at-a-Glance

Day 1

1:00PM-5:00PM

Time	Activity	Time Required
1:00PM-1:15PM	Welcome and Introductions	15 minutes
1:15PM-3:00PM	Panel: <i>Easing Down the Road to NYWIC: Lessons from the Field</i>	105 minutes
3:00PM-3:15PM	Break	15 minutes
3:15PM-4:45PM	Plenary: <i>NYWIC: The Super Bowl of Teamwork and Communication</i>	90 minutes
4:45PM-5:00PM	Closing and Pros and Cons	15 minutes

2018 NYS WIC Managers' Workshop

Day-at-a-Glance

Day 2

8:30AM-5:00PM

Time	Activity	Time Required
8:30AM-8:45AM	Welcome Back, Review of Pros and Cons	15 minutes
8:45AM-10:15AM	Panel: <i>Caseload and Retention: Finding the Perfect Balance</i>	90 minutes
10:15AM-10:30AM	Loving Support Awards	15 minutes
10:30AM-10:45AM	Break	15 minutes
10:45AM-11:15AM	DOH Presentation: <i>How NYWIC Helps Serve WIC Families</i>	30 minutes
11:15AM-12:00PM	Presentation: <i>Maximizing Your Training Resources: WIC Training Center Activities</i>	45 minutes
12:00PM-1:00PM	Lunch	60 minutes
1:00PM-1:15PM	Transition to the First Breakout Session	15 minutes
1:15PM-2:45PM	Breakout Session #1	90 minutes
2:45PM-3:00PM	Transition to the Next Break Out Session	15 minutes
3:00PM-4:30PM	Breakout Session #2	90 minutes
4:30PM-5:00PM	Closing and Pros and Cons	30 minutes

2018 NYS WIC Managers' Workshop

Day-at-a-Glance

Day 3

9:00AM-12:15PM

Time	Activity	Time Required
9:00AM-9:05AM	Welcome Back, Review of Pros and Cons	5 minutes
9:05AM-10:20AM	DOH Presentation: <i>Looking Forward: WIC in the 21st Century</i>	75 minutes
10:20AM-10:35AM	Break	15 minutes
10:35AM-12:00PM	Key Note Speaker: Dima Ghawi	85 minutes
12:00PM-12:15PM	Closing and Evaluations	15 minutes

2018 NYS WIC MANAGERS' WORKSHOP
WEDNESDAY, NOVEMBER 14, 2018
DAY 1
1:00PM-5:00PM

1:00pm-1:15pm

WELCOME AND INTRODUCTIONS

TIME REQUIRED: 15 minutes

SECTION PURPOSE: To welcome trainees to the conference and review the training goals, objectives, housekeeping information and agenda.

LEARNING METHODOLOGIES:

- Large group discussion

MATERIALS NEEDED:

- Trainee folders
- Audio equipment

DESCRIPTION:

Step 1: Introduce Trainers, CAI, and Training Description

- Welcome the trainees to the training and provide a brief overview of CAI
- Review the training goal and objectives for the overall conference

Step 2: Review Training Agenda and Housekeeping

- Go over *Day at-a-Glance* for days 1-3
- Review other materials in the trainee folder
- Review necessary housekeeping items

Step 3: (Optional) Energize trainees for the remainder of the conference by leading into the next activity by playing the conference theme song, "Ain't No Stoppin' Us Now" by McFadden & Whitehead

1:15pm-3:00pm

PANEL: *EASING DOWN THE ROAD TO NYWIC:*
LESSONS FROM THE FIELD

TIME REQUIRED: 105 minutes

SECTION PURPOSE: To provide WIC Managers with implementation tips to successfully operationalize NYWIC and engage and motivate staff.

LEARNING METHODOLOGIES:

- Lecturette
- Panel Discussion
- Large Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- Flipchart easel
- Newsprint
- Markers
- Panel Questions: *Easing Down the Road to NYWIC: Lessons from the Field*

DESCRIPTION:

Step 1: Introduce Instructor/Open with the following talking points:

- The transition from WICSIS to NYWIC is one of the most exciting opportunities for WIC local agencies, participants, vendors and the community.
- This session will help attendees understand the role of the manager in the implementation and operationalizing of NYWIC.

Step 2: Introduce Panel Members

- Tell trainees:
 - “Now, we are going to hear from Local Agency Directors from the pilot and rollout sites from both Capital and the Central Region who will share strategies and lessons learned.”
- Have each Panel Member introduce themselves and the local agency they represent

Step 3: Initiate the Panel Discussion

- Tell Panel Members:
 - “We are so pleased you have agreed to share your “lessons learned” regarding NYWIC. I’d like to keep us focused on the role of the director in easing this transition rather than some of the “nuts and bolts” of the NYWIC system.”
- Use *Panel Questions: Easing Down the Road to NYWIC: Lessons from the Field* to facilitate the discussion. These include:
 - Let’s start by talking about how you prepared your staff for NYWIC. How did you communicate? Did you have additional planning meetings? Who were some of the key individuals you included in the planning? What went well? What would you have done differently?
 - What strategies did you use to ensure that staff utilized the online modules? What was easy or hard about what you did?
 - What role did your Super User play in training and orientation? Were there specific areas that staff needed more help or coaching?
 - What were some of the activities you did as you came close to implementation? For

staff? For participants? For your community?

- As you started implementation was there a need to cross train staff on new tasks? Add additional tasks? Change roles and responsibilities?
- What did you do to keep morale high and staff engaged during this process?
- What thoughts have you had, or have you tried as it relates to clinic flow? Changes you've made? Changes you are thinking about?
- Any thoughts on how you are handling or might handle Facilitated Groups and issuing benefits?
- If you could give your colleagues one "pearl" of advice about something they should consider as they implement NYWIC, what would it be?
- What DOH-provided resources did you find most helpful, in preparing for rollout?

Step 4: Field questions and comments from trainees

Step 5: Close with some of the following points:

- Remind trainees of learning related to: staff buy in, training, clinic flow and participant education opportunities
- List "lessons learned" from colleagues both in the pilot agencies and the early implementers
- Summarize key management tasks that came out of the discussion
- Enumerate essential strategies that were offered

Lead into the BREAK.

3:00pm-3:15pm

BREAK

3:15pm-4:45pm

PLENARY: NYWIC: THE SUPER BOWL OF TEAMWORK AND COMMUNICATION

TIME REQUIRED: 90 minutes

SECTION PURPOSE: To provide WIC managers with key concepts and strategies to build staff motivation and focus to successfully operationalize NYWIC.

LEARNING METHODOLOGIES:

- Lecturette
- Small Group Discussion
- Large Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector

- Projector screen
- PowerPoint slides
- Flipchart easel
- Newsprint
- Markers
- *Characteristics of Motivated v. Non-motivated Employees* worksheet

DESCRIPTION:

Step 1: Welcome and Warm-Up

- Begin with brief warm-up activity
- Explain that the role of the manager at the agency becomes the focus as the transition into NYWIC emerges.
- Emphasize that the manager is essential to successfully operationalizing NYWIC
- Remind trainees that the successful manager needs to leverage both teamwork and communication skills

Step 2: Lecturette on the role of the manager in creating a culture of teamwork

- Make the point that exploration of key strategies for maximizing everyone's role during this pivotal and exciting time is necessary
- Deliver tips on how to create a positive culture making the following points:
 - Leaders communicate clear expectations that teamwork and collaboration is expected
 - As a manager in the WIC program, your voice and the expectations you set are critical in this area. It's more than "we need to work as a team". Other strategies are needed.
 - Leaders model teamwork in their interactions with each other and the rest of the organization.
 - Leaders/Managers maintain teamwork even when things are going wrong, and the temptation is to slip into non-collaborative behavior. You are the role model for how staff will interact with each other, how they will interact with participants and vendors, and how they will "pull together" to get a job or task done.
 - The organization members or staff talk about and identify the value of a teamwork culture.
 - Sufficient time is spent during staff meetings, retreats, trainings and other opportunities to define what team work looks like within the organization. How staff will interact with each other; how conflicts will get solved; how they will create positive interdependence. If the organization has workplace or organizational values, be sure to include teamwork as one of the written values in corporate culture.
 - Teamwork is rewarded and recognized.
 - The lone ranger, even if he/she is an excellent producer, is valued less than the person who achieves results with others on the teamwork. Rewards and acknowledgements depend on collaborative practices as much as individual contribution and achievement.
 - Individual stories and folklore in the organization emphasize teamwork
 - Remember the year Hurricane Sandy hit and what we did to generate checks?
 - How about that big snowstorm and how we helped three stranded WIC moms get home?

- Remember when the only store in town had a flood and how we worked together to help them still see our participants?
- People who do well and are promoted within the company are team players.
- The employee performance tools/systems place an emphasis on teamwork
 - Often receiving feedback from co-workers, supervisors and participants (360-degree feedback) is integrated into the evaluation system. The employees understand that teamwork is an expected interaction in the workplace.
- Form teams to solve real work issues
 - Work groups formed to take on policies, processes and systems challenges can be invaluable. Make sure a cross section of job roles and individuals are included.
- Celebrate team successes publicly
 - Provide everyone with the same t-shirt or hat. Put team member names in a drawing for a gift certificate or giveaway. Let team members share their success story at a staff meeting. Take the team out to lunch or order food. You are limited in the ways that you can celebrate teamwork only by your imagination.

Step 3: Conduct a small group exercise on the topic of motivation

- Divide trainees into small groups.
- Distribute *Characteristics of Motivated v. Non-motivated Employees* worksheets.
- Instruct trainees to have table discussions on the characteristics of motivated staff versus unmotivated staff by asking them to answer the questions:
 - "Imagine what "your work" would be like if staff are *motivated*."
 - "Imagine what "your work" would be like if your staff are *not motivated*."
- Process the activity with the large group

Step 4: Lecturette on Employee Motivation

- Introduce the lecture by making the following points about the importance of employee motivation:
 - "Motivation will almost always beat mere talent"
 - Motivation is the reason that drives all of our actions
 - In the workplace, this outcome, as long as it's positive, is the driver that can impact if and how the tasks given to employees are performed.
 - The key to reaching the highest possible results lies in being able to identify the factors that drive each individual in the workforce.
 - As a Manager, this is why being able to identify the main factors that drive an employee is the first and most important step on the way to increasing performance.
- Deliver the lecture on the nine (9) main components that contribute to employee motivation. Make the following points:
 - 1. Salary: This is a basic need and to the extent possible paying a fair and equitable rate is critical. However, salary on its own is a short term satisfied. In the long term, salary isn't a factor that increases performance and job satisfaction.
 - 2. Non-monetary incentives: Non-financial rewards are a way of satisfying employees' ego and are often used to:
 - Acknowledge extraordinary performance
 - Recognize achievement
 - Increase morale
 - Create a positive work environment

- Motivate high performance
- According to research conducted by the Industrial Relations Services, non-monetary rewards help to fulfill organizational objectives at a relatively low cost. Here are some examples:
 - ✓ Simple "thank you" either said directly to an employee or, better still, sent in a written form
 - ✓ Public appreciation and acknowledgement of a job or task well done
 - ✓ Rewarding an employee with the title of "star of the month" or "employee of the month"
 - ✓ Vouchers or other tangible goods
 - ✓ Flexible working arrangements
 - ✓ The opportunity to work from home
 - ✓ Meals, fruits, drinks or other treats
- 3. Relationships with colleagues: Significantly impact their mood and outlook. Negative experiences will eventually lead to isolation and loneliness, making it more difficult to find satisfaction from their work, which in turn will decrease motivation. To stimulate the development of positive work relationships, it's advised to focus on team building activities that will allow employees to get to know each other better:
 - Brainstorming sessions in the office that allow anyone to speak freely, openly and honestly
 - Team lunches or dinners or social events
 - Bowling, Zumba classes, physically challenging activities that the team could attend together.
 - Using an external facilitator for team building who might offer: icebreakers, discussion topics, games or similar techniques
- 4. Relationships with leadership: Each employee has a hierarchy of needs that should be addressed and the responsibility of understanding these needs lays with their manager. This requires open communication and a concentrated effort on the part of the manager to build trust. With trust, comes information that helps the manager know how to support and motivate each of their team members.
- 5. Company's Culture: According to Harvard Business Review, the reasons why employees work determine how well they perform.
 - In WIC, we are very aware of the goals of building healthy communities and to the degree we talk about that regularly is key to our success as managers.
 - Any lack of belief or understanding of the goals of the WIC program is one of the major causes of low job satisfaction, negative attitude and lower commitment.
 - On the other hand, employees who believe in the WIC program are generally happier in their roles and achieve better result and fulfillment.
- 6. Learning and development opportunities: Self-actualization is a natural bi-product of high performance. Most employees want to do a good job and want to learn and develop new skills and competencies.
 - The subject of personal and professional development is especially important to Generation Y – a recent survey has shown the desire to learn, acquire new skills and continue personal development is one of the reasons millennials choose to leave their employer.
 - Learning and Development can stimulate higher performance as long as managers offer development opportunities at every level—from learning on the

- job, through mentorship, shadowing and internal or external training opportunities.
- 7. Processes within the company: This area is often overlooked when thinking about motivation.
 - This includes workload, division of responsibilities and job duties, access to resources and accountability of staff to the overall work tasks.
 - Think about what happens when staff are unsure of their roles; someone is doing “most of the work;” another staff person comes in late daily or leaves early.
 - How these processes are defined can result in de-motivation.
- 8. Personal life: According to research by Bensinger, Dupont & Associates, 47% of employees state that problems in their personal lives affect their work performance.
 - Personal challenges can cause issues with concentration, poor attention, lack of engagement and even absenteeism.
 - It is critical for managers to think about how to support staff who are going through a tough time. Being patient and understanding with them is the first step.
 - By offering support and understanding, as well as guiding employees through the hard times, it is possible to build trust and loyalty within people who frequently return stronger and more committed.
- 9. Performing meaningful work: Finding the meaning behind work turns out to be linked to being able to make a difference in humanity through the job.
 - WIC can provide this for each of our staff.
 - It has been proven repeatedly that this alone is one of the top three motivational drivers.
 - As managers, having the ability to rejuvenate and kindle this is an important strategy.

Step 5: Conduct a small group activity on the topic of communication

- Divide trainees into small groups.
- Have them examine communication from two perspectives: Communication that is information and communication that is strategic to build staff interdependence to be part of a bigger outcome.
- Process the activity with the large group.

Step 6: Summarize concepts about the role of the leader as it relates to communication and teamwork

REFERENCES:

Bell, C. (2017, June 12). The top 9 factors that impact employee motivation. *M3S Solutions*. Retrieved from <https://www.m3ssolutions.com/article/top-9-factors-impact-employee-motivation/201>

Flowers, V. & Hughes, C. (1973, July). Why employees stay. *Harvard Business Review*. Retrieved from <https://hbr.org/1973/07/why-employees-stay>

Zetlin, M. (2013, July 8). When trouble at home becomes trouble in the office. *Inc.* Retrieved from <https://www.inc.com/minda-zetlin/employee-facing-personal-problems-heres-what-to-do.html>

4:45pm-5:00pm

CLOSING AND PROS AND CONS

TIME REQUIRED: 15 minutes

SECTION PURPOSE: To provide closure for the day and get feedback on the training

LEARNING METHODOLOGIES:

- Large group discussion

MATERIALS NEEDED:

- *Pros and Cons Day 1*

DESCRIPTION:

Step 1: Thank trainees and identify highlights from the training

- Thank trainees for their participation and hard work.
- Ask if anyone wants to share one highlight they are taking away from the training (time permitting).

Step 2: Ask trainees to complete the Evaluation Tool

- Distribute *Pros and Cons Day 1* worksheet and ask trainees to use it to give feedback on the training.
- Collect the *Pros and Cons Day 1* worksheet from all the trainees.
- Dismiss trainees.

Trainer's Note: Remind trainees that the training will resume at 8:30AM the following day.

2018 NYS WIC MANAGERS' WORKSHOP
THURSDAY, NOVEMBER 15, 2018
DAY 2
8:30AM-5:00PM

8:30am-8:45am

WELCOME BACK, REVIEW OF PROS AND CONS

TIME REQUIRED: 15 minutes

SECTION PURPOSE: To welcome trainees back to the training day 2, review the day 2 agenda as well as the pros and cons from day 1.

LEARNING METHODOLOGIES:

- Large Group Discussion

MATERIALS NEEDED:

- Day 2 *Day-at-a-Glance*
- Completed *Pros and Cons Day 1*

DESCRIPTION:

Step 1: Welcome trainees back for the second day of training

- Welcome the trainees back.
- Review the Day 2 *Day-at-a-Glance* in the folders.

Step 2: Review Pros and Cons from Day 1

- Review Pros and Cons from Day 1 based on the summary of the trainees' responses.
- Highlight the commonalities in comments and items that need to be addressed.

Lead into the next activity.

8:45am-10:15am

PANEL: CASELOAD AND RETENTION: FINDING THE PERFECT BALANCE

TIME REQUIRED: 90 minutes

SECTION PURPOSE: To examine the many aspects of caseload and retention from the 2017 Learning Community and identify promising practices for Local Agencies.

LEARNING METHODOLOGIES:

- Lecturette
- Panel Discussion

- Large Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- Flipchart easel
- Newsprint
- Markers
- *Panel Questions: Caseload and Retention: Finding the Perfect Balance*

DESCRIPTION:

Step 1: Introduce Instructors/Open with the following talking points:

- Over the past several years, the discussion about the importance of examining caseload and retention has become more important to WIC Local Agencies and VMAs.
- This session will give trainees an opportunity to learn about the 2017 Learning Community and its findings, hear from their colleagues about the work their local agencies implemented and discuss some of the national efforts regarding caseload and retention.

Step 2: Lecture exploring the findings of the 2017 Learning Community

- List promising practices from Local Agencies related to using data, reminder systems, managing no-show information, the grocery store experience and engaging staff teams
- Explore some of the successes and challenges for Local Agencies in sustaining this effort

Step 3: Introduce Panel Members

- Tell trainees: "Now, we are going to hear from the Panel Members."
- Have each Panel Member introduce themselves and the local agency they represent

Step 4: Initiate the Panel Discussion

- Tell Panel Members: "There is no doubt we all learned a lot and did great work. I would like to zero in on some promising practices or lessons learned that your agency has implemented successfully since the Learning Community."
- Use *Panel Questions: Caseload and Retention: Finding the Perfect Balance* to facilitate the discussion. These include:
 - From your perspective, what were some of the most significant lessons learned and how has that made an impact on caseload and/ or retention?
 - What do you think are the promising practices we should highlight for our colleagues here today?
 - How did you use data with your staff to motivate and engage them?
 - What were some of the biggest barriers or challenges that you had to overcome?
 - What did you do to build staff buy in to make some changes in the "way they do business?"
 - What's your greatest accomplishment?

Step 5: Provide an update from the National WIC Association about national retention efforts

Step 6: Close by facilitating a question and answer period with trainees

10:15am-10:30am

LOVING SUPPORT AWARDS

TIME REQUIRED: 15 minutes

SECTION PURPOSE: To recognize award recipients for their service

LEARNING METHODOLOGIES:

- Large Group Presentation

MATERIALS NEEDED:

- Loving Support Awards

DESCRIPTION:

Step 1: Give description/history of the awards

Step 2: Introduce Nora, who will acknowledge this year's awards recipients

10:30am-10:45am

BREAK

10:45am-11:15am

DOH PRESENTATION: *How NYWIC HELPS SERVE WIC FAMILIES*

TIME REQUIRED: 30 minutes

SECTION PURPOSE:

LEARNING METHODOLOGIES:

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides

DESCRIPTION:

Step 1: DOH presents workshop

PRESENTATION: *MAXIMIZING YOUR TRAINING RESOURCES: WIC TRAINING CENTER ACTIVITIES*

TIME REQUIRED: 45 minutes

SECTION PURPOSE: To highlight the available training center resources: online, face-to-face, live and archived webinars, and provide managers with data to help them maximize their use of the WIC Training Center

LEARNING METHODOLOGIES:

- Data PowerPoint Presentation
- Large Group Discussion
- Individual Assessment Activity

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- Flipchart easel
- Newsprint
- Markers
- WIC Training Center October 1, 2017-September 30, 2018 Reports: *Site Level Training Summaries*
- *What Did Your Training Report Tell You?* worksheet

DESCRIPTION:

Step 1: Introduce the topic/reporting period

- Tell trainees that the period under review was/is October 1, 2017-September 30, 2018.
- Explain that CAI pulled data for this reporting period to show the number of LA/VMA staff who viewed/completed a number of different kinds of trainings.

Step 2: Review overall data for each of the different types of trainings

- Present data on Archived Webinars in the report period. These include:
 - Retail Dietitian's Guide to Healthy Eating on a Budget
 - The Effects of Sleep Deprivation on Health and Nutrition Status
 - Probiotics and Prebiotics: What is the evidence of consumption by WIC participants?
 - Taking the "Ick" out of Picky Eating: Feeding and Nutrition in Autism Spectrum Disorders
 - Management of Maternal Obesity and Nutrition for High-Risk Pregnancies
 - Cuisines and Cultures: Similarities and Differences
 - The Role of Vitamin D and Health: Recommendations to Promote Bone Health

- 2017 WIC Caseload and Retention Learning Community: Tools and Lessons Learned
- Does Breastfeeding Protect Maternal Health? The Role of Oxytocin and Stress
- Strengthening Intercultural Communication Competency
- Present data on Face-to-Face Trainings in the report period including **new** offerings. These include:
 - Breastfeeding Best Practices: You Can Do It, WIC Can Help!
 - Income Assessment and Reassessment for Staff Who Determine Income Eligibility
 - Rapport Building and Behavior Change
 - High Risk Care
 - Certified Lactation Counseling (CLC) Training
 - NYS Growth and Monitoring Training
 - Interviewing Skills for Behavior Change
 - Advanced Formula
 - Building Skills for the QN/CPA: Conducting a Breast Pump Assessment
 - Breastfeeding...It's What We Do! Basic Competencies for QN/CPA Staff
 - Breastfeeding... It's What We Do! Competencies for Support Staff
 - Non-Traditional Certification and Manual Check/SFFI Issuance
 - Talking About Weight: From Age One to Five
 - Participant Centered Group Facilitation
 - WIC: Together Growing Stronger Families
 - Proration, Return, and Reissue
 - **Participant-Centered Communication Skills Lab for Support Staff***
 - **Participant-Centered Communication Skills Lab for QN/CPAs***
 - **Participant-Centered Nutrition Assessment, Education, and Counseling***
 - Building Skills: Assessing and Counselling Breastfeeding Mothers
- Present data on E-Learning Modules in the report period. These include:
 - Attempted = number of people that viewed one or more modules in an e-course but did not complete the course and evaluation to get a certificate
 - Completed = number of people that viewed and completed an entire e-course and requested a certificate
 - List of Currently Available Courses
 - Course Title: 16 & Pregnant
 - Course Title: Enhancing Customer Service
 - Course Title: Finessing the Front Desk
 - Course Title: Understanding Baby Behavior
 - Course Title: Basic Training for QNs/CPAs (modules 1-5)***
 - Course Title: Basic Training for Support Staff
 - Course Title: Participant-Centered Communication Skills
 - Course Title: Life Cycle Nutrition of WIC Participants
 - Course Title: Advanced Participant Centered Communication Skills
 - Course Title: Public Health Detailing

- Course Title: Note Writing in New York State WIC for All Staff
- Course Title: Note Writing in Vendor Management Agencies (VMA)
- Course Title: Basic Training for Breastfeeding Peer Counselors
- Course Title: Maternal Depression
- Course Title: Managers Series Modules __-__(TBA)

Step 3: Present information on upcoming offerings in 2019

- List upcoming webinars
 - Opiate Use Among Women
 - Training Resources
 - Working Effectively in a Team
 - Food Safety
 - Increasing Father Involvement
 - Federal Updates
 - 3-Part Breastfeeding Series
 - Community Health and Nutrition
 - Cultural Competency
- List upcoming on-line modules
 - Managers Series
 - Basic Training for QN/CPAs
 - Anthropometry and Hematology
 - Smoking, Alcohol, and Substance Abuse
 - Wellness and WIC

Trainer's Note: Tell trainees that some modules for Basic Training for QN/CPAs are live and others are still in development.

Step 4: Conduct an individual assessment activity

- Distribute the *Site Level Training Summaries* to give each LA their agency specific data of how many staff completed archived webinars, face-to-face training, e-Learning courses for reporting period of October 1, 2017 – September 30, 2018
- Ask them to review this data and determine how they can maximize these resources.
- Distribute *What Did Your Training Report Tell You?* worksheet for Managers to complete:
 - As a manager, what does this data tell you?
 - What were the surprises, if any?
 - How has training helped you with gaps in staff competencies?
 - Share any thoughts about how you might utilize these training resources differently over the next year.

Step 5: Lead a large group discussion to answer questions and share ideas and reactions

12:00pm-1:00pm

LUNCH

1:00pm-1:15pm

TRANSITION TO THE FIRST BREAKOUT SESSION

TIME REQUIRED: 15 minutes

SECTION PURPOSE: To provide managers with an overview of a topic of their choice

LEARNING METHODOLOGIES:

- Lecturette

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- *Breakout Sessions Descriptions* handout

DESCRIPTION:

Step 1: Present options for breakout sessions to trainees

- The options for the breakout sessions include:
 - *Why Was It Designed This Way? Can We Have a Do-Over? WIC Program Appointment Scheduling Systems—Let's Think Twice* presented by Dawn Middleton, Meredith Jones & Amanda Wright
 - *Now I'm a Supervisor—What Do I Do?* presented by Grisel Arredondo
 - *Using Emotional Intelligence to Manage Conflict* presented by Eric Reyes
 - *From Surviving to Thriving: Role of the WIC Manager in Creating a Healthy Workplace* presented by Melanie Steilen
 - *Supervising Employees with Challenging Behaviors* presented by Todd Mohrmann
- Share descriptions of the breakout sessions to the trainees by referring to the *Breakout Sessions Descriptions* handout in their trainee folders.
- Allow trainees 90 minutes to complete the first breakout session.

***Why Was It Designed This Way? Can We Have a Do-Over? WIC Program Appointment Scheduling Systems—Let's Think Twice* presented by Dawn Middleton, Meredith Jones and Amanda Wright**

- Goal: Increase trainee awareness and knowledge of key concepts associated with developing and implementing efficient and effective WIC appointment scheduling systems
- Using a combination of small group work, didactic power point presentation, and peer case study, this workshop will explore the origin of our WIC appointment scheduling systems, how we learned to schedule appointments, and review best and evidence-based practices for improving the efficiency and effectiveness of WIC appointment scheduling systems. This will include analysis of sample WIC program data and sharing of experiences of a WIC agency

staff person who has collected and used data and information to streamline appointment time intervals and appointment scheduling criteria.

***Now I'm a Supervisor—What Do I Do?* presented by Grisel Arredondo**

- Goal: To provide new supervisors with an overview of the essential skills necessary to be effective in their day to day work with staff.
- Providing WIC and VMA staff with coaching, supervision and career development can be one of the most rewarding aspects of our jobs or it can be a nightmare. This workshop will focus on basic supervisory skills for new supervisors. Trainees will explore what is supervision, how to create partnerships with staff to build skills, providing feedback and coaching and handling the transition from co-worker to supervisor.

***Using Emotional Intelligence to Manage Conflict* presented by Eric Reyes**

- Goal: To increase awareness of trainees' own emotional intelligence that includes their ability to recognize and manage their own emotions in positive ways to relieve stress, communicate effectively, empathize with staff, and overcome challenges.
- Emotional Intelligence (also known as EQ) is the ability to recognize, understand and manage our own emotions while recognizing, understanding and influencing the emotions of others. In this training, Managers will have the opportunity to become familiar with EQ skills, identify their EI strengths and identify behaviors to strengthen their ability to manage.

***From Surviving to Thriving: Role of the WIC Manager in Creating a Healthy Workplace* presented by Melanie Steilen**

- Goal: The goal of this program is to increase WIC Directors' knowledge of the impact stress has on both themselves and staff and explore ways to create a healthier workplace
- This workshop will explore steps to creating a healthy WIC workplace. Through interactive exercises and action planning trainees will walk away with tools for both self-care and improving their workplace environment

***Supervising Employees with Challenging Behaviors* presented by Todd Mohrmann**

- Goal: To strengthen directors' skills and confidence in addressing difficult employee behaviors.
- Individuals with supervisory responsibilities often find themselves challenged by an array of difficult employee behaviors such as lack of initiative, slacking, chronic complaining, negativity and many others. Sometimes it can feel paralyzing knowing how to address the myriad issues that arise. This session will review the CALM model for addressing difficult employee behaviors. The CALM model will include tips for (1) pre-planning for difficult conversations, (2) using both factual and emotional feedback, (3) listening carefully to elicit underlying issues and needs and (4) managing one's way towards resolution. Attendees will also learn about the CUP technique, a technique for responding appropriately when difficult conversations are initiated by employees rather than supervisors.

Lead into the first Breakout Session

1:15pm-2:45pm

BREAKOUT SESSION #1

2:45pm-3:00pm

TRANSITION TO THE NEXT BREAKOUT SESSION

TIME REQUIRED: 15 minutes

SECTION PURPOSE: To provide managers with an overview of a topic of their choice

LEARNING METHODOLOGIES:

- Lecturette

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- *Breakout Sessions Descriptions* handout

DESCRIPTION:

Step 1: Present options for breakout sessions to trainees

- The options for the breakout sessions include:
 - *Staff Retention Isn't Enough: Exploring Strategies for Employee Engagement* presented by Michelle Gerka
 - *Utilizing Data to Improve Program Performance* presented by Dawn Middleton, Meredith Jones & Kathy Patton
 - *Using Emotional Intelligence to Manage Conflict* presented by Eric Reyes
 - *From Surviving to Thriving: Role of the WIC Manager in Creating a Healthy Workplace* presented by Melanie Steilen
 - *Supervising Employees with Challenging Behaviors* presented by Todd Mohrmann
- Share descriptions of the breakout sessions to the trainees by referring to the *Breakout Sessions Descriptions* handout in their trainee folders.
- Allow trainees 90 minutes to complete the second breakout session.

***Staff Retention Isn't Enough: Exploring Strategies for Employee Engagement* presented by Michelle Gerka**

- Goal: To introduce WIC managers to the concept of employee engagement and explore opportunities to increase engagement within the agency.
- Employee engagement is a workplace approach resulting in the right conditions for all members of an organization to give of their best each day, committed to their organizational goals and values, motivated to contribute to the organization's success, with an enhanced sense of their own well-being. In this session, WIC managers will explore their role in creating an environment where staff can be fully engaged and do their best work. Trainees will review current research related to employee engagement and discuss strategies to improve engagement on all levels.

***Utilizing Data to Improve Program Performance* presented by Dawn Middleton, Meredith Jones and Kathy Patton**

- Goal: Increase trainee awareness and knowledge of effective methods for utilizing available data to identify quality gaps and conduct successful performance improvement projects to improve participant/program outcomes.
- Using a combination of small group work and didactic power point presentation, this workshop will explore the rationale for investing in structures and processes to engage in performance improvement, identify data and other information available to assess quality gaps and monitor improvement, and discuss practical steps for creating structures and processes that improve quality.

Using Emotional Intelligence to Manage Conflict presented by Eric Reyes

- Goal: To increase awareness of trainees' own emotional intelligence that includes their ability to recognize and manage their own emotions in positive ways to relieve stress, communicate effectively, empathize with staff, and overcome challenges.
- Emotional Intelligence (also known as EQ) is the ability to recognize, understand and manage our own emotions while recognizing, understanding and influencing the emotions of others. In this training, Managers will have the opportunity to become familiar with EQ skills, identify their EI strengths and identify behaviors to strengthen their ability to manage.

From Surviving to Thriving: Role of the WIC Manager in Creating a Healthy Workplace presented by Melanie Steilen

- Goal: The goal of this program is to increase WIC Directors' knowledge of the impact stress has on both themselves and staff and explore ways to create a healthier workplace
- This workshop will explore steps to creating a healthy WIC workplace. Through interactive exercises and action planning trainees will walk away with tools for both self-care and improving their workplace environment

Supervising Employees with Challenging Behaviors presented by Todd Mohrmann

- Goal: To strengthen directors' skills and confidence in addressing difficult employee behaviors.
- Individuals with supervisory responsibilities often find themselves challenged by an array of difficult employee behaviors such as lack of initiative, slacking, chronic complaining, negativity and many others. Sometimes it can feel paralyzing knowing how to address the myriad issues that arise. This session will review the CALM model for addressing difficult employee behaviors. The CALM model will include tips for (1) pre-planning for difficult conversations, (2) using both factual and emotional feedback, (3) listening carefully to elicit underlying issues and needs and (4) managing one's way towards resolution. Attendees will also learn about the CUP technique, a technique for responding appropriately when difficult conversations are initiated by employees rather than supervisors.

Lead into the next Breakout Session

3:00pm-4:30pm

BREAKOUT SESSION #2

4:30pm-5:00pm

CLOSING AND PROS AND CONS

TIME REQUIRED: 30 minutes

SECTION PURPOSE: To provide closure for the day and get feedback on the training

LEARNING METHODOLOGIES:

- Large Group Discussion

MATERIALS NEEDED:

- *Pros and Cons Day 2*

DESCRIPTION:

Step 1: Thank trainees and identify highlights from the training

- Thank trainees for their participation and hard work.
- Ask if anyone wants to share one highlight they are taking away from the training (time permitting).

Step 2: Ask trainees to complete the Evaluation Tool

- Distribute *Pros and Cons Day 2* worksheet and ask trainees to use it to give feedback on the training.
- Collect the *Pros and Cons Day 2* worksheet from all the trainees.
- Dismiss trainees.

Note: Remind trainees that the training will resume at 9:00AM the following day.

2018 NYS WIC MANAGERS' WORKSHOP
FRIDAY, NOVEMBER 16, 2018
DAY 3
9:00AM-12:15PM

9:00am-9:05am

WELCOME BACK, REVIEW OF PROS AND CONS

TIME REQUIRED: 5 minutes

SECTION PURPOSE: To welcome trainees back to the training Day 3, review the Day 3 agenda as well as the Pros and Cons from Day 2.

LEARNING METHODOLOGIES:

- Large Group Discussion

MATERIALS NEEDED:

- *Day 3 Training-at-a-Glance*
- Completed *Pros and Cons* Day 2

DESCRIPTION:

Step 1: Welcome trainees back for the second day of training

- Welcome the trainees back.
- Review the *Day 3 Training-at-a-Glance* in the folders.

Step 2: (optional) Review Pros and Cons from Day 2

- Review Pros and Cons from Day 2 based on the summary of the trainees' responses.
- Highlight the commonalities in comments and items that need to be addressed.

Lead into the next activity.

9:05am-10:20am

DOH PRESENTATION: *LOOKING FORWARD: WIC IN THE 21ST CENTURY*

TIME REQUIRED: 75 minutes

SECTION PURPOSE:

LEARNING METHODOLOGIES:

- Large Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- Flipchart easel
- Newsprint
- Markers

DESCRIPTION:

Step 1: DOH presents workshop

10:20am-10:35am

BREAK

10:35am-12:00pm

KEY NOTE SPEAKER

TIME REQUIRED: 85 minutes

SECTION PURPOSE:

LEARNING METHODOLOGIES:

MATERIALS NEEDED:

DESCRIPTION:

Step 1: Speaker delivers the key note address

- Building motivation in directors and managers
- Directors and managers need to pull from within their skills to proactively transition to NYWIC
- How to manage this transition

12:00PM-12:15PM

CLOSING & EVALUATIONS

TIME REQUIRED: 15 minutes

SECTION PURPOSE: To provide closure for the day and get feedback on the training

LEARNING METHODOLOGIES:

- Large Group Discussion

MATERIALS NEEDED:

- Evaluation Tool

DESCRIPTION:

Step 1: Thank trainees and identify highlights from the training

- Thank trainees for their participation and hard work.
- Ask if anyone wants to share one highlight they are taking away from the training (time permitting).

Step 2: Ask trainees to complete the *Evaluation Tool*

- Distribute *Evaluation Tool* and ask trainees to use it to give feedback on the training.
- Collect the *Evaluation Tool* from all the trainees.
- Dismiss trainees.

BREAKOUT SESSION DESCRIPTIONS

WHY WAS IT DESIGNED THIS WAY? CAN WE HAVE A DO-OVER? WIC PROGRAM APPOINTMENT SCHEDULING SYSTEMS—LET'S THINK TWICE PRESENTED BY DAWN MIDDLETON, MEREDITH JONES & AMANDA WRIGHT

TIME REQUIRED: 90 minutes

SECTION PURPOSE: Using a combination of small group work, didactic power point presentation, and peer case study, we will explore the origin of our WIC appointment scheduling systems, how we learned to schedule appointments, and review best and evidence-based practices for improving the efficiency and effectiveness of WIC appointment scheduling systems. This will include analysis of sample WIC program data and sharing of experiences of a WIC agency staff person who has collected and used data and information to streamline appointment time intervals and appointment scheduling criteria.

LEARNING METHODOLOGIES:

- Lecturette
- Individual Activity
- Small Group Activity
- Large Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- Flipchart easel
- Newsprint
- Markers
- PowerPoint slides
- *Calculating Participant and Nutritionist Appointment Times* worksheet
- *Nutritionist Desk Study Tool* handout
- *Streamlining Appointment Scheduling Criteria: Before and After* handout

DESCRIPTION:

Step 1: Welcome trainees and review the goal and learning objectives

- Goal: Increase trainee awareness and knowledge of key concepts associated with developing and implementing efficient and effective WIC appointment scheduling systems
- As a result of this training, trainees will be able to:
 - Examine rationale for streamlining appointment time intervals and scheduling criteria

- Analyze data to identify how to determine average time in face-to-face contact with a nutritionist
- Describe 2-3 best practices in the development and implementation of a WIC agency appointment scheduling system
- Trainees introduce themselves and one word to describe the process of making an appointment for a WIC participant at their agency sites

Step 2: *Where Did It All Start* small group work

- Facilitator places trainees in groups of 3, across agencies and asks trainees to consider:
 - How was your appointment schedule template and scheduling approach developed?
 - How did they learn to schedule appointments?
- Facilitator asks trainees to share what came up for them during their discussions in large group

Step 3: Conduct lecturette on clinic systems and role of appointment scheduling systems

- Using the PowerPoint slides, conduct a lecturette on clinic systems and role of appointment scheduling systems, emphasizing the following points:
 - Appointment scheduling impacts multiple aspects of clinic flow
 - Appointment scheduling can improve your productivity and wait time

Step 4: Conduct *Calculating Participant and Nutritionist Appointment Times* activity

- Trainer starts by asking trainees to raise their hand if this applies to them:
 - Schedule has 1 appointment time interval
 - Schedule has 2 appointment time intervals
 - Schedule has 3 appointment time intervals
 - Schedule has 4 or more appointment time intervals
- Trainer reflects on responses noting that there is a great deal of variation
- Hand out *Calculating Participant and Nutritionist Appointment Times* worksheet
 - Trainees review a worksheet that includes sample WIC program data describing time in face-to-face contact with the nutritionist for a typical day in a WIC clinic and are asked to calculate the average time in face-to-face contact with a nutritionist across all appointments to consider opportunities to streamline the number of appointment intervals they currently use in their appointment scheduling templates.
 - Each trainee completes the worksheet alone

Step 5: Process activity

- Small Group Discussion: trainees share reflections on data derived from completed worksheet in their small groups and key questions.
- Process and Report Out: in large group trainer asks trainees to share their reflections from completion of the worksheet and small group discussion.
- Hand out the *Nutritionist Desk Study Tool* for trainees to take home and use

Step 6: Conduct lecturette with local agency case study

- WIC agency staff person shares their experience, as part of a WIC learning collaborative, in working with their team to identify average time in face-to-face contact with a nutritionist and how they used that data to propose new standardized intervals for appointments and streamline appointment scheduling criteria.
- Facilitator presents evidence-based and best practices for design and implementation of an appointment scheduling systems with a focus on:
 - Standardizing appointment interval length

- Streamlining appointment scheduling criteria

Step 7: Facilitator asks, “What are you taking away from this session? How can the WIC Training Center assist you?”

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Now I'm a Supervisor—What Do I Do?

PRESENTED BY GRICEL ARREDONDO

TIME REQUIRED: 90 minutes

SECTION PURPOSE: To provide new supervisors with an overview of the essential skills necessary to be effective in their day to day work with staff.

LEARNING METHODOLOGIES:

- Lecturette
- Small Group Activity
- Large Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector
- Projection screen
- PowerPoint slides
- Flipchart easel
- Newsprint
- Markers
- Masking tape
- Index cards (1 per trainee)
- Pens (1 per trainee)
- *Your Role as a Supervisor* Worksheet
- *Providing Feedback Scenario 1 – Supervisor* Worksheet
- *Providing Feedback Scenario 1 – Staff* Worksheet
- *Providing Feedback Scenario 2 – Supervisor* Worksheet
- *Providing Feedback Scenario 2 – Staff* Worksheet

DESCRIPTION:

Step 1: Prepare newsprint

- Write “Effective Supervisor” and “Ineffective Supervisor” at the top of two sheets of newsprint

Step 2: Welcome trainees and review the goal and learning objectives

- Goal: To provide new supervisors with an overview of the essential skills necessary to be effective in their day to day work with staff.
- As a result of this training, trainees will be able to:
 - Define supervision and the skills associated with this role
 - Explore attitudes about coaching, mentoring and feedback
 - Develop skills in providing feedback and coaching
 - Examine observation and monitoring as key aspects of supervision

Step 3: Conduct a Warm Up on the Role of Supervision

- Ask trainees to turn to the person they are sitting next to (so they are in pairs) and to discuss:

- What motivated you to become a supervisor?
- After 2 minutes, call time.
- Now ask pairs to discuss:
 - What do you see as your role as a supervisor?
- After 2 minutes, call time.
- Now ask pairs to discuss:
 - What might be challenging as a new supervisor trying to achieve what you have in mind?
- As a large group, review each question, asking volunteers to share what they discussed with their partner.
- Highlight the following:
 - Motivations to become a supervisor vary greatly---for example, some may want a new challenge, others may want to make a bigger impact.
 - What people see as their role as a supervisor, what they expect from themselves, and what they think the WIC program expects from them may vary too.
 - Generally, supervision is the process by which a trained senior professional provides coaching, mentoring and support by:
 - Ensuring that staff are following established policies and procedures
 - Helping staff to learn and develop through engaging in a process of review and reflection on their work
 - Supervision is important because it ensures that:
 - Staff know their roles and responsibilities
 - Tasks are delegated appropriately
 - Conflict is mitigated
 - Staff's talents and strengths are utilized effectively
 - Organizational growth is promoted
 - The work environment is healthy
 - Staff feel valued and inspired to meet agency goals
 - Ultimately, good supervision is a key component of meeting WIC goals of ensuring the best health outcomes for WIC participants and their families.
 - A lot of times people become supervisors because they are high performers, or someone sees something in them; but they aren't necessarily trained to be supervisors
 - This breakout session aims to give them some of the knowledge and skills that will support them with providing effective supervision.

Step 4: Brainstorm Characteristics of Effective Supervisors

- Ask trainees to take a few moments to think about:
 - A bad or ineffective supervisor that they have had in the past
 - How that supervisor affected your work environment, job performance and job satisfaction
 - What that supervisor did that made him or her particularly ineffective or a difficult supervisor
- After a few minutes, ask for some volunteers to share some ideas that they came up with the last two questions. Record responses on newsprint under the heading "Ineffective Supervisor."
- Ask trainees to take a few moments to think about:
 - A good or effective supervisor that they have had in the past
 - How that supervisor affected your work environment, job performance and job satisfaction

- What that supervisor did that made him or her particularly effective
- After a few minutes, ask for some volunteers to share some ideas that they came up with the last two questions. Record responses on newsprint under the heading “Effective Supervisor.”
- Compare and contrast the characteristics that the group came up with.
- Highlight:
 - A workplace with good supervision gets more done without stress or negativity. To generate an atmosphere of motivation, productivity, and positivity, supervisors need to build and maintain relationships and a work culture based on best supervision practices. These are grounded in coaching, mentoring and supporting staff. We'll review those in the next activity.
 - Ineffective supervision can cause conflicts, lower performance levels or work burnout, tension, and poor work relationships. Poor supervision of employees directly impacts the quality of work and job satisfaction. If an employee is not managed properly by a supervisor, problems can crop up where none existed. Poor supervision almost always makes good employees leave.

Step 5: Lecturette on the Essential Skills of Supervision

- Tell trainees:
 - Now that you've thought about your own experiences with effective and ineffective supervisors, and the impact that had on your work environment, job performance and job satisfaction, let's look at how you can ensure you are an effective supervisor, which involves using a set of key skills.
- Conduct a lecturette on essential skills of supervision:
 - I. Effective communication
 - The first and most important supervisory skill is effectively communicating with staff. Communication skills that you should use to effectively provide supervision to WIC staff include:
 - Listening
 - Writing and speaking clearly
 - Being open and encouraging feedback from staff
 - Sharing information, and
 - Ensuring staff have access to information to perform tasks effectively
 - II. Technical expertise
 - As a supervisor, it is also important for you to demonstrate technical expertise. When you show staff that you understand
 - Staff roles and responsibilities
 - Program goals
 - Tasks
 - Systems and
 - Your own role and responsibilities within the WIC program,
 - You build rapport, gain respect, and have the ability to provide supervision in an effective manner.
 - III. Leadership skills
 - To be an effective supervisor, it is important to use leadership skills. Remember that leaders:
 - Share the purpose for doing a certain task, they don't simply tell staff to “do it”
 - Build trust, cooperation and collaboration amongst staff, and
 - Provide resources and motivation that staff need on a daily basis.

- Leadership skills like these go hand-in-hand with being an effective supervisor, as supervision becomes seamless when staff have bought into achieving a goal, work together well, and have everything they need to achieve it.
- IV. Critical thinking
 - As a supervisor, it is also important to have critical thinking skills. This means you have the ability to:
 - Analyze information and situations to determine how your program will be impacted, and
 - Develop, organize, and apply new ideas and information.
- V. Problem-solving
 - Finally, as a supervisor, it is important that you are able to problem-solve. This means that you:
 - Are able to identify an issue and evaluate options
 - Understand the interests of everyone involved in the issue
 - Demonstrate analytical and creative thinking skills, and
 - Can produce a broad range of ideas and solutions

Step 6: Values Clarification: Your Role as a Supervisor

- Tell trainees:
 - I am going to hand out a worksheet. DO NOT write your name on it. You are going to place a checkmark beside “agree” or “disagree” for each statement on the worksheet. You can’t be in the middle---you must pick one or the other. When you are done, raise your hand and I will collect your paper. Don’t worry---your answers will be anonymous.
- Distribute one *Your Role as a Supervisor* worksheet to each trainee.
- Remind them NOT to write their names on their paper.
- After a couple minutes, ask them to hand you their completed worksheets.
- Shuffle up the worksheets.
- Tell trainees:
 - I am going to hand out a completed worksheet to each of you. If you get your own, do not tell anyone. We’re going to review each statement and discuss why the person who completed the worksheet you have may have agreed or disagreed with the statement.
- Review each statement, asking trainees:
 - To raise their hands if the person who completed the worksheet they have agreed.
 - Why do you think they agreed?
 - To raise their hands if the person disagreed.
 - Why do you think they disagreed?
- Process by asking:
 - What was it like to do this?
 - What did you notice?
 - How would these beliefs, thoughts and feelings impact someone’s ability to supervise effectively?
 - What did you learn from this?
 - How can you apply this as a new supervisor?
- Highlight the following:
 - Supervising can be challenging. Many people like the title but not the tasks involved. It is important to keep in mind that as a supervisor, your role is to coach, mentor and support staff to meet the requirements of the job.

Step 7: Small Group Activity: Letter Writing: Introduction to Coaching

- Give each trainee an index card and a pen.
- Tell trainees that they are going to have a few minutes to think about someone who helped them to grow as a person or professional, and they are going to write a thank you letter to that person.
- Tell trainees to begin.
- After 5 minutes, call time.
- Ask trainees:
 - What did the person you wrote to do to help you to grow?
- Highlight:
 - One of the key strategies to help your team grow is to coach individual staff using feedback.

Step 8: Lecturette on Feedback

- Conduct a lecturette on feedback using the following points:
 - Feedback is:
 - The communication of evaluative or corrective information about an action, event, or process.
 - Can provide an individual the opportunity to consider the effects of their behavior and make changes.
 - Tips for Giving Effective Feedback:
 - Types of feedback:
 - ❖ Praise/ Positive Feedback
 - ❖ Corrective/ Constructive Feedback
 - People tend to do one or the other. It is important to do both.
 - Providing Effective Feedback
 - If possible, set time, location and agenda
 - Be prepared (have data, examples)
 - Allow opportunities for both positive and constructive feedback
 - Integrate modeling and using language that promotes capacity building objectives
 - Allow person opportunity to self-evaluate - this helps build self-efficacy, helps you see what the person is knows and saves you from having to tell the person everything.
 - Focus on one or two topics only
 - Focus on behavior, not the person or a concept
 - Be direct and specific (what is it and why/how it is a problem)
 - Be careful in dealing with “roadblocks” (such as crying, defensiveness talking about other staff)
 - Allow time for problem-solving

Step 9: Practice Providing Feedback

- Tell trainees that because providing feedback to staff in a constructive and positive manner that will foster their relationships with staff, they will have a few minutes to practice providing feedback in pairs using scenarios that you will hand out.
- Divide trainees in pairs.
- Ask pairs to decide who will play the supervisor and staff person first.

- Distribute the *Providing Feedback Scenario 1 – Supervisor* to each person playing the supervisor and *Providing Feedback Scenario 1 – Staff* to each person playing the staff.
- Tell them to read over the case studies.
- After a minute, tell the pairs to begin the feedback session.
- After a few minutes call time.
- Tell pairs to switch roles. Distribute Scenario 2 to each person in each pair.
- Tell them to read over the case studies.
- After a minute, tell the pairs to begin the feedback session.
- After a few minutes call time.
- Process by asking:
 - What was it like to do this?
 - When you were the staff, how did it feel to get the feedback? What did the person playing the supervisor do well?
 - When you were the supervisor, how did it feel to give the feedback?

Step 10: Lecturette on observation and monitoring

- Monitoring allows you to measure the effectiveness of your staff development activities as they relate to your agency's goals.
 - Monitoring establishes whether you've hit targets and implemented strategies as planned. It includes elements like the number of learning experiences that staff have completed and the nature and frequency of the follow-up to those learning experiences.
- When developing a monitoring plan, it is important to ask yourself: How will you know if the plan is being implemented as developed? You can:
 - Count the frequency of training events
 - Some agencies monitor external training participation by asking their staff to submit certificates or letters of attendance. Internal events can be monitored through sign-in sheets or other records.
 - For informal professional development opportunities that happen within your organization, such as mentoring, job shadowing, or staff observations, the supervisor, mentor, or staff member can report the progress.
 - Track internal support
 - How will you track the internal support offered to your WIC staff to help them apply their skills on the job? For the purposes of your staff development plan, consider what you want to track and who will be responsible for collecting, tracking, and reporting this information.
 - Give an evaluation
 - This looks at the change that has occurred as a result of staff development activities. For example, your monitoring efforts might confirm that 10 people have completed a skills-building training program.
 - Your evaluation efforts would tell you how many of those staff demonstrated increased confidence in using those skills, changed their behaviors, and whether the performance gaps you identified have been affected.
 - When developing an evaluation plan, you should set benchmarks to examine to determine your results. Identify the sources of data you can use to do this.
 - Remember: you want to review your data as it relates to the performance gaps you identified earlier. You should also set times to review data. Determine how

often you will review the data, and when you will start. Pinpoint who will be responsible for this and how it will be reported.

- Focus on the monitoring and evaluation aspect of your staff development plan to ensure continuous quality improvement. This process of ongoing review will help you learn whether:
 - The staff development process is unfolding as you planned
 - Your plan is generating the results you were hoping for in terms of addressing the performance gaps you identified initially
 - You are able to sustain the gains that you've made and incorporate the changes into your organization
 - You are able to identify and address new challenges as they arise
- If you are seeing improvements, consider how you can sustain your progress. You may wish to repeat learning experiences on previous topics to ensure staff have the opportunity to refresh, assess, practice and enhance their knowledge and skills in a certain area.
- If you are not getting the results you hoped for—that is, your data shows you that you are not making progress toward closing the performance gaps you identified—you'll need to examine several points along your plan to see if you can determine where the problem is.

Step 11: Wrap Up and Closing

- Ask trainees:
 - What are you most looking forward to about providing supervision?
 - What are you nervous about?
 - What do you still need? How can you get what you need?
- Thank trainees for joining the breakout session and for their participation.

USING EMOTIONAL INTELLIGENCE TO MANAGE CONFLICT

PRESENTED BY ERIC REYES

TIME REQUIRED: 90 Minutes

SECTION PURPOSE: To increase awareness of trainees' own emotional intelligence that includes their ability to recognize and manage their own emotions in positive ways to relieve stress, communicate effectively, empathize with staff, and overcome challenges.

LEARNING METHODOLOGIES:

- Lecturette
- Individual Activity
- Small Group Activity
- Large Group Discussion
- Large Group Brainstorm

MATERIALS NEEDED:

- Laptop
- Projector
- Projection screen
- PowerPoint slides
- Flipchart easel
- Newsprint
- Markers
- *EQ Self-Assessment Checklist* worksheet
- *Emotional Intelligence Domains and Competencies* handout
- *Scoring the Self-Assessment Checklist* worksheet
- *Tips to Increase Intrapersonal and Interpersonal Skills* handout

DESCRIPTION:

Step 1: Introductions

- Tell trainees:
 - Welcome trainees to the breakout session on Emotional Intelligence.
 - This workshop is intended to build off Conflict Management with staff training from the year prior.
 - Last year was to identify our behaviors related to our assertiveness and cooperativeness (five conflict-handling modes) to manage conflict in WIC.
- Introduce yourself
- Ask trainees to complete the *EQ Self-Assessment*
 - Tell trainees:
 - We will re-visit this document at the end of the training.
 - This assessment will not be collected.
 - Be as honest as possible.

Step 2: Best Boss vs. Worst Boss - Icebreaker

- Ask the group to brainstorm:

- What are the characteristics of the “Best Boss”? It can be characteristics of a boss they worked with in the past or characteristics of a boss they wish to work with. What would be the characteristics to describe the “Best Boss”? *Write down responses.*
- How would it feel to work with this boss? *Write down responses.*
- Working with this boss, what would that cause you to do or not do? *Write down responses.*
- Tell the group to move to the other “Worst Boss” newsprint and brainstorm:
 - What are the characteristics of the worst boss they ever had or the characteristics of a boss you would not want to work for. *Write down responses.*
 - How would it feel to work for this (list characteristics) boss? *Write down responses.*
 - Imagine they are going to work on Monday morning and they demoralized and experiencing all these negative feelings of being frustrated, trapped, stressed. Not only on Monday, but you continue to feel worthless, stuck, unproductive, defensive, hopeless, abused and stagnant on Tuesday and Wednesday and even Friday afternoon. What would that cause you to do or not do? Try to be as specific as possible? *Write down responses.*
- Process
 - What was it like to reflect upon the “Worst Boss”? “Best Boss”?
 - What stood out from this activity?
 - How does it relate to WIC?
 - How does this impact our approach to management?
- Highlight they made a case for emotional intelligence
 - Other people’s behaviors influence our feelings
 - The way you feel influences your behavior and therefore performance
 - Behaviors, especially those of the leader, will have a direct effect on performance
- Emotional intelligence is highly correlated with performance, and since we are all in the business of performance improvement, we all need to focus on emotional intelligence.
- This year’s intention to reflect upon our “emotional intelligence” – the capacity to recognize our own feelings and those of others in a way where we can manage emotions effectively in ourselves and our relationships.

Step 4: Objectives, group agreement, parking lot

- Review the goal and objectives of the training
- Share prepared group agreement newsprint
 - Explain that group agreements build an atmosphere in which everyone can feel comfortable and gain as much knowledge and experience as possible.
 - Review norms listed.
 - Check with the group to be sure that they agree, and make any changes as needed.
 - Post the newsprint on wall and refer to group agreements throughout training as needed.
- Display prepared parking lot newsprint and explain:
 - Any questions and/or comments that come up that are not related to the training topic can be written on the post-it notes found on each table and posted on the parking lot newsprint. Trainer will address questions and comments throughout the training.

Step 5: Anatomy of an Emotion

- Show “The Triune Brain” to explain what happens physiologically to produce an emotion
- Tell trainees:
 - The brain consists of three regions:
 - Brain stem (Reptilian Brain) is responsible for autonomic functioning like breathing, body temperature, etc. In order to survive this region of the brain has to be fully functioning at birth.
 - Limbic system (Mammalian Brain) is responsible for emotional expression and emotional regulation (fear, anger, sadness, pleasure, etc.). This is where our automatic response of fight or flight occurs. This part of the brain can’t distinguish between a real or a perceived threat.
 - Prefrontal Cortex (Primate Brain) is responsible for logic, reason, and rational decision-making.
- Tell trainees:
 - We are wired to experience events and situations emotionally before we experience those same events and situations cognitively and rationally.
- Provide an example:
 - If a tiger enters the room, signals are sent to my brainstem where my adrenal glands pump adrenaline and cortisol in to my system, blood rushes, breathing speeds up, muscles tense up, heart beats faster to either fight the tiger or flight – run away. These chemicals stop complex thought.
 - My brain stem communicates to our limbic system, this is where feelings exist like fear or anger for example. I may become fearful, nervous or anxious.
 - This “**eMOTION**” (emphasize the word motion) sends messages to take action by communicating to the prefrontal cortex where our logic, rational thinking occurs. This part of the brain makes me wonder if it is a Sabretooth Tiger, Siberian Tiger or a Bengal Tiger. Our brainstem doesn’t want us thinking, it wants to shut down thoughts for survival.
- Emotions “Hijack” the Prefrontal cortex, the area of the brain responsible for logic, reason, rationale and decision making. When you heard, “I was so angry, I couldn’t think straight”, this is why.
- This “Hijack” is helpful when there is a tiger, maybe not when we are at work and there is no threat of imminent danger.
- So, what does this mean in the world of WIC?
- Provide example:
 - Emotional hijack might be when I feel overwhelmed, I haven’t been managing my time well today. Someone may be telling me something and because I’m smart I cut them off because I know what they mean. How would that impact the staff I manage to cut them off?
 - Perhaps I see an email, hit reply all. Later I wonder why I responded in that way.

Trainer note:

Limbic system – specifically the Amygdala that is responsible for fight or flight is 100 times faster than the prefrontal cortex.

Step 6: Define

- What is Emotional Intelligence?

- “Your ability to recognize and understand emotions, and your skill at using this awareness to manage yourself and your relationships with others.”
- EQ is the ability to connect with another person on an intimate level.
- WIC is a social construct, it relies on people and those relationships. Without the ability to function well within an environment that relies on relationships, intelligence, or IQ alone will only get you so far.
- Theodore Roosevelt said: “No one cares how much you know, until they know how much you care.” Emotional Intelligence is, in many ways, the essence of being human.
- Emotional Intelligence is also known as EQ or EI.
- EQ isn’t the enemy of IQ.
- Emotional Intelligence acknowledges that emotions are the primary driver of behavior.
- Benefits
 - Self
 - Suffered less subjective stress
 - Better health/well-being
 - Better management performance
 - Employees
 - Cooperation
 - Increased motivation
 - Increased productivity

Trainer note:

- Higher EI skills is associated with better able to show compassion for staff, effectively communicate, be self-aware, be creative and increase confidence
- These are skills that can be developed, just as you can improve upon anything that you practice regularly.

Step 7: EQ Skills

- Distribute and review *Emotional Intelligence Domains and Competencies* handout

Step 8: Managing Vision

- Leader’s behavior has much to do with how committed employees are toward the vision.
- EI leaders know that certain behaviors impact employee commitment.
- Share top ten reasons that people feel less committed to a vision
- Activity:
 - Assign each table a vision and ask the group to:
 - Identify an example of this
 - Identify an emotional intelligent response
 - Report out
- Process
 - How does the top 10 vision killers relate to the world of WIC?
 - What was it like to do this activity?
 - What themes stood out about this activity?
 - What does this activity tell us about our role in management?

Step 9: EQ Scoring and Tips

- Ask trainees to take out their *EQ Self-Assessment*

- Introduce Hogan Emotional Intelligence model
- Handout *EQ Self-Assessment Scoring and Tips*
- Instruct trainees how to score their assessment, provide 3 minutes
- Review *Tips to Increase Intrapersonal and Interpersonal Skills*
- Process
 - What was it like to learn your score?
 - What surprised you?
 - For the category you scored highest in, what does that tell you about your management style?
 - For the category you scored lowest in, what does that tell you about your management style?

Step 10: Closing and Evaluation

- Have trainees share with a partner 1 thing they'll take away from this training.
- Have a few trainees report back.
- Ask trainees to complete the evaluation.
- Thank trainees for their openness and participation.

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FROM SURVIVING TO THRIVING: ROLE OF THE WIC MANAGER IN CREATING A HEALTHY WORKPLACE PRESENTED BY MELANIE STEILEN

TIME REQUIRED: 90 minutes

SECTION PURPOSE: To increase WIC Directors' knowledge of the impact stress has on both themselves and staff and explore ways to create a healthier workplace

LEARNING METHODOLOGIES:

- Lecturette
- Individual Activity
- Video Clip
- Small Group Activity
- Large Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- Newsprint and markers
- *Internet Addiction Survey*
- *WIC Workplace Wellness Action Plan* (Optional: See note at end of section)

DESCRIPTION:

Step 1: Welcome trainees and review the goal and learning objectives

- Goal: To increase WIC Directors' knowledge of the impact stress has on both themselves and staff and explore ways to create a healthier workplace
- As a result of this training, trainees will be able to:
 - Explore stress in the workplace and contributing factors
 - Discuss what is meant by a psychologically healthy workplace
 - Name at least one way to promote self-care at work
 - Develop a workplace and personal wellness plan

Step 2: Conduct lecturette on workplace wellness in a stressful world using the PowerPoint slides

- Emphasize the following points:
 - One Nation Under Stress information
 - Worksite stressors
 - Most common sources of stress
 - Information overload
 - Digital Toxicity in a 24/7 world
 - 2016 APA Stress in America findings

Step 3: Conduct Internet Addiction Survey

- Distribute *Internet Addiction Survey* to trainees.
- Explain to trainees to complete the survey by rating the statements on the survey on a 1-5 scale, then adding up the points at the end of the survey.
- Allow trainees 5 minutes to fill out individually.
- After they filled it out, ask them to turn to their neighbor and discuss results.
- Process:
 - How was it to fill out this questionnaire?
 - Any surprises?
 - What does this tell you about *your* screen habits? What effect might that have on work? Home?
 - How does that relate to your employees and workplace wellness?

Step 4: Continue lecturette on Workplace Wellness in a Stressful World using the PowerPoint slides

- Make the following points about Stress and Disease:
 - 80% of visits to primary care physicians are due to chronic stress
 - Relationship between stress and disease is a direct causal link
 - Absenteeism from work
 - Impact of nutrition on wellness
 - Sleep deprivation in the USA
- Show embedded video clip and ask trainees:
 - Has anyone's day ever started like that?

Trainer's Note: This is a humorous 20-second clip and meant to be an icebreaker.

- Ask trainees:
 - What are your thoughts and impressions after hearing this information?
 - How might this impact our ability to perform our best at work?
 - How does workplace wellness fit in?

Step 5: Conduct lecturette on what a psychologically healthy workplace is using the PowerPoint slides

- Review the following:
 - Whose responsibility is it? Personal wellness or workplace? Both!
 - Leadership support is critical
 - Definition of "A Psychologically Healthy Workplace" (APA)

Step 6: Conduct large group brainstorm on the benefits/challenges of a psychologically healthy workplace to employees and the WIC agency

- Prepare a newsprint with 2 columns: one side titled "Employee" and the other "WIC agency (organization)."
- Ask the group to brainstorm some of the benefits for employees, and then WIC Agency or organization. Write down their ideas on the newsprint.
- On another newsprint, write "Challenges (employees and agency)"

- Ask trainees to brainstorm challenges to employees and the agency. Write down their ideas on the newsprint.
- Process:
 - What do you see when you look at the newsprint
 - What are you feeling?
 - Are there any similarities?
 - What do you think the biggest barrier is in trying to create a healthier workplace?
 - What does the list of benefits say to you?

Step 7: Using the PowerPoint slides, describe the five elements that contribute to workplace wellness

- Review the following:
 - Employee involvement
 - Work-life balance
 - Employee growth and development
 - Health and safety
 - Employee recognition

Step 8: Conduct small group/carousel activity

- Have 5 prepared newsprints each with one of the elements written at the top. Tape them on the walls equally spaced around the room.
- Have trainees count off into 5 groups.
- Assign each group a newsprint and give them a marker.
- The groups stand by their newsprint and have 2 minutes to come up with ideas that would come under their essential wellness element.
- After two minutes, instruct the trainees to rotate one newsprint clockwise.
- Tell trainees to come up with new ideas that would come under their new essential wellness element.
- Repeat this activity until trainees end up back at their original newsprint.
- Process:
 - What was it like coming up with these ideas and interventions?
 - Any surprises?
 - Which ones were new to you? Are they doable?
 - What does this tell you about strategies for workplace wellness?

Step 9: Using the PowerPoint slides, review things to remember while working toward workplace wellness

- **Cover the following points:**
 - Some things are out of our control, but we can always try to adjust our reactions to them and do what we can.
 - Communication is key (two-way, bottom up and top down)
 - Hone your listening skills and remember those communication skills
 - Maintain healthy boundaries
 - Reframing the situation: think “out of the box” for a solution
 - The Art of Calm: modeling being calm when dealing with stressful situations helps employees and you

- Adopt an “Attitude of Gratitude” and Compassion
 - Strong evidence suggests that gratitude promotes adaptive coping and personal growth
 - One widely used approach at the end of the day write down 3 things that went well that day and anything else you’re grateful for. Some organizations are incorporating this into their meetings. Do it yourself if your agency does not. Positive way to end a work day!

Step 10: Wrap up the workshop

- Answer any remaining questions/address any final comments
- Ask trainees to complete the evaluation.
- Thank trainees for their participation.

Trainer’s Note: There is an optional step that can come before Step 10 if time allows (can also be assigned as homework).

Optional step: Action Planning

- Hand out the *WIC Workplace Wellness Action Plan*.
- Have trainees try to think of two things they could implement immediately at their agencies to work towards a healthier workplace. Then, have them think of 2 long term goals they would want to work towards.

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SUPERVISING EMPLOYEES WITH CHALLENGING BEHAVIORS

PRESENTED BY TODD MOHRMANN

TIME REQUIRED: 90 minutes

SECTION PURPOSE: To strengthen directors' skills and confidence in addressing difficult employee behaviors

LEARNING METHODOLOGIES:

- Lecturette
- Individual Activity
- Small Group Activity
- Large Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- *Challenging Employee Behaviors* Worksheet
- *Common Pitfalls in Addressing Difficult Employee Behaviors* Worksheet
- *The CALM Model for Addressing Difficult Employee Behaviors* Handout
- *Responding to Difficult Conversations Initiated by Employees: Using the C.U.P. Technique* Handout
- *Case Scenarios for C.A.L.M. and C.U.P. Practice* Worksheet

DESCRIPTION:

Step 1: Welcome trainees and review the goal and learning objectives

- Goal: To strengthen directors' skills and confidence in addressing difficult employee behaviors
- As a result of this training, trainees will be able to:
 - Identify their specific challenges in managing difficult employee behaviors and plan one strategy for addressing these
 - Explain each step of the CALM model and identify 1-2 important strategies for each of the steps in the model
 - Explain each step of the CUP model and identify 1-2 important strategies for each of the steps in the model
 - Differentiate factual vs emotional feedback

Step 2: Lead trainees in a brainstorming of the list of challenging employee behaviors

- Post ideas to flip chart – leave the chart posted for later use.
- Have trainees record the composite list in their materials

Step 3: Introduce the next segment as Pitfalls we sometimes fall into as we attempt to address the types of difficult behaviors that come up with employees

- Have each trainee review the list of the 14 common pitfalls and decide for each one if it applies to them frequently, sometimes or rarely.

- After about 7-8 minutes, ask each person to examine their answers and choose two of the items marked either frequently or sometimes.
- Tell trainees to partner up with at least one person at their table and talk about possible improvements they could make to avoid those particular pitfalls or strengthen their skills in those two specific areas
- After about 10 minutes, debrief as a whole group, asking for a few volunteers to share their priority areas and ideas for addressing them that may have emerged in their discussions.

Step 4: Conduct lecturette on C.A.L.M. Model

- Using the PowerPoint slides, conduct a lecturette on the C.A.L.M. model, emphasizing the key items for each step that appear in the slides and giving examples when relevant.
- When reviewing factual vs. emotional feedback, give trainees an opportunity to draft factual and emotional feedback for one of their challenging employee behaviors identified at the start of the session.

Step 5: Conduct lecturette on C.U.P. Model

- Using the PowerPoint slides, review each of the steps of the C.U.P.
- Emphasize that taking the time to do the “C” and the “U” steps makes problem solving go more smoothly and effectively.

Step 6: Have individuals work in small groups, with either an assigned case scenario or a case of their own, to practice use of C.A.L.M. and C.U.P.

- Split trainees up into trios (Supervisor, Employee, Observer)
- Supervisor chooses either a pre-written case scenario or one from their own experience and tries to use the C.A.L.M. or C.U.P. model.
- Supervisor and Employee then engage in the conversation
- Observer listens and focuses on how effectively the supervisor uses the C.A.L.M. or C.U.P. technique.

Step 7: Ask for trainees to identify any remaining questions or specific challenging behaviors they would like to discuss as a large group, time permitting.

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STAFF RETENTION ISN'T ENOUGH: EXPLORING STRATEGIES FOR EMPLOYEE ENGAGEMENT

PRESENTED BY MICHELLE GERKA

TIME REQUIRED: 90 minutes

SECTION PURPOSE: To introduce WIC managers to the concept of Employee Engagement and explore opportunities to increase engagement within the agency.

LEARNING METHODOLOGIES:

- Lecturette
- Video Presentation
- Large Group Discussion
- Small Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- PowerPoint slides
- *14 Strategies for Engaging Employees Handout*
- *Employee Engagement Action Plan Worksheet*

DESCRIPTION:

Step 1: Welcome/Introduce trainees and review the goal and learning objectives

- Goal: To introduce WIC managers to the concept of employee engagement and explore opportunities to increase engagement within the agency.
- As a result of this training, trainees will be able to:
 - Discuss the definition of Employee Engagement and its relevance to WIC
 - Review the current research trends on employee engagement
 - Discuss the differences between retention and engagement
 - Develop strategies for improving engagement within their agency

Step 2: Conduct a warm-up activity on the Characteristics of Engaged Employees

- Divide trainees into pairs.
- Distribute pre-printed large index cards with the following questions/tasks:
 - Think about a staff person that you believe is fully engaged in your agency. They perform their job tasks with excellence, they are fully committed to the goals and philosophy of WIC, they go "above and beyond" without being asked, they work well within the team.
 - Describe that person to your partner
 - What happened or what do you think were the factors that helped them become a fully engaged employee?

- Describe your relationship with this staff person or their relationship with their supervisor.
- Share these experiences with your partner.
- Process by asking the following questions:
 - What was it like to do this?
 - Were there common themes as you shared your experiences?
 - How did the role of the manager or leader impact this engagement?

Step 3: Deliver lecturette on Employee Engagement and its relevance to the workforce in WIC

- Define “employee engagement”
 - Going above & beyond
 - Mutual commitment between employee and employer
 - Unlocking employee potential
 - Emotional commitment of employee to organization and its goals
- Define “relevance” as employees caring about work and company
- Distinguish between employee engagement and retention, satisfaction or happiness
- Explore examples of employee engagement as use of “Discretionary Effort” or caring enough to go the extra mile
- Explore the reasons the research suggests that employee engagement matters
 - Engaged employees lead to better business outcomes.
 - In WIC, that means better participation, retention, service delivery, and health outcomes.
 - Engagement of employees leads to a better Return on Investment

Step 4: Use YouTube video: Who’s Sinking Your Boat? (4:17) as a summary to concepts already presented and as a review of the trends/research related to Employee Engagement

- Play video clip embedded in PowerPoint slide
- Lead large group discussion about the data presented

Step 5: Conduct a small group activity on Engagement Strategies

- Divide trainees into groups of 5-6.
- Give each group a set of laminated cards with the strategies for employee engagement.
- Ask the group to go through each of the cards and talk about how important this strategy is and what it might look like in the context of WIC. These strategies are:
 - Build trust; Be human; Default to open
 - In any type of relationship, people favor a human connection. So, it’s not surprising that employees put greater trust in their bosses when they know them on a personal level. Showing your human side becomes the biggest untapped source of employee engagement.
 - Start at the top with supervisors and managers
 - You can preach engagement to your employees daily, but it’s going to be hypocritical if you can’t prove that you are engaged. Giving every project 110%

and being a consistent, powerful force is the best way to embody the level of engagement you're looking to see.

- Articulate goals and responsibilities
 - If employees are unsure of their roles and tasks or they get blurred, employee engagement will suffer. Being engaged means being on top of the situation. This is next to impossible when there are doubts about actual roles, goals and responsibilities. This is more than talking. It may require some written procedures or task charts.
- Offer help to those that are not performing
 - You can't expect every member of your staff to perform at an exceptional level all the time. Providing additional support, supervision, coaching and help is essential. It also builds trust and rapport.
- Spot and encourage "power employees"
 - It's important to look for employees who are making great achievements within your organization. These are often referred to as "power employees", and that can make a huge difference in our organization. Spot these individuals, reward them, and promote them. They will help your company move forward.
- Create a forward-thinking work environment
 - No employee wants to work in an environment that is stuck in the past or doesn't create growth. Your work environment is important and must embody the philosophy of the organization. Think about the space your staff works in daily. At the least, make your work environment more comfortable. Include music, paint the walls, switch out the posters and ask your employees to help design their work space.
- Be careful who you hire
 - Anyone who hires staff knows how frustrating a process it can be. What often goes overlooked is the importance of candidate future levels of engagement. Many people hold expertise and experience about all yet it's a person's traits and behaviors that can make a difference.
- Be supportive of career planning and advancement
 - It's difficult to admit that your employees may one day choose to leave but being aware of their educational or career goals is critical. Help them plan how they can take their career to new heights. It's a strong engagement strategy.
- Give people freedom to make their own choices
 - There is nothing worse than feeling like you are a cog in a wheel. Those who aren't given the chance to flex their creativity and be themselves will end up being unfulfilled and have a negative impact on employee engagement. This takes time as it requires involving line staff in many day-to-day decisions.
- Promote open and direct communication
 - When employees feel as if they can't speak their needs; comments or questions to management, engagement levels fall. All you need to do is be transparent and

show your employees you're here to listen. In the end, you may come across great ideas that would never have risen to the surface otherwise.

- Don't confuse "engagement" with happiness
 - Every manager wants their staff to be happy employees. At the same time, it's common for people to mistake happiness for engagement. Engagement is something you see in productivity and efficiency, whereas happiness only makes this goal more tangible.
- Keep things interesting
 - Add some fun. If employees aren't interested in their work and are just going through the motions, there's no way they'll be engaged. Adding fun to the workplace is essential. Hold fun in high regard. Celebrate birthdays and accomplishments, take your team out for ice cream, hold an awards night, have a pot luck lunch, hold a birthday breakfast with the "supervisor". You get the idea.
- Encourage team-based working methods
 - This might happen every day by nature of the work or you can be strategic and set up work groups or project teams.
- Make it a daily focus
 - To improve employee engagement levels in your organization you must make it a daily focus. Often, we think of it "now and then" or even when things are not going well. Being consistent with your approach and taking small steps will be more effective than trying to overhaul your agency in a matter of days.
- Process by asking the following questions:
 - Which strategies really resonated with you?
 - What concerns/ideas do you have about implementing these strategies?
- Distribute the *14 Strategies for Engaging Employees Handout*

Step 6: Present a small group activity that combines assessment with action planning.

- Introduce the activity by saying that training is only as good as what we take away with us and use. Research tells us that by looking at next steps or action items that adult learners transfer learning into the real world and are more likely to apply it. To that end, the final activity asks them to create an individualized action plan for implementation of the concepts learned in the session.
- Distribute the *Employee Engagement Action Plan Worksheet*
- Ask trainees to fill it out individually. Give examples of possible answers.
- Ask trainees to discuss their action plans at their table with the goal of helping one another to (1) identify barriers to implementation; (2) find additional strengths or resources; (3) create extra strategies; and/or (4) identify potential allies, supports or mentors.
- Ask trainees to update their action plans based on the discussion.
- Ask for volunteers to share their answers.

Step 7: Close the session

- Thank everyone for their participation and input.
- Answer any remaining questions.
- Dismiss trainees.

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UTILIZING DATA TO IMPROVE PROGRAM PERFORMANCE

PRESENTED BY DAWN MIDDLETON, MEREDITH JONES AND KATHY PATTON

TIME REQUIRED: 90 minutes

SECTION PURPOSE: Using a combination of small group work and didactic power point presentation, we will explore the rationale for investing in structures and processes to engage in performance improvement, identify data and other information available to assess quality gaps and monitor improvement, and discuss practical steps for creating structures and processes that improve quality.

LEARNING METHODOLOGIES:

- Lecturette
- Individual Activity
- Small Group Activity
- Large Group Discussion

MATERIALS NEEDED:

- Laptop
- Projector
- Projector screen
- Flipchart easel
- Newsprint
- Markers
- PowerPoint slides
- *Saving for Vacation* Worksheet
- *Strategies for Performance Improvement* Worksheet

DESCRIPTION:

Step 1: Welcome trainees and review the goal and learning objectives

- Goal: Increase trainee awareness and knowledge of effective methods for utilizing available data to identify quality gaps and conduct successful performance improvement projects to improve participant/program outcomes.
- As a result of this training, trainees will be able to:
 - Describe why performance improvement assessments and strategies are critical
 - Build a repository of potentially useful data and analysis strategies to explore
 - Describe practical steps in developing and implementing a performance improvement plan

Step 2: Conduct *Saving for Vacation* activity

- Distribute *Saving for Vacation* worksheet.
- Tell trainees:

- You have just been given an all-expenses paid vacation to the destination of your choice. The only thing you need to do is to figure out how you can save an extra \$1000 dollars between now and June 1st.
- Instruct the trainees to first think of where they would like to go on their vacation, and then to create a real plan that they could use to save \$1000 within the next 3 months.
- The plan should include the specific actions they intend to take to save the money, and the expected outcome of those actions (e.g., stop buying coffee every morning, which would save \$2.25/coffee x 5 days per week x 12 weeks = saving \$135)
- It should also include what they can do to monitor whether they are on track (e.g., after 2 weeks they should have already saved \$22.50 of coffee money)
- After 15 minutes, call time.

Step 3: Process the activity

- In order to ensure that you were able to save the money you needed, what planning did you do?
- How can you be sure that your plan of saving money would work?
- How can you apply this to your work in performance improvement?

Step 4: Identifying Strategies for Performance Improvement small group work

- Ask trainees:
 - What data do I use regularly?
 - How do I use this data?
 - What does it tell me?
 - Where are there gaps?
- Trainees complete the *Strategies for Performance Improvement* worksheet in small groups
- Facilitator has each small group report back to the larger group and note findings on newsprints

Step 5: Conduct lecturette on outreach strategies

- Using the PowerPoint slides, conduct a lecturette on performance improvement, including:
 - (Slides 6-8) The importance of using data by sharing key concepts of performance improvement including Continuous Quality Improvement, Performance Management, PDSA Cycles, etc.
 - (Slides 9-11) Review what needs to be accomplished, changes to test to achieve these outcomes, and how you'll know that a change is an improvement
 - (Slides 12-16) Identify metrics used in previous performance improvement work with WIC including caseload measures (enrollment, participation), retention measures (no-show rates, check redemption and usage), appointment scheduling and clinic flow (appointment open, scheduled, seen, walk-ins), and capacity (target and actual visits per day, hour, nutritionist FTE), etc.
 - (Slides 17-19) Describe methods for collecting or applying those metrics including reviewing reports in WICSIS and NYWIC, process mapping to describe clinic flow, cycle time or desk studies, appointment scheduling systems analysis, etc. and structures to support CQI

Step 6: Process the lecturette

- What are you taking away from this?
- What will it take to move your performance improvement processes to the next level?
- **What will take your local agency's performance to the next level?**

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- New York State Department of Health. *NYS WIC Program LACASA guidance manual*. Albany, NY: New York State Department of Health.
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- Bauer, J., Duffy, G., & Wescott, R. eds. (2006). *The quality improvement handbook*. (2nd ed.). Milwaukee: ASQ.
- The Institute for Healthcare Improvement. (n.d.). *Institute for Healthcare Improvement*. Retrieved from <http://www.ihl.org/>
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Materials for Trainee Folders

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Pros and Cons

Pros

Cons

Additional Comments

2018 NYS WIC Managers' Workshop
Day-at-a-Glance
Day 1

1:00PM-5:00PM

Activity
Welcome and Introductions
Panel: <i>Easing Down the Road to NYWIC: Lessons from the Field</i>
Break
Plenary: <i>NYWIC: The Super Bowl of Teamwork and Communication</i>
Closing and Pros and Cons

2018 NYS WIC Managers' Workshop
Day-at-a-Glance
Day 2

8:30AM-5:00PM

Activity
Welcome Back, Review of Pros and Cons
Panel: <i>Caseload and Retention: Finding the Perfect Balance</i>
Loving Support Awards
Break
DOH Presentation: <i>How NYWIC Helps Serve WIC Families</i>
Presentation: <i>Maximizing Your Training Resources: WIC Training Center Activities</i>
Lunch
Transition to the First Breakout Session
Breakout Session #1
Transition to the Next Breakout Session
Breakout Session #2
Closing and Pros and Cons

2018 NYS WIC Managers' Workshop
Day-at-a-Glance
Day 3

9:00AM-12:15PM

Activity
Welcome Back, Review of Pros and Cons
DOH Presentation: <i>Looking Forward: WIC in the 21st Century</i>
Break
Key Note Speaker: Dima Ghawi
Closing and Evaluations

Breakout Sessions

Thursday, November 15, 2018

You will be able to attend 2 sessions; sessions marked with an asterisk () will run twice; each session will run for 90 minutes each time.*

1. *Why Was It Designed This Way? Can We Have a Do-Over? WIC Program Appointment Scheduling Systems—Let's Think Twice*

Presenters: Dawn Middleton, Meredith Jones and Amanda Wright

Using a combination of small group work, didactic power point presentation, and peer case study, the workshop will explore the origin of our WIC appointment scheduling systems, how we learned to schedule appointments, and review best and evidence-based practices for improving the efficiency and effectiveness of WIC appointment scheduling systems. This will include analysis of sample WIC program data and sharing of experiences of a WIC agency staff person who has collected and used data and information to streamline appointment time intervals and appointment scheduling criteria.

As a result of this training, trainees will be able to:

- Examine rationale for streamlining appointment time intervals and scheduling criteria
- Analyze data to identify to determine average time in face-to-face contact with a nutritionist
- Describe 2-3 best practices in the development and implementation of a WIC agency appointment scheduling system

2. *Now I'm a Supervisor—What Do I Do?*

Presenter: Grisel Arredondo

Providing WIC and VMA staff with coaching, supervision and career development can be one of the most rewarding aspects of our jobs or it can be a nightmare. This workshop will focus on basic supervisory skills for new supervisors. Trainees will explore what is supervision, how to create partnerships with staff to build skills, providing feedback and coaching and handling the transition from co-worker to supervisor.

As a result of this training, trainees will be able to:

- Define supervision and the skills associated with this role
- Explore attitudes about coaching, mentoring and feedback
- Develop skills in providing feedback and coaching
- Examine observation and monitoring as key aspects of supervision

3. *Using Emotional Intelligence to Manage Conflict**

Presenter: Eric Reyes

Emotional Intelligence (also known as EQ) is the ability to recognize, understand and manage our own emotions while recognizing, understanding and influencing the emotions of others. In this training, Managers will have the opportunity to become familiar with EQ skills, identify their EI strengths and identify behaviors to strengthen their ability to manage.

As a result of this training, trainees will be able to:

- Understand the biological basis of emotional intelligence
- Identify the benefits of strengthening one's own emotional intelligence
- Recognize the four emotional intelligence skills
- Identify their own emotional intelligence strengths and behaviors to strengthen skills

4. *From Surviving to Thriving: Role of the WIC Manager in Creating a Healthy Workplace**

Presenter: Melanie Steilen

This workshop will explore steps to creating a healthy WIC workplace. Through interactive exercises and action planning trainees will walk away with tools for both self-care and improving their workplace environment.

As a result of this training, trainees will be able to:

- Explore stress in the workplace and contributing factors
- Discuss what is meant by a psychologically healthy workplace
- Name at least one way to promote self-care at work
- Develop a workplace and personal wellness plan

5. *Supervising Employees with Challenging Behaviors**

Presenter: Todd Mohrmann

Individuals with supervisory responsibilities often find themselves challenged by an array of difficult employee behaviors such as lack of initiative, slacking, chronic complaining, negativity and many others. Sometimes it can feel paralyzing knowing how to address the myriad issues that arise. This session will review the CALM model for addressing difficult employee behaviors. The CALM model will include tips for (1) pre-planning for difficult conversations, (2) using both factual and emotional feedback, (3) listening carefully to elicit underlying issues and needs and (4) managing one's way towards resolution. Attendees will also learn about the CUP technique, a technique for responding appropriately when difficult conversations are initiated by employees rather than supervisors.

As a result of this training, trainees will be able to:

- Identify their specific challenges in managing difficult employee behaviors and plan one strategy for addressing these
- Explain each step of the CALM model and identify 1-2 important strategies for each of the steps in the model
- Explain each step of the CUP model and identify 1-2 important strategies for each of the steps in the model
- Differentiate factual vs emotional feedback

6. *Staff Retention Isn't Enough: Exploring Strategies for Employee Engagement*

Presenter: Michelle Gerka

Employee engagement is a workplace approach resulting in the right conditions for all members of an organization to give of their best each day, committed to their organizational goals and values, motivated to contribute to the organization's success, with an enhanced sense of their own well-being. In this session, WIC managers will explore their role in creating an environment where staff can be fully engaged and do their best work. Trainees will review current research related to employee engagement and discuss strategies to improve engagement on all levels.

As a result of this training, trainees will be able to:

- Discuss the definition of Employee Engagement and its relevance to WIC
- Review the current research trends on employee engagement
- Discuss the differences between retention and engagement
- Develop strategies for improving engagement within their agency

7. Utilizing Data to Improve Program Performance

Presenters: Dawn Middleton, Meredith Jones and Kathy Patton

Using a combination of small group work and didactic PowerPoint presentation, the workshop will explore the rationale for investing in structures and processes to engage in performance improvement, identify data and other information available to assess quality gaps and monitor improvement, and discuss practical steps for creating structures and processes that improve quality.

As a result of this training, trainees will be able to:

- Describe why performance improvement assessments and strategies are critical
- Build a repository of potentially useful data and analysis strategies to explore
- Describe practical steps in developing and implementing a performance improvement plan

Worksheets and Handouts

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PANEL QUESTIONS: EASING DOWN THE ROAD TO NYWIC: LESSONS FROM THE FIELD

- Let's start by talking about how you prepared your staff for NYWIC. How did you communicate? Did you have additional planning meetings? Who were some of the key individuals you included in the planning? What went well? What would you have done differently?
- What strategies did you use to ensure that staff utilized the on-line modules? What was easy or hard about what you did?
- What role did your Super User play in training and orientation? Were there specific areas that staff needed more help or coaching?
- What were some of the activities you did as you came close to implementation? For staff? For participants? For your community?
- As you started implementation was there a need to cross train staff on new tasks? Add additional tasks? Change roles and responsibilities?
- What did you do to keep morale high and staff engaged during this process?
- What thoughts have you had, or have you tried as it relates to clinic flow? Changes you've made? Changes you are thinking about?
- Any thoughts on how you are handling or might handle Facilitated Groups and issuing benefits?
- If you could give your colleagues one "pearl" of advice about something they should consider as they implement NYWIC, what would it be?
- What DOH-developed readiness resources did you find most helpful?

PLENARY: NYWIC: THE SUPER BOWL OF TEAMWORK AND COMMUNICATION

Characteristics of MOTIVATED Staff

Characteristics of UNMOTIVATED Staff

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PANEL QUESTIONS: CASELOAD AND RETENTION: FINDING THE PERFECT BALANCE

- From your perspective, what were some of the most significant lessons learned and how has that made an impact on caseload and/or retention?
- What do you think are the promising practices we should highlight for our colleagues here today?
- How did you use data with your staff to motivate and engage them?
- What were some of the biggest barriers or challenges that you had to overcome?
- What did you do to build staff buy in to make some changes in the "way they do business?"
- What's your greatest accomplishment?

PRESENTATION: MAXIMIZING YOUR TRAINING RESOURCES: WIC TRAINING CENTER ACTIVITIES

Agency Name: **SAMPLE**

This is a summary of your local agency's participation in webinars, face-to-face trainings, and e-learning modules between October 1st, 2017 to September 30th, 2018. The number in the right-hand column represents how many staff attended and/or completed each training.

Webinars		
	2017 WIC Caseload and Retention Learning Community: Tools and Lessons Learned	0
	Cuisines and Cultures: Similarities and Differences	1
	Does Breastfeeding Protect Maternal Health? The Role of Oxytocin and Stress	2
	Management of Maternal Obesity and Nutrition for High-Risk Pregnancies	3
	Probiotics and Prebiotics: What is the evidence of consumption by WIC participants?	4
	Retail Dietitian's Guide to Healthy Eating on a Budget	5
	Strengthening Intercultural Communication Competency	6
	Taking the "Ick" out of Picky Eating: Feeding and Nutrition in Autism Spectrum Disorders	7
	The Effects of Sleep Deprivation on Health and Nutrition Status	8
	The Role of Vitamin D and Health: Recommendations to Promote Bone Health	9
Face-to-Face Trainings		
	Advanced Formula	0
	Breastfeeding Best Practices: You Can Do It, WIC Can Help!	1
	Breastfeeding... It's What We Do! Basic Competencies for QN/CPA Staff	2
	Building Skills for the QN/CPA: Conducting a Breast Pump Assessment	3
	Building Skills: Assessing and Counselling Breastfeeding Mothers	4
	Certified Lactation Counseling (CLC) Training NYS Growth and Monitoring Training	5
	High Risk Care	6
	Income Assessment and Reassessment for Staff Who Determine Income Eligibility	7
	Interviewing Skills for Behavior Change	8
	Non-Traditional Certification and Manual Check/SFFI Issuance	9
	Participant Centered Group Facilitation	10
	Participant-Centered Communication Skills Lab for QN/CPAs	11
	Participant-Centered Communication Skills Lab for Support Staff	12
	Participant-Centered Nutrition Assessment, Education, and Counseling	13
	Proration, Return, and Reissue	14
	Rapport Building and Behavior Change	15
	Talking About Weight: From Age One to Five	16
	WIC: Together Growing Stronger Families	17
E-Learning Module		
	16 & Pregnant	0
	Advanced Participant Centered Communication Skills	1
	Basic Training for Breastfeeding Peer Counselors	2
	Basic Training for QNs/CPAs (modules 1-5)	3
	Basic Training for Support Staff	4
	Enhancing Customer Service	5
	Finessing the Front Desk	6
	Life Cycle Nutrition of WIC Participants	7
	Note Writing in New York State WIC for All Staff	8
	Note Writing in Vendor Management Agencies (VMA)	9
	Participant-Centered Communication Skills	10
	Public Health Detailing	11
	Understanding Baby Behavior	12

What Did Your Training Report Tell You?

1) As a manager, what does this data tell you?

2) What were the surprises, if any?

3) How has training helped you with gaps in staff competencies?

4) Share any thoughts about how you might utilize these training resources differently over the next year.

BREAKOUT #1: WHY WAS IT DESIGNED THIS WAY? CAN WE HAVE A DO-OVER? WIC PROGRAM APPOINTMENT SCHEDULING SYSTEMS—LET'S THINK TWICE

Streamlining Appointment Scheduling Criteria: BEFORE

Time Frames for Scheduling in WICSIS

15 Minute Slots

HNU
BW
NE
Single Recertification
Food Package Change
Prenatal/HLTH NUT.
High Risk

30 Minute Slots

Food Package III
Multiple People Appts.
Interpreter/Language
Multiple Certifications
Multiple High Risk
VOC's
New Never Been On Certification

Appointment Scheduling Criteria:

- 15 min. or 30 min. slots utilized only.
- No extending for **ANY** circumstances
- No Appts. Greater than 30 minutes unless EXTREME Circumstance with a NOTE in WICSIS!! (Examples: Hearing Impaired, and Extreme Language Barrier)
- **Extend 15 minutes to 30 minutes if needing to issue a Pump or Breastfeeding Issues with a WICSIS NOTE!!**
- Certifications **ONLY** on the bottom line!

GUIDELINES TO FOLLOW:

- *Discuss appt. times and availability with clients
- *Document unusual circumstances in **NOTES**
- *Do Not skip 15 min. time frames – this will **open up** more time
- *Talk to client about appt. needs – offer best choice for them
- ***BEST PRACTICE** - NO NEW (never on before) @ 2:45 or after on early days, or @ 5:15 or after on late days; if they need 3:30 or later schedule into evening clinic
- *Last ~~subcert~~ appt. @ 3 pm on early days and 5:30 pm on late days
- *Must Schedule ~~Nutr.~~ Ed. appts. into GROUP when possible!!!

PAY ATTENTION TO DETAIL

Developed by: The Staff of Oswego County Opportunities, Inc., WIC Program

Updated 12/12, 5/13, 1/14, 2/14, 9/14, 10/14, 1/16, 8/16, 7/17, 1/18

H-Health & Nutrition WIC Office ~~Miss~~

Streamlining Appointment Scheduling Criteria: AFTER

Time Frames for Scheduling in WICSIS

# of Pt's	Initial Certification	Recertification/ Re-Entry
1	30 minutes	15 minutes
2	45 minutes	30 minutes
3	45 minutes	45 minutes
4 or more	1 hour	60 minutes
	Nutrition Education/ IRV	Weight Check or BW
1	15 minutes	15 minutes
2	15 minutes	30 minutes Maximum
3 or more	30 minutes	
	High Risk Counseling / HNU HR	HNU W/BW or w/o BW
1	15 minutes	15 minutes
2	30 minutes	30 minutes
3	30 minutes	45 minutes
4 or more	45 minutes	60 minutes
	Voc's In-State w/ Active Certs	Voc's Out of State w/ Active Certs
1	15 minutes	30 minutes
2	15 minutes	30 minutes
3	30 minutes	45 minutes
4 or more	30 minutes	45 minutes

Appointments are scheduled with:

<u>Certifications</u>	Nutritionist
High Risk	Nutritionist
Food Package III	Nutritionist
HNU/ BW	Support Staff
Weight Check	Support Staff
Nutrition Education	Support Staff
IRV	Support Staff

What should we look at when scheduling future appt?

Foster Child
Next Check Date
 Site, Location, Different Site
 Appointment Type
 Notes
 Termed
 Amount of Time Needed
 Enrollment Cycle
 Cert End Date
 Clinic Schedule
 Time Consumer Needs
 Due Date
 Pro-Ration
 Package or Profile Change
 Scheduling Appointment Correctly

GUIDELINES TO FOLLOW:

- *Discuss appt. times and availability with clients
- ***Double time allotment and stagger when scheduling a Cert, HR or VOC with support staff**
- *Document unusual circumstances in **NOTES**
- *Do Not skip 15 min. time frames – this will **open up** more time
- *Use one staff name to entirety
- *Talk to client about appt. needs – offer best choice for them
- ***BEST PRACTICE** - NO NEW (never on before) @ 2:45 or after on early days, or @ 5:15 or after on late days; 3:30 or later appts. schedule into evening clinic
- *Last subcert appt. @ 3 pm on early days and 5:30 pm on late days
- *Must Schedule Nutr. Ed. appts. into GROUP when possible!!!
- *Friday prior to Saturday & Saturday appts. should be twice the amount of time i.e. 1 subcert ½ hour not 15 min., exception is when you have multiple appts for family only extend certification.

***PAY ATTENTION TO DETAIL**

Calculating Participant and Nutritionist Appointment Times

Below is real data, pulled from a cycle time study that several local agencies completed in 2016-2017, that looked at how long participants were spending with staff. The data below includes information about visits seen in one day, by QNs at one local agency, including: the visit type (e.g., HNU, certification), number of participants, and the start and end times. We have calculated the total time spent with QNs for you.

Using the last column, Total Time Spent with QN, please calculate the average time spent with a nutritionist on each visit.

Visit	Visit Type	# Participants	Start Time	End Time	Total Time Spent with QN
1.	HNU	1	8:05 AM	8:26 AM	0:21
2.	Nutrition Education	1	8:26 AM	8:35 AM	0:09
3.	HNU	1	8:54 AM	9:06 AM	0:12
4.	HNU	1	9:09 AM	9:36 AM	0:27
5.	Recertification	1	9:30 AM	9:54 AM	0:24
6.	Recertification	2	10:03 AM	10:19 AM	0:16
7.	HNU	3	10:09 AM	10:39 AM	0:30
8.	Nutrition Education	2	10:16 AM	10:22 AM	0:06
9.	Nutrition Education	1	10:13 AM	10:23 AM	0:10
10.	Recertification and Nutrition Education	3	10:44 AM	11:06 AM	0:22
11.	Recertification	1	10:44 AM	10:57 AM	0:13
12.	Recertification and Nutrition Education	4	11:08 AM	11:27 AM	0:19
13.	Recertification and Nutrition Education	2	12:10 PM	12:31 PM	0:21
14.	Nutrition Education	1	12:40 PM	12:44 PM	0:04
15.	Initial Certification	2	1:14 PM	1:46 PM	0:32
16.	Nutrition Education	2	1:25 PM	1:31 PM	0:06

Average Time Spent
with Nutritionist

Nutritionist Desk Study Tool

Please complete the following table over the course of **one** day for **one** nutritionist. For each visit, record the visit type (e.g., HNU, certification), number of participants, the start and end times, and any important notes (e.g., categorized as high risk, language barriers, etc.).

Visit	Visit Type	# Participants	Start Time	End Time	Notes
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					

Visit	Visit Type	# Participants	Start Time	End Time	Notes
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					

BREAKOUT #2: NOW I'M A SUPERVISOR—WHAT DO I DO?

Your Role as a Supervisor

For each statement, decide if you agree or disagree. You cannot place a mark in the middle. Remember, DO NOT write your name on this paper.

Statement	Agree	Disagree
It is important for the staff I supervise to like me, so I don't want to give them "negative" feedback.		
People should know how to do their jobs. It's not my job to tell them.		
I feel uncomfortable giving feedback to staff about things I know I didn't do perfectly myself.		
I can be friends with people I supervise.		

Providing Feedback Scenario 1 – Supervisor

You used to work side-by-side with a staff person who you now supervise. You had a great relationship, and since you became a supervisor you've felt like this staff person isn't taking your new role seriously. S/he has been coming into work late for the past two weeks. When you said something about it a few days ago, this staff person brushed it off. You are now meeting to discuss the issue further.

-----✂-----

Providing Feedback Scenario 1 – Staff

Your closest friend at work is now your supervisor. It has been strange, but helpful because your life is hectic and s/he doesn't seem to mind that you come in late. You used to make it on time to work, but your child is in a new day care and it isn't on the way to work. You miss the connecting bus every day. You know you need to get up earlier, but you're tired and want the extra sleep.

-----✂-----

Providing Feedback Scenario 2 – Supervisor

You are a new supervisor. You are reviewing some of your staff's work, and you notice that one staff person has not been following the documentation standards that are a required part of their job. You were aware that the staff person was cutting corners when you worked with him/her and that staff person knows that you have cut those same corners in the past yourself, but now you have to address it.

-----✂-----

Providing Feedback Scenario 2 – Staff

You have been very busy lately. You're not being as careful documenting and doing some other requirements of your job. You're just trying to keep up and the quality of things that don't seem to matter to you are being put to the side. You're not too concerned because you know your new supervisor is aware these corners are being cut because s/he has cut them in the past too.

BREAKOUT #3: USING EMOTIONAL INTELLIGENCE TO MANAGE CONFLICT

Emotional Intelligence Domains and Competencies

Self-Awareness

Emotional Self-Awareness: The ability to understand our own emotions and their effects on our performance.

Accurate Self-Assessment: Knowing one's strengths and limits.

Self-Confidence: A sound sense of one's self-worth and capabilities.

Self-Management

Emotional Self-Control: The ability to keep disruptive emotions and impulses in check and maintain our effectiveness under stressful or hostile conditions.

Adaptability: Flexibility in handling change, juggling multiple demands, and adapting our ideas or approaches.

Achievement Orientation: Striving to meet or exceed a standard of excellence; looking for ways to do things better, set challenging goals and take calculated risks.

Positive Outlook: The ability to see the positive in people, situations, and events and persistence in pursuing goals despite obstacles and setbacks.

Initiative: Readiness to act and seize opportunities

Transparency: Displaying honesty and integrity: trustworthiness

Social Awareness

Empathy: The ability to sense others' feelings and perspectives, taking an active interest in their concerns and picking up cues about what others feel and think.

Organizational Awareness: The ability to read a group's emotional currents and power relationships, identifying influencers, networks, and organizational dynamics.

Relationship Management

Influence: The ability to have a positive impact on others, persuading or convincing others in order to gain their support.

Coach and Mentor: The ability to foster the long-term learning or development of others by giving feedback, guidance, and support.

Conflict Management: The ability to help others through emotional or tense situations, tactfully bringing disagreements into the open and finding solutions all can endorse.

Teamwork: The ability to work with others towards a shared goal; participating actively, sharing responsibility and rewards, and contributing to the capability of the team.

Inspirational Leadership: The ability to inspire and guide individuals and groups towards a meaningful vision of excellence, and to bring out the best in others.

Developing others: Bolstering other's abilities through feedback and guidance

Change catalyst: Initiating, managing and leading in a new direction

Adapted from Key Step Media - Emotional and Social Intelligence Leadership Competencies: An Overview, retrieved from: <https://www.keystepmedia.com/emotional-social-intelligence-leadership-competencies>

Scoring the Self-Assessment Checklist

1. Enter your ratings for each numbered question in the category where it appears.
2. Add the ratings for each category to obtain a total for that specific facet of EQ.

<p style="text-align: center;"><i>Intrapersonal</i> Within oneself</p> <hr/> <p style="text-align: center;"><i>Self- Awareness:</i></p> <p>1 _____</p> <p>7 _____</p> <p>13 _____</p> <p>19 _____</p> <p>25 _____</p> <p>Total Self-Awareness _____</p>	<p style="text-align: center;"><i>Interpersonal</i> Relationships or communication with others</p> <hr/> <p style="text-align: center;"><i>Detection:</i></p> <p>6 _____</p> <p>12 _____</p> <p>18 _____</p> <p>24 _____</p> <p>30 _____</p> <p>Total Detection _____</p>
<p style="text-align: center;"><i>Regulation:</i></p> <p>3 _____</p> <p>9 _____</p> <p>15 _____</p> <p>21 _____</p> <p>27 _____</p> <p>Total Regulation _____</p>	<p style="text-align: center;"><i>Influence:</i></p> <p>5 _____</p> <p>11 _____</p> <p>17 _____</p> <p>23 _____</p> <p>29 _____</p> <p>Total Influence _____</p>
<p style="text-align: center;"><i>Expression:</i></p> <p>2 _____</p> <p>8 _____</p> <p>14 _____</p> <p>20 _____</p> <p>26 _____</p> <p>Total Expression _____</p>	<p style="text-align: center;"><i>Empathy:</i></p> <p>4 _____</p> <p>10 _____</p> <p>16 _____</p> <p>22 _____</p> <p>28 _____</p> <p>Total Empathy _____</p>

Adapted from: SkillSoft Excerpt – Chapter 3 – Assessing Emotional Intelligence, Manager's Pocket Guide to Emotional Intelligence by Emily A. Sterrett, Ph.D, HRD Press 2000.

Tips to Increase Intrapersonal and Interpersonal Skills

<p style="text-align: center;"><i>Intrapersonal</i> Within oneself</p>	<p style="text-align: center;"><i>Interpersonal</i> Relationships or communication with others</p>
<p style="text-align: center;">Self- Awareness</p> <ul style="list-style-type: none"> • Ask for feedback and be open to listen • Take time to reflect upon your emotions and thoughts • Journal • Identify situations and events that are stressors • Be aware of strengths and areas of improvement 	<p style="text-align: center;">Detection</p> <ul style="list-style-type: none"> • Practice listening skills • Pay attention to body language and intonation • Take a guess at how someone is feeling in your mind, explore later with the individual how they felt. • Reflect feelings
<p style="text-align: center;">Regulation</p> <ul style="list-style-type: none"> • Make time for breaks and lunch • Identify pleasurable work activities • Balance negative feelings/thoughts with positive feelings and thoughts • Strengthen refusal skills – ability to say no 	<p style="text-align: center;">Influence</p> <ul style="list-style-type: none"> • Cultivate reliability from staff through consistency • Be assertive, not aggressive • Be flexible • Be personable • Support others development
<p style="text-align: center;">Expression</p> <ul style="list-style-type: none"> • Be mindful of language • Ensure non-verbal communication reflects your language • Check-in – explore with who you communicate with what their take away messages are 	<p style="text-align: center;">Empathy</p> <ul style="list-style-type: none"> • Listen and don't interrupt • Be aware of your biases, being careful with judging and stereotypes • Ask open ended questions • Encourage sharing • Given genuine recognition – Affirmation + reason why it's important

Emotional Perception

Emotional Control

Emotional Sharing

EQ Self-Assessment Checklist

Rate each question below on a scale of 1-5, according to how true it is of you. This assessment will not be collected.

	1	2	3	4	5
	Virtually Never		Sometimes		Virtually Always
___	1.	I am aware of the physical reactions (twinges, aches, sudden changes) that signal a “gut reaction”			
___	2.	I readily admit mistakes and apologize.			
___	3.	I let go of problems, anger, or hurts from the past and I can move beyond these.			
___	4.	I generally have an accurate idea of how another person perceives me during a particular interaction.			
___	5.	I have several important things in my life that I am enthusiastic about, and I let it show.			
___	6.	I can easily meet and initiate conversations with new people when I have to.			
___	7.	I take a break or use another active method of increasing energy when I sense that my energy level is getting low.			
___	8.	I have little trouble taking prudent risks.			
___	9.	I “open up” with people appropriately – not too much but enough so that I don’t come across as cold and distant.			
___	10.	I can engage in an interaction with another and pretty well size-up that person’s mood based on non-verbal signals.			
___	11.	Others usually feel inspired and encouraged after talking to me.			
___	12.	I have no trouble making presentations in front of groups or conducting meetings.			
___	13.	I take time every day for quiet reflection.			
___	14.	I take initiative and move ahead on tasks that need to be done.			
___	15.	I refrain from making up my mind on issues and expressing my opinion until I have all the facts.			

___	16.	I have a number of people I can turn to, and I ask for their help when I need it.
___	17.	I try to find the positive in any given situation.
___	18.	I can deal calmly, sensitively, and proactively with the emotional displays of others.
___	19.	I can usually identify the emotion I am feeling at any given moment.
___	20.	I am generally comfortable in new situations.
___	21.	I neither bury my anger nor let it explode on others.
___	22.	I can show empathy and match my feelings with those of another person in an interaction.
___	23.	I can keep going on a big project, despite obstacles.
___	24.	I am respected and liked by others, even when they don't agree with me.
___	25.	I am clear about my own goals and values.
___	26.	I express my views honestly and thoughtfully, without being pushy.
___	27.	I am good at managing my moods, and I seldom bring negative emotions to work.
___	28.	I focus my full attention on another person when I listen to them.
___	29.	I believe the work I do day-to-day has meaning and value to society.
___	30.	I can effectively persuade others to adopt my point of view without coercing them.

Adapted from: SkillSoft Excerpt – Chapter 3 – Assessing Emotional Intelligence, Manager's Pocket Guide to Emotional Intelligence by Emily A. Sterrett, Ph.D, HRD Press 2000

BREAKOUT #4: FROM SURVIVING TO THRIVING: ROLE OF THE WIC MANAGER IN CREATING A HEALTHY WORKPLACE

Slave or Master: The Internet Addiction Survey

A new social addiction has appeared on the scene, and it has ruined friendships, marriages, grade point averages, boardroom meetings and taught little children that smart phones and tablets are more important than they are. By some accounts, the Internet, via Facebook updates, text messaging, emails, YouTube, Snapchat, Skype, Pinterest, video games, gambling, Wikipedia, Instagram, Spotify, and online shopping have magnified the human need of acceptance and the need to feel needed. Eating is a basic human drive, but a food addiction is problematic. Like eating, access to the Internet as a public utility has become a part of everyday life, yet like a powerful black hole, one can become lost to the point of derailing one's life and those in one's immediate orbit including family, friends and co-workers.

Are you a master or slave to the Internet? The following questionnaire may help you answer this question. To each of the statements, respond using the following:

1 = Rarely/Never 2 = Occasionally 3 = Frequently 4 = Often 5 = Nearly Always

	1. One of the <i>first</i> things I do each morning is go on line to check text messages, emails, Facebook updates or other websites of interest.
	2. Even though I might just check in briefly with social media sites, I end up on line for a lot longer than I plan, sometimes for hours.
	3. Although it might be considered illegal, I have been known to text while driving.
	4. I check Facebook, Instagram, Twitter (or other social media) and emails several times an hour each day.
	5. I become fidgety when I cannot pull out my smartphone or iPad and get online to check messages, text messages, or social media updates.
	6. It's quite common for me to pull out my smart phone or tablet during a conversation with friends and check something, then quickly check favorite social media sites.
	7. I post updates on Facebook and then repeatedly check to see who "likes" and comments on what I post, as well as frequently comment on other postings.
	8. I am easily distracted surfing the Internet, sometimes forgetting what I originally went on line for.
	9. I begin to feel agitated, perhaps depressed, when I don't have access to my smart phone (e.g., dead battery, dead zone, etc.) for long periods of time.
	10. In the course of a typical day, I end up spending more time on-line than real time contact with friends, family and peers

	11. I tend to get aggravated when I get interrupted while online.
	12. On-line activities have a priority over work and many home responsibilities.
	13. Life without social networking, texting and web-surfing would be extremely boring, even unhappy.
	14. I quickly check email, Facebook or other social networking sites before meetings, appointments, etc.
	15. I have a hard time turning my cell phone/smartphone off.
	16. Friends and family comment about my online use.
	17. I become defensive when people comment on my use of the Internet
	18. My sleep time has decreased since smart phones, tablets etc. have come into my life.
	19. I watch TV, listen to the radio or do other things while on line.
	20. The last thing I do before I got to sleep is check text messages and social media site updates.

_____ **Grand Total Score**

Score your answers by adding the points for each question for a grand total. The higher your score, the greater your level of addiction and the issues and concerns associated with Internet use or what is now commonly called "screen addiction." Please use the following scale to help measure your score.

10-39 points indicates normal online use. Keep in mind that normal is not always healthy.

40- 69 points indicates that your Internet activity leans in the direction of internet addiction and healthy boundaries with Internet use are a good idea.

70-100 points indicates that the amount of time you spend on line is associated with addictive behaviors and thought should be given to changing this behavior with a practice of strong healthy boundaries

WIC Workplace Wellness Action Plan

Steps: (action to be taken):

1. _____

2. _____

3. _____

4. _____

Who is Responsible	Resources Required	Start /Completion Dates	Desired Outcomes
1.			
2.			
3.			

BREAKOUT #5: SUPERVISING EMPLOYEES WITH CHALLENGING BEHAVIORS

Challenging Employee Behaviors

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Common Pitfalls in Addressing Difficult Employee Behaviors

For each of the items listed below, decide how frequently it represents your approach to addressing difficult employee behaviors. Then, place the appropriate letter in the box to the left:

F- Frequently **S**- Sometimes **R**- Rarely, if ever

	1. Failing to acknowledge or accept that the behavior exists or is having a real impact
	2. Ignoring the behavior, perhaps due to fear of confrontation
	3. Thinking that confronting the employee will only make the situation worse
	4. Assuming that the behavior will go away on its own; thinking it's time limited
	5. Delaying in addressing the behavior
	6. Hoping the individual involved will just quit
	7. Failing to examine one's own contribution to the difficult behavior
	8. Compensating for the individual's difficult behavior through your own efforts or by involving others
	9. Addressing the difficult behavior by talking to the group/team as a whole
	10. Sending a memo or email to all of your staff regarding the behavior even though the behavior is limited to 1-2 individuals
	11. Addressing the problem using a threatening, aggressive approach
	12. Reacting to the behavior impulsively or without proper planning for the conversation
	13. Moving to disciplinary action as the first intervention as opposed to other means of addressing the problem
	14. Pursuing termination or other disciplinary action without sufficient documentation of the behavior

Notes

The CALM Model for Addressing Difficult Employee Behaviors

C **Clarify the issue(s) and plan the conversation**

- Clarify, for yourself, the exact nature of the issue – identify the relevant performance expectations.
- Avoid thinking in terms of attitudes or general qualities. Focus on behaviors. Articulate the observable actions that can be measured.
- Review records if necessary.
- If there are multiple issues, prioritize the behaviors that the employee needs to improve. Determine where you would like to begin.
- Consider how clearly you have already communicated your expectations to the employee.
- Anticipate the employee's potential reactions to the conversation and consider your responses.
- Think about how you will adapt your approach considering the employee's style.
- Identify ways in which you may have contributed to the problem.
- Plan an opening that will not put the employee immediately on the defensive.
- Role play the conversation with a peer, if possible.

A **Address the problem using constructive feedback**

- Approach the situation as a mutual problem that can be addressed if each of you views it that way and works to achieve a collaborative result.
- Stay calm, be clear and specific.
- Customize your feedback based on what you know about the employee's style.
- Describe the issue, using "I-messages."
- Use both factual and emotional feedback.
- Avoid hot button words like "always" and "never".
- Avoid repeating what others think/have said.

L **Listen to the employee's side of the story**

- Body language is most important here.
- Give the other person your total attention. Maintain eye contact.
- NEVER interrupt.
- Ask questions for clarification.
- Paraphrase what you've heard.
- SHOW that you're listening through positive body language.

M **Manage your way to resolution**

- Share how your perceptions of the problem differ from the other person's.
- Identify each other's concerns and needs.
- Brainstorm strategies that are win/win solutions and agree on a course of action.
- Determine how to handle missteps should they occur.
- Establish a plan for follow-up.

Responding to Difficult Conversations Initiated by Employees: Using the C.U.P. Technique

A model for responding appropriately when an employee initiates a difficult conversation with you

1. Show **C**oncern/Respect.
 - Stay calm and use quiet listening and reflecting to reduce tension, anger or aggression.
 - Show respect for the other person. Make it safe to be honest. Build a connection.
2. Next, try to **U**nderstand how the other person sees the situation and what they would like
 - Listen fully and carefully
 - Paraphrase and ask questions to clarify, but don't interrogate.
 - Don't argue mentally. Don't say anything about your point of view yet.
3. Then move into **P**roblem solving; try to find a way to meet both individuals' needs.
 - State that this is a mutual problem you need to solve together.
 - Tell them how you see the situation (perception) and how you'd like things to be (expectations).
 - Note where you agree with the other person and where you differ.
 - Be prepared to switch to listening if the other person gets defensive.
 - Seek solutions that meet both people's interests (as much as possible).
 - Follow up – set an early date to check back and be sure you are both satisfied with the result.



Case Scenarios for C.A.L.M. and C.U.P. Practice

#1

You are a manager/supervisor in the WIC program. You have a long-time employee, Lois, who seems to be getting more and more disgruntled at work. You have observed her on several occasions sitting with her "arms crossed" at staff meetings, making snide remarks about the organization to other staff and generally brining the team down. When you talk with her in supervision about her work and things she might want to share with you she tells you everything is fine. Lately, you have noticed other staff members "steering clear" of her and only communicating with her when necessary.

#2

Barbara Morris is a staff member that has worked for your organization for about a year. She is very bright and outspoken. Over the past few months she takes every opportunity to come in late or leave early or to extend her lunch hour by ten minutes more and more often. You consider yourself a flexible supervisor and like to accommodate staff, but this is now a pattern that you need to talk with her about.

#3

John Howell is a member of your staff team. He is someone that the staff considers as an informal "leader" and he has a lot of influence on how things go in your program. Lately he has been very outspoken about any change in policies or procedures. He feels they are a waste of time and people making these changes no nothing about WIC. You have worked with staff members before who have a hard time with change but this is something more.

14 STRATEGIES FOR ENGAGING EMPLOYEES

1. BUILD TRUST; BE HUMAN; DEFAULT TO OPEN

Show your human side and get to know employees on a personal level.

2. START AT THE TOP WITH SUPERVISORS AND MANAGERS

Model the behavior you want to see; Give every project 110% and strive to be a consistent, powerful force.

3. ARTICULATE GOALS AND RESPONSIBILITIES

"Talk the talk" but also write it down. This may require some written procedures or task charts.

4. OFFER HELP TO THOSE THAT ARE NOT PERFORMING

Providing additional support, supervision, coaching and help is essential. It also builds trust and rapport.

5. SPOT AND ENCOURAGE "POWER" EMPLOYEES

Look for employees who are making great achievements. Reward them; promote them.

6. CREATE A FORWARD-THINKING WORK ENVIRONMENT

Environment must embody the organization. Or at least be comfortable.

7. BE CAREFUL WHO YOU HIRE

Traits and behaviors are as important as expertise and experience.

8. BE SUPPORTIVE OF CAREER PLANNING AND ADVANCEMENT

Help employees plan how they can take their career to new heights. Be aware of their goals.

9. GIVE PEOPLE FREEDOM TO MAKE THEIR OWN CHOICES

Spread out decision-making. Allow employees to use their creativity.

10. PROMOTE OPEN AND DIRECT COMMUNICATION

Be transparent. Listen to needs; comments or questions

11. DON'T CONFUSE "ENGAGEMENT" WITH HAPPINESS

Every manager wants their staff to be happy employees. At the same time, it's common for people to mistake happiness for engagement. Engagement is something you see in productivity and efficiency, whereas happiness only makes this goal more tangible.

12. KEEP THINGS INTERESTING, ADD SOME FUN

If employees aren't interested in their work and are just going through the motions, there's no way they'll be engaged. Adding fun to the workplace is essential. Hold fun in high regard.

13. ENCOURAGE TEAM-BASED WORKING METHODS

This might happen every day by nature of the work or you can be strategic and set up work groups or project teams.

14. MAKE IT A DAILY FOCUS

Often, we think of it “now and then” or even when things are not going well. Being consistent with your approach and taking small steps will be more effective than trying to overhaul your agency in a matter of days.

Adapted from: Eisenhower, T. (2014). *14 Employee Engagement Best Practices for 2018*

Employee Engagement Action Plan Worksheet

Please (1) fill out the worksheet individually; (2) discuss your action plan with your group; and then (3) update your action plan based on the discussion.

I. What strengths—qualities, skills or processes—for implementing Employee Engagement strategies do you already have?

1.

2.

3.

4.

5.

II. What can you do to change your current approach to include more Employee Engagement and/or how can you improve your existing skills or practices?

1.

2.

3.

4.

5.

III. Who can support your efforts to implement more Employee Engagement strategies?

1.

2.

3.

4.

5.

BREAKOUT #7: UTILIZING DATA TO IMPROVE PROGRAM PERFORMANCE

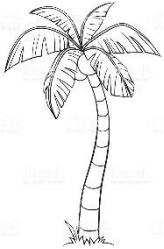
Saving for Vacation

How would you save \$1000 by June 1?

You have been awarded an all-expenses-paid 3-week dream vacation. Your boss has approved the time off; you can take with you anyone you want: All you need is \$1000 for plane tickets and everything else is taken care of.



Where would you like to go?



The only stipulation is you can't use any savings you might have to pay the \$1000 – you have to save it over the next three months.

How are you going to do it? What will you have to do differently? Where can you make changes or adjustments to save this money? Brainstorm a strategy and activities for saving \$1000. (e.g., stop buying coffee every morning, which would save $\$2.25/\text{coffee} \times 5 \text{ days per week} \times 12 \text{ weeks} = \text{saving } \135)

You need to monitor what you're saving to make sure that you are on track to save \$1000 by June 1st. (e.g., after 2 weeks you should have already saved \$22.50 of coffee money)



What will you do to monitor your savings daily?

What will you do to monitor your savings weekly?

What will you do to monitor your savings monthly?

Strategies for Performance Improvement

Please complete each section based on you and your agency's work with data and performance improvement.

What data do I use regularly?

How do I use this data? (Who did you involve? What did that process look like? What tools or resources did you use?)

What does it tell me?

Where are there gaps?

PowerPoint Slides

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Evaluation Tool

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