

# **SUPERVISING EMPLOYEES WITH CHALLENGING BEHAVIORS**

## **TODD MOHRMANN**

**TIME REQUIRED:** 90 minutes

**SECTION PURPOSE:** To strengthen coordinators' 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
- Participant handouts

**DESCRIPTION:**

**Step 1: Welcome participants and review the goal and learning objectives**

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

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

- Post ideas to flip chart – leave the chart posted for later use.
- Have participants 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 participant 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 participants 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 participants 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 participants to identify any remaining questions or specific challenging behaviors they would like to discuss as a large group, time permitting.**