

## INDIVIDUAL PD MODULE 200: Positive Guidance of Staff by Mary Jane Hostetter

This module will help you guide staff in a way that respects them and creates a pleasant atmosphere for both children and adults. It will make your job easier because it will prevent much misunderstanding and poor performance. It also can help you assist staff in completing Individual Professional Development Modules (IPDM).

You will receive 2.5 Professional Development hours for successful completion of the module. Successful completion will include submitting the required activities and any suggested corrections. You may have four weeks to submit corrections without paying an additional fee.

The fee for this PD is \$5, to be made out to "Child Care Consultants, Inc", and mailed to Mary Jane Hostetter, Child Care Consultants, Inc, 13 W. Market Street, York, Pa 17401. On the check, please write SACC PD, ITM #1 in the note space. On a sticky note on the check, or paper clipped to the check, please put your name and whether you submitted the Individual Training Module (ITM) by email, or by mail.

### READINGS:

Required: A. Positive Guidance of Staff by Mary Jane Hostetter (part of this IPDM)

Required: B. Council on Accreditation – Afterschool (organization that now accredits Afterschool Programs, replacing NAA)

1. [http://coaafterschool.org/p\\_about.php](http://coaafterschool.org/p_about.php)
  - a. [UNDERSTANDING THE AFTER SCHOOL PROGRAM STANDARDS](http://coaafterschool.org/standards.php)
2. <http://coaafterschool.org/standards.php>
  - a. Training and Professional Development  
[http://coaafterschool.org/standards.php?navView=private&core\\_id=29](http://coaafterschool.org/standards.php?navView=private&core_id=29)
  - b. Positive work Environment  
[http://coaafterschool.org/standards.php?navView=private&core\\_id=29](http://coaafterschool.org/standards.php?navView=private&core_id=29)
  - c. Supervision and Evaluation  
[http://coaafterschool.org/standards.php?navView=private&core\\_id=26](http://coaafterschool.org/standards.php?navView=private&core_id=26)
3. **School-Age Care Environmental Rating Scale (SACERS)**, Teachers Press, 1996 by Thelma Harms, Items 41, 42, 43

**COMPLETE 6 ACTIVITIES INCLUDING # 2, 3, 5, and 7 and submit them by email (preferred) or by mail to Mary Jane Hostetter: Child Care Consultants, Inc, 13 W. Market Street, York, Pa 17401**

**Email questions or comments to: [maryjanehostetter@yahoo.com](mailto:maryjanehostetter@yahoo.com).**

### ACTIVITIES:

1. Observe an experienced child care, business, or corporate supervisor using positive guidance. Ask your trainer or parents to help you set this up. What is the climate of the room? Record some examples of positive guidance. Discuss these later with the person you observed.
2. Record one incidence of unsatisfactory staff performance you observed. What do you think caused it? Record one incidence of a positive performance. In each situation what could you say to the person to be encouraging?
3. Record 10 positive statements you made to staff on the Positive Comment Log. Fill in all the columns. Include comments on various days, and to more than one staff if possible.
4. Write about one of the COA Supervision Standards that you think would encourage Positive Guidance of Staff. Explain the standards, how you would carry it out, and how it would be perceived as positive.

5. Fill out the Positive Guidance of Staff Worksheet (try to have many of your entries for one particular staff member.)
6. Write about a time in your work life when you felt put down, ignored, or undervalued. Explain the actions that led to your feeling. Tell how you would have liked to be treated.
7. Complete a detailed plan for improving your communication with staff for next week.
8. After reading Items 29-33 in SACERS, pick 2 Items, and within those 2 Items, pick a total of 6 subscales. Explain how each is related to positive guidance and how you would put each in to practice.

### **IPDM 200 Positive Guidance of Staff**

Positive guidance of staff, used here, is a system of arranging supervisory behavior, rewards, working conditions and climate in order to produce an environment where staff can learn to function and perform their jobs to the best of their ability in order to benefit the children, the organization, and themselves. With this system, the negative aspects of working in child care can be softened, and the positive aspects will be strengthened with the expected results of increased effectiveness and staff retention.

Before specific plans and techniques can be decided on for use in a program or with an individual, it is necessary to set goals for the program and the individual staff member within the program. After these goals are set, goals for staff, as a group, are set to move toward the program goals. Then goals can be set within this framework for individual staff members.

In setting goals, take into consideration:

- 1) Needs of staff (COA Standards, STARS Standards, background, training, expectations, interests, performance)
- 2) Needs of center (COA Standards, STARS Standards, expectations tied to her your unique center)
- 3) Needs of children (COA Standards, STARS Standards, good environment, feeling loved, self-esteem, social skills)
- 4) Needs of parents (COA Standards, STARS Standards, security, safety, lessening of guilt, convenience)

Goals must be related to quality and that quality must be set by supervisors and directors, not the convenience of the staff, however it is beneficial for experienced staff to be involved in the process.

Raising morale is the one of the underlying foundation of positive guidance of staff. When morale is high, people work more effectively and take guidance more positively. There are six basic parts of raising morale.

- 1) Create an environment of trust where staff members give and get honest feedback.
- 2) Improve working conditions wherever and however possible, such as giving breaks and providing a soft quiet corner for staff.
- 3) Set short-term reachable goals that provide for success.
- 4) Have flexible job responsibilities so each member can spend some time doing something that she can excel at.
- 5) Allow “responsible selfishness” time away for a few minutes when a person needs to take a breather.
- 6) Have a substitute available so staff can take time off without burdening other staff.

Goals need to be possible and profitable. A goal of all staff members paying equal attention to each child in the program each day would not be a good goal. Perhaps two children are angry and one is depressed and nine more are interested in playing with each other. Obviously, the first three will need more attention and energy that day, while the others need a hello, recognition during the session, perhaps some encouragement and a good bye when they leave. Three of those nine might be the ones that need special attention tomorrow. A goal of giving each child individual attention each day and special attention when needed might be more profitable and more possible. It is also necessary to look at the total picture when setting goals. A staff member, fresh out of high school, with no child care experience or training should not be assigned the goal of teaching warring fifth grade boys conflict resolution techniques while supervising 12 children. Smaller goals need to be set to move the staff toward the larger goal. It might take one or two years, but that is better than a frustrated staff quitting and older kids learning they can control staff with their misbehavior. Consider the total picture, what the staff needs to learn now in order to survive, and then begin to improve and raise her confidence and ability.

In successful positive guidance of staff, you, the supervisor, are setting the scene for the staff to succeed. The supervisor in successful positive guidance is a facilitator, an enabler. You enable a staff member to exhibit positive behavior and thus feel good about herself. Many supervisors feel it is their duty to make people “produce” or behave. This is impossible, and thus not a good goal. A beneficial and possible goal is to set the environment and give staff the tools and encourage the motivation she needs to behave in an acceptable manner. The actual decision to do the job well and behave in an acceptable manner can only be made by the individual. Positive reinforcement in adults is more efficient, effective, and has a longer effect than negative reinforcement. Thus, it is crucial to our motivation to use positive guidance. The effort we expend to use this system will be paid off time and time again. In addition it makes the supervisor feel better about herself and her job when she uses it.

### **Guidance techniques**

Review IPDM 2 – Communication. Use these basic tools to communicate with staff on an every day basis and while you are guiding them positively. This might be a good time to meet with the staff person to review this module and help them practice. It will reinforce the concepts for you also, and allow you to practice. Which of the statements would you want to hear? 1.” You need to stop picking on the boys.” 2.” I feel concerned when I hear your negative statements to the boys because we have tried to create a climate where all kids are valued and seen as important.” 3.” It seems from your voice that you are very angry with the boys.” Each of those statements has its place and purpose, but the first one is setting up a confrontation and should only be used when other styles have not succeeded. The second lets the listener know how you are viewing the situation. The third lets the listener know that you understand her feelings. Make sure you speak up at a time when it is fresh in the mind, but not in front of children or parents. It is also helpful if there is enough time that a conversation can be carried out if desired.

When offering correction, make the situation as positive as possible.

- 1) Set the scene: create a more open work environment; know what needs to be accomplished, avoid meeting with someone just before quitting time; pick a place that is private

- 2) Correct: begin by establishing the positive bond between you; view the problem separate from the person; if the other person does not admit that there is a problem, present your evidence simply and factually without emotion; restate your original goal and begin from the beginning of the problem to see if you can get agreement that there is a problem. Then allow the other person to state her view of the problem without interrupting except for clarification if necessary; make your point simply and directly.

Methods to encourage staff: show confidence, build on strengths, value her as a person, and stimulate her independence. Show confidence by allowing staff to tackle tough situations and even make mistakes. Build on strengths by verbalizing to staff what they did right in a situation, even an unsuccessful situation. Value the staff as a person; ask about her family, her life outside the center, and her dreams for the future. Stimulate independence by helping the staff succeed, setting up situations to try new skills, reinforcing her value, helping her set goals and priorities, and then letting her work without direct guidance. This information is adapted from The Heart of Coaching by Thomas Crane, 2002. This is a great book to have in your working library.

### **Helping a staff with Individual Training Modules**

The first step is to get staff interested in learning more. Let staff know that their jobs can be more rewarding and easier with training. Modules will take several hours to complete and maybe look hard for staff until they actually sit down to do one. They need enough reason to make the time and effort worthwhile. The supervisor can demonstrate good techniques and tell the staff these techniques can be learned in a PD module. If financial incentive can be used, that is a good motivator also.

The second step is to assure staff that you will be with them every step of the way. You can offer to do the reading also, you can demonstrate the techniques, and you can offer to observe and give feedback, off the record, the first time a new technique is tried. The staff will see this as extra help and feel more confident.

The third step is to set up observations and time to discuss what has been tried. This timetable helps the staff move forward. It also acts as a commitment from both the staff and the supervisor.

The fourth step is the long complicated one. It involves helping the staff work through the training module. Remember, it is the staff's education experience. You are there to help the staff succeed, to give a boost, to make the training work for the staff, but not to be responsible for its successful completion.

The last step is to review the staff's work, unless someone else in your organization is assigned to this. You can give feedback either way, and make sure you congratulate the staff for completing the module. If they ask, help them get started with another module. If not, wait a week or so, then begin the motivation process again. Tie training modules in with questions they ask, problems or concerns they are having, or work evaluations.

Use the following worksheet to set up your priorities and your plan for working with each of your staff. Although it is a good deal of work, it is well worth it and can be updated regularly.

**Positive Guidance of Staff Worksheet**

**Supervisor's name:** \_\_\_\_\_ **Staff's name:** \_\_\_\_\_

**Date worksheet (1-VI) completed:** \_\_\_\_\_

- I. **My center goals are:**
  - A. **Goals for the program:**
  - B. **Goals for the employee:**
  - C. **Needs for staff as relates to:**
    - 1. **Staff**
    - 2. **Center**
    - 3. **Children**
    - 4. **Parents**
  - D. **Goals for the individual staff member (list in order of priority)**
    - 1.
    - 2.
    - 3.
    - 4.
- II. **I will raise morale to the best of my ability by: (be specific)**
  - A.
  - B.
  - C.
  - D.
- II. **I will catch my staff doing something right and reward them by one of the following based on circumstances and their style**
  - A.
  - B.
  - C.
- IV. **I will give feedback in the following ways:**
  - A.
  - B.
  - C.
- V. **I will communicate with my staff using the following methods**

- A.
- B.
- C.
- D.
- E.
- F.

VI. I will encourage my staff by the: (be specific)

- A. Showing confidence by:
- B. Building on strengths by:
- C. Value her/him as a person by:
- D. Stimulate her/his independence by:

VII. Success

- A. I will know we have reached the first goal by:
- B. I will move on to the second goal when:

Date First goal completed and second goal started \_\_\_\_\_

**Log of Comments to Staff**

Name	Date	Situation or Observed Behavior	My Comment to Staff	If not positive, how could it be changed?
1.				
2.				
3.				
4.				
5.				
6.				
7.				

8.				
9.				
10.				

References used in developing the Module:

Crane, T.G, (2002) *The Heart of Coaching: Using Transformational Coaching to Create a High-Performance Coaching Culture, 2<sup>nd</sup> Edition* San Diego, CA FTA Press

Hostetter, M. J. (2003) *Individual Training Module as a Training Technique*, Unpublished Master's Project, Concordia University, St. Paul

Hostetter, M. J. (2001) *Survey Results of NSACA Conference Attendees in Pittsburg, PA, 2000* unpublished

Newman, R. (2009) *Training New After-School Staff: Welcome to the World of School-Age Care! Revised edition*  
Cape Charles, VA Newroads Media, A division of Cape Charles Development Company

## Sign-off page

I, \_\_\_\_\_, have completed IPDM #200. I have done

the following activities \_\_\_\_\_ and they are attached to this page.

Name: (as you want it on the certificate) \_\_\_\_\_

Name of my Child Care Site: \_\_\_\_\_

Address: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Phone : \_\_\_\_\_ Email: \_\_\_\_\_

My Birth date: \_\_/\_\_/\_\_\_\_ Last 5 numbers of my Social Security #\_ - \_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: (as you want it on the certificate) \_\_\_\_\_

Name of my Child Care Site: \_\_\_\_\_

Address: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

My Birth date: \_\_/\_\_/\_\_\_\_ Last 5 numbers of my Social Security #\_ - \_\_\_\_