# **APRIL**

# **BUILD ~ Session 3**

# **Monday, October 24, 2022**

# **12:45 P.M. Eastern**

# **Transcript**

>> All right.

Looks like everybody's in.

Hello, everybody.

I am Sierra Royster.

We know each other by now, hopefully.

But, thank you for coming back for Section 3.

I know you all are hanging with us throughout this month and I super, super appreciate it.

Just a couple reminders, you are more than welcome to join us by web‑cam today and jump into the conversation.

It is an open conversation.

We have kind of sent out some questions beforehand that we will go over and kind of dive into if you hopefully have had time to look at those.

Just even briefly.

If so ‑‑ and we do have closed captioning for today.

You can find that on the CC tab.

Sometimes it likes to hide under "more" and you can choose if you want live transcript or excuse me, subtitles or full transcript is what I meant.

So, I'm going to go ahead and start the recording so that anybody that's not here today can have access to this later.

I'll hand it over to Scott and Ashlei.

Thank you for sticking with us for these several weeks.

I'll turn it over to you all.

Welcome, everybody.

>> Scott: Hi, everybody.

>> Ashlei: Hi, everybody.

How is everybody doing?

As we get started I thought it would be good to reflect on last week's training.

Does anybody have any thoughts or questions or any lingering lessons that they learned last week that they may be applied since then?

Or just really thought about?

All right.

We are going to try to do this every time.

So if you guys have thoughts after this, if you think about it today, we might get into a little bit more, as you remember last time we talked about strength and weaknesses and we talked about cultures in the workforce.

Things like that.

Today we will dive a little bit more into conflict and kind of how to manage that.

Things like that.

I think that this topic has the ability to definitely you know bring out different sides of us and handle one of the most difficult parts of being in leadership or supervisory role.

I am going it start off asking you Ashley, you were in the U.S. Army first.

What did the U.S. Army about how to handle conflict?

>> Ashlei: Um ‑‑ so, because of the dynamic of the army, there is a chain that you have to follow if you have issues with someone.

You have to follow the chain for your conflict to be heard correctly.

But, they also encourage you to first work it out with that person if possible.

So ‑‑

>> Scott: Ok.

And I was curious to hear that.

Because, you know, my dad was a marine and his basic way of dealing with conflict was, you know, if he yelled loud enough, he was right.

I grew up quickly and learned that isn't the appropriate way to handle conflict in a modern workforce.

But dad was Vietnam era veteran.

It was a little different back then.

>> Ashlei: Yes.

>> Scott: All right.

Let's start off the topic of conflict.

Think when we talk about conflict, I don't know anybody who loves conflict.

I actually would kind of question your, you know, I don't know if I believe somebody that tells me they actually like conflict.

That being said, you cannot move mountains without friction.

And so it does take a certain amount of stress in order to accomplish change.

And centers for independent living, at our core, are change agencies.

So being able to adapt to stress and embrace the stress of conflict, can make things better.

There's also important to remember, too, that within centers for independent living, there are multiple places you can create conflict.

Sometimes as advocates we create conflict in the community with, you know, agencies that we are advocating against, if you will.

Sometimes we create conflict in our legislators and in our, you know, within local businesses or whatever.

That's kind of our job sometimes.

That's a whole lot different than creating conflict within your office.

And realizing that that can happen.

So, I want to ask you guys sort of, do you guys have any thoughts or what do you think are some of the causes of conflict in the workplace?

>> Ashlei: Anybody can jump right in.

>> [Kaylann] I was going to say a conflict in the workplace sometimes that I have seen is like people with different disabilities don't necessarily understand others' disabilities and how they function.

Because everybody is always different.

And so sometimes I can see people get frustrated or upset when they can't get something done in a certain amount of time.

>> Ashlei: Right.

>> Scott: You like went to one of the things we are going it talk about later on right off the top, Kaylann.

>> I am so sorry.

>> Scott: No, it means we are on the right track.

You are absolutely right.

Sort of the history of those of us who have had disabilities have lived and oftentimes the association around that, can cause us to be centered around disability.

We want centers for independent living can be a safe space where we can exist.

But disability types do oftentimes clash and cause issues in the workforce.

You guys, I'm not at my desk.

I am actually at a library study room and, it's a little bit clumsy for me because I don't have all my screens.

But Sydney said insensitivity.

And Britney said different communication styles.

>> Ashlei: That's a big one.

>> I have found sometimes if you have an advocate trained by one and an advocate trained by somebody else, that can do some conflict sometimes between co‑workers.

The way I look at it, as' long as the result is the same, I don't mind what.

But sometimes you know just because somebody does it different, I might do some conflicts between co‑workers, I find.

>> Ashlei: That's very true.

Very true.

But like you said, as long as the resolution is the same and you get the same outcome for the consumer, that's all that matters.

How you get there can definitely be different.

>> Scott: And there's more than one path to achieving goals Ashtabula yep.

>> Scott: That's one of the harder things to work with if you are more of a structure person.

You are like you do A, B, C and D.

But that doesn't mean it's the only way.

That doesn't work for ‑‑ somebody mentioned communication style or personality trait or where you are in the learning curve of the job can make a difference.

There's a lot of different things there.

What else can create conflict in the workforce?

>> [Christina] favoritism and staff not equally carrying the load.

>> Scott: Yeah.

>> Ashlei: Yes.

Yes.

>> [Kaylann] that's ‑‑

>> Ashlei: That makes morale very low when you know co‑workers are not carrying the load and you have to pick it up.

>> Scott: Do you ever feel like, I often use the analogy it's a little bit like when you are in high school or college and they have group projects and one person did all the work and everybody got the same grade.

That's what I feel like.

A lot of times in our workforces.

There's that one super responsible person who doesn't want to, you know, not get the job done and everybody else sort of coasts in.

>> Ashlei: They always pick that person to be in their group, too.

>> Kaylann I request not to do a group project.

I just do it myself.

>> [Katy] sometimes it's hard for me to let go and celebrate.

I want this done and I want it done very well and maybe you have somebody who is not the same level of writing as you or whatever it is.

So you just forward things to yourself.

>> Scott: 100%.

>> Ashlei: Yes.

So Troy in the chat asked what does it mean staff not carrying the load equally?

So, everybody just not pulling their weight whenever it comes to assignments being done, projects being done and everyone else having to come along and kind of pick up their slack.

>> Scott: Yep.

I have a list here I was going to look and see what else I have on the list that we haven't said yet.

>> Ashlei: I see bullying and harassment.

>> Scott: Yes.

>> Ashlei: Poor work environment.

That's definitely something that can cause some conflict.

>> Scott: And that includes sometimes even like poor working conditions.

If your office isn't built for a modern workforce, if your equipment isn't adequate, if, you know, I get that we are nonprofits so the whole thing of I'll never again rich, that doesn't mean we should always be working with computers that are three generations ago and desks that are falling apart and pens that you got from the local job fair and you stole from every employer there.

>> Ashlei: Very true.

Or even having like all your staff squished into one office where nobody has any personal space.

That can definitely be.

Yeah.

In the chat we have different personalities and management being inflexible.

>> Scott: Yep.

Absolutely.

So, can anybody think of an example of ‑‑ I'm going to give you an example.

I'll start off with one of mine here.

We had an opportunity, or not an opportunity.

This was not a pleasant experience.

A situation a few years ago where we had two employees who, both of them, 50ish aged.

These weren't people new to the workforce.

Both of them had master's degrees, they were well educated.

And they just did not get along.

And it had gotten to the point where, you know, it was absolute lay personality clash.

Also, and this is something else that kind of, you know, a values clash.

They each had different values of what they felt like centers for independent living should do.

They didn't work the exact same job.

One was responsible for community advocacy and the other one was responsible for individual.

Myself, I was like why don't you guys just sit down and have a cup of coffee and talk it out.

And oh, my did that blowup in my face.

That did not work.

I had both of them calling me and crying and apparently and it happened to be in a satellite office so I wasn't there.

I quickly learned that was not the right way to handle conflict.

At least not in those cases.

I would have loved, if we had built a culture in order to allow them to have that conflict, but it was obvious at that point that was a mistake.

Has anybody else had any kind of nightmares when it comes to trying to resolve conflict in the workforce?

>> [Christina] so we ‑‑ we years ago, we used to have what we would call our gripe and grumble sessions.

And it was truly a way to kind of keep us on an even keel kind of solve problems before they became mountains.

And so, it was a place once a month where we could all get together and gripe and grumble about things that might be building up within, between staff.

And the one rule was that you could not take it beyond there and you couldn't retaliate.

Especially if your name came up as an issue.

And the reason we don't do those anymore is because someone, during one of our last ones, got truly offended and they cried the whole session.

And then I think afterwards there was a lot of ‑‑ what's that word ‑‑ passive‑aggressive behaviors toward people who spoke up and we never did one after that again.

And it was truly, everybody else loved them.

But we never did them after that.

>> Scott: Yeah.

Ok.

Anybody else have any ones that kind of ‑‑ I'll add on to that a little bit and say after events we used to do, I don't know what they are called but basically about what went good, what went bad and what would we do different next time.

The only thing that was ever focused on was the bad.

It almost got to the point where everybody put all this effort into putting on this event and then everybody got together and griped.

I just stopped doing them.

Because we know what was bad.

You know?

We are humans.

We all try to make things better.

But we don't have to, you know, sometimes conflict is best kept just at the level that it is.

You don't have to create intentional conflict.

>> Ashlei: Very true.

>> Scott: I think there are more comments here.

No, those are the old ones.

>> Ashlei: So one of the other things you had was unclear job roles.

>> Scott: Yes.

>> Ashlei: I think that can cause a major conflict.

Especially when you have someone who is very assertive and tries to overstep their boundaries.

>> Scott: Now, when we talk about leadership with authority, some people can pull it off without creating a lot of conflict.

But it usually starts with how can I help you?

Not here's what you are doing wrong.

If that makes sense.

>> Ashlei: Exactly.

Exactly.

Kaylann one issue that we arose in a previous job of mine, not my current job, is my other co‑worker, since I was the lead person, they were ‑‑ they felt like they couldn't talk to me because I was their boss and so they tried to settle it among themselves.

And it got to a point that it was out of control.

And then I couldn't fix it and it had to go way above me.

If that makes sense.

Like it just ‑‑ they tried to handle it themselves and because they tried to handle it themselves without me getting involved, it got out of control.

>> Ashlei: Yeah.

That can happen.

So that's one thing as leaders ‑‑ as leaders we have to ensure that we are approachable and that we make it known that we are here to help, too.

>> Scott: Yeah.

So what are the positive ways you guys have been able to handle conflict?

We talked about the negative ones and they kind of stick a little bit.

But there are a million times there are positive interactions.

Or many times.

Can anybody give me an example of a time there's been conflict that worked out well?

>> Kaylann in my current job, I have figured out that making myself available and open for them to call me or text me or whatever they need to do that makes them feel comfortable to reach out to me about something, has helped a lot.

And just being comfortable with even my bosses, being able to come and talk to them about an issue and not feel like I'm going to be, you know, scolded or, you know, disciplined in some way or anything.

Being open has really been helpful in my current job.

>> Scott: Much like when we talked about boundaries last week.

Intentionality and prevention can cause ‑‑ can help so much here.

Prevention can be, as you just mentioned, with having the ability to have people come and talk to you or you to talk to somebody else in a safe place and in a safe way.

Now how you do that will differ a little bit based on employee, I think.

I have one employee who will walk into my office no matter what.

I have almost had to, I'm surprised she hasn't walked into one of our Zoom calls yet to be honest with you.

When she was an issue, she will tell me.

Other people I have to be deliberate and say we have a meeting Tuesday at 1 # 1 and we will talk.

I have to sit there and pull stuff out of her because she doesn't want to provide anything.

>> Ashlei: Yeah.

Um ‑‑

>> For our organization, they did an open‑door policy.

So higher management will have like once a month, an where anybody can go in.

They created a safe place for people to talk and be able to like if you can't tell your supervisor, there's always somebody you can go to.

I think that was a good solution.

>> Ashlei: That is a good solution.

A good way to handle it.

And that ensures that everybody has that, everybody has the same level of feeling safe.

>> Scott: Yeah.

I think another thing under the prevention being important is involving as many people as decisions are being made.

And that doesn't mean that you don't sometimes have to make a decision, or that you can make everybody happy.

But at least deliberately and intentionally giving people the opportunity as decisions are being made to provide input.

I mean I'm thinking about like a few years ago, we were having a discussion on, we call them summer hours.

I don't know if this happens everywhere or just a Northern thing.

But we work like longer days Monday, Tuesday, Wednesday, Thursday and then a shorter day on Friday.

And, I had a lot of feedback on that and I talked about it and everything else and I made a decision that wasn't the choice of everybody.

But I did give them that input first and I listened to them and I gave them the opportunity through staff meetings and through one on one conversations to tell me what their feedback was on it before making that ultimate decision.

So if they, you know, again it doesn't mean they loved my decision by any stretch, but I gave them that opportunity.

Can you think of any examples where communication up front has helped to reduce conflict?

I am going to ask another question.

Is there times where ‑‑ and I didn't ‑‑ this just popped into my head but I think it's great.

So you guys are all going to love it.

Ok?

But is there opportunities where it's not appropriate to communicate?

What are some of the times it's not appropriate to communicate to everybody?

>> Very emotional ‑‑ to take a day or a few hours, like your emotion kind of calm down before you address the conflict.

>> Scott: Yes.

>> Ashlei: Very important.

>> I have a great story I can tell.

I was at a staff meeting a few years ago.

I am a pretty calm dude.

It takes a lot to rattle me but somebody said something to me and I don't remember what it was.

But I know I was super mad about it and super offended by it and I was steamed.

I was ready to snap back.

And I just like took a half a breath and I said ‑‑ what did you say?

And she repeated it.

What she said was very benign.

I just misheard her.

That's classic example.

I could have like ‑‑ lost my cool, which I don't do, because of what she said and I found out it was absolutely, I just misheard.

So, yes, it's always good to kind of step back and relieve the emotion.

>> Ashlei: We have in the chat from Michael Hanna, I saw an interesting discussion about open‑door policies that talked about how saying you have a policy is not enough.

There is still a power dynamic.

So it falls to the supervisor to leave their office and check in with their staff individually to foster an environment where staff feel they can actually go to them.

>> Scott: Yep.

I think I talked about this in week one.

But it's leadership by walking around.

I think that, you know, you do need to kind of leave your desk and explore the space that they work or maybe go on a job site, you know, if they ‑‑ like go to a school with your staff one day and pay attention and things like that.

Thing that can be very valuable.

Great suggestion, Michael.

>> Ashlei: And Troy said we use the MOCA model often and make sure employees are involved in how policies are structured as early as possible.

>> Scott: What's the MOCHA model?

>> Ashlei: Troy or Michael can you answer that?

>> [Michael] sure I can jump in.

Is Troy typing it out?

Oh, his mic's not working today.

I can jump in.

So MOCHA is a way of kind of giving ownership of different parts of a project or different parts of your team to your team members.

So, it breaks down the roles into manager, owner, collaborator, helper, and then approver.

And so it makes it really clear what each person's role is.

So typically, the way that it works for my team is I am the manager.

One of my team member members is the owner of the project.

They know they can make decisions.

Their job is to direct that project and help it grow and meet the objectives for it.

Collaborators get pulled in as needed.

So usually that's a subject matter expert of some kind.

Helpers are regularly pulled in.

They will be pulled in once a week or more.

The approvers are usually funders, I could be an approver on things or higher ranking individuals in the organization that need to check off or someone who's in charge of a grant, before something's posted on executed.

As part of the project.

So it lets different members of the team build up leadership skills, coordinates with others, makes roles really clear from the very beginning.

>> Ashlei: I like that.

Thank you so much for that Michael.

>> [Michael] no problem.

>> Scott: Thank you.

I will look at that.

I think I'll probably end up applying it.

>> [.

>> Can I ask what is the position of the collaborator?

>> [Michael] they usually get called in for specific things.

Usually the subject matter expert.

They would be someone who you only need to pull in for like accessibility check or you only need to pull in for making sure that one aspect of the project is being taken care of.

So they aren't going to be pulled in all the time.

>> Ok.

Thank you.

>> [Christina] what's the role of the manager and how is that different from the owner?

>> [Michael] that's a really good question.

In some cases the manager and owner will be the same.

So if you used it throughout the entire team, the manager might own some parts of the team.

The manager oversees multiple projects so like I manage the equip team at ABLE.

My team members are called equip leaders or equip mentors.

I oversee the grant that allows us to do things like hangouts, one on one pier mentoring and multiple other things.

I am managing multiple people, multiple different projects and supervising the owner.

>> Gotcha.

Thank you.

>> No problem.

>> Ashlei: In the chat, Britney asked how do you promote this walking around leadership when most staff are working virtually?

So ‑‑ we do a one on one check in on Zoom.

Even though right now my staff has one day a week that they come into the office, I am generally here for that.

But, we do one on one check‑ins by Zoom.

We have them set up and do staff meetings by Zoom just to give everybody that cohesion that they need to remember that we are all in this together.

>> Scott: Yeah.

I found it very important to have kind of random check ins during that period of time.

And so I would send a staff member ‑‑ and I kept track of it.

I don't know if they knew I was keeping track of it, just randomly send an IM and gave them a few minutes to hop on.

When I found out they were working in this random time or not.

But also, more so, just checking in on them.

Because the isolation that happens with all of us being separated so much is real.

Think it's even more important to check in with people and to continue to do that.

And I don't know how ‑‑ going back to the power dynamic mentioned earlier, I don't know how that plays into it.

But also with everything, we are just doing the best we can.

>> Ashlei: Definitely.

>> [Christina] one ever the things I think somebody mentioned was if you have staff that are in a really small space, being a conflict driver.

We back in, before 2018, our staff was ‑‑ we were all in our own offices.

In '18, we moved offices so we down sized and so, it put instead of having us in our own offices, there were five of us at one point six of us, in one room with literally four of us touching desks with each other.

So you can imagine how tight we were.

Desks were connected with each other.

And that has created problems, because you have absolutely no privacy.

You can't play your music or you can't wear headphones if you are data entry and even some consumers have issue.

But our Executive Director has made it known that until she retires, we are going to be together hopefully not that tightly, but we are going to be in the open space like that instead of back in offices.

I am just wondering how you can combat that.

Because that's ‑‑ we love each other but we don't like togetherness like that.

Not the people that are in management, anyway.

We don't.

So I am just wondering what would ‑‑ who other CILs are doing.

>> Scott: I can hop in here because we made that change as well.

We went from everybody having their own offices to a shared work space.

Basically cubicles and also work spaces that were private. Instead of having a consumer come in, or if you need profit, instead of going to your office, you go to a work area that's kind of a confidential area with doors.

Our management staff do have private offices because of the nature of being a manager.

The fact that you have to have one on one conversations a little bit more.

And then we, because of the way it worked out our most staff does also but that's only because that's how the offices workout O.

So there are pros and cons.

I looked into this quite a bit as we were looking.

In general, studies will show you that there's a little bit more cohesiveness and a little bit less opportunity to shut your door and escape into your own room.

And I had one staff member who used to love to do that.

He would go in, shut his door, and the production he was putting on wasn't very great.

We don't know what he was really doing behind that shut door but it was a great way to not communicate.

We do encourage, in fact, we pay for people to have headphones, people to have the ability to, and normally when you see me, I have headphones on when I am in my office because we all use them.

They sort of reduce, also to help with confidentiality.

Because not everybody needs to here our conversation or any others.

So we have done things like that. Pros and construction.

I would love to hear everybody else's take.

>> Ashlei: Anybody else have thoughts on that?

>> Scott: To answer your question, we do have white noise machines in the office.

We do have, as I said, headphones.

Our Nakibo ‑‑ that we bought have soundproofing in them.

I can't ‑‑ you guys said your desks are up to each other.

We don't have that.

We purchased some walls in between our areas for soundproofing purposes to kind of reduce it.

>> [Christina] we would have loved those walls.

>> [Kaylann] I was thinking the same thing.

I am not a wild person but my voice is loud.

Even when I am whispering, my co‑worker who is like ‑‑ will shoot out they can hear me and my voice picking up on their voice detects.

Like even I'm not that loud now, but it's doing it.

I guarantee you it's doing it.

>> Another classic example of accommodations overlapping each other a little bit.

Yeah.

I appreciate that.

I have had people, we had a co‑worker for years that was very loud, as well.

And she's a fantastic employee and a great human and she was very loud.

She did actually ‑‑ this is before we moved, but we moved her office to a more private area for that reason.

>> [Kaylann] I would love to do that but the way our offices are organized we can't.

I'm sorry that I'm loud but I can't like, even when I whisper, his microphone is so fancy that it picks up everything.

I'm sorry.

I don't know what to do.

>> Scott: Right.

>> [Christina] I would say the ladies, I don't know what the gentlemen did but for those three years we were together like, that the best place to have conversations that you needed off the record were in the ladies room.

>> Completely.

>> Ashlei: Let's see.

Michael Hanna in the chat said I do regular short supervision meetings with my team and additionally super short check ins with them immediately after presentations, projects or anything big.

Usually to see how they were feeling about it, give some light feedback to them typically positive and clarify next steps if needed.

Many.

>> Scott: Yep.

>> That was in response to promoting the walking around when your staff is virtual.

>> Ashlei: Immediate feedback after presentations is usually a good thing.

Try not to wait too long to give feedback after a presentation or project.

>> Scott: It's interesting when I was in an office that probably had more conflict there would be meetings after the meeting and it would usually be debriefing about what was said or what happened.

Things like that.

That was important because you don't want to let stuff fester too long.

I don't even know quite how to say this.

You also worry about feeding it too much.

I think that the person who said they had the gripe session or whatever you called it.

>> Gripes and grumbles.

>> Scott: Yes.

You worry that are you helping or hurting?

So ‑‑ one other thing I mentioned in my notes here is, when you are dealing with conflict, if you have some sort of an employee assistance program, first, don't just bring it up when you are having conflict.

Don't be like hi, Ashley.

I am going it talk about a problem I'm having with your work performance.

Here's your brochure with employee assistance program.

Don't do that.

But have it available where people know where it is.

Train on a regular basis.

If your health insurance offers something like that, just some option in order to if someone feels they need professional help, which there is nothing wrong with and I encourage, working through something.

We don't know, one of the unknowns when we are dealing with conflict, you don't know where that person is at in their life.

They might be having a horrible time at home and the thing you are talking about might be mine are to you but hitting them at exactly the wrong time.

>> Ashlei: Very true.

Heather in the chat asked has anyone implemented a comment box?

>> Scott: In the past we did, yeah.

>> Ashlei: How did that work?

>> I was about to ask the same thing.

>> Scott: To one thing you need to understand about the culture of North Dakota where I live is that we are very passive aggressive.

And we tend not to actually really complain about stuff.

We just hold it all inside and I don't know, eat a lot of hot dish or something.

But it didn't work great.

The things that went into there were oftentimes sort of petty things.

Like I don't know why someone still listens to music so long or I don't know why, you know, someone still wears the clothes that she December.

It was kind of stuff that weren't necessarily ‑‑ there were things that you have to accept when you work in an environment with different people, not necessarily like hey I don't like how we are doing this program.

How did it ‑‑ who else did it and did it work?

>> We had one.

We had a comment box and it didn't go too well.

Think we had it for about a year but it definitely did not go too well.

For one thing, the box was located right by the CEO's office and there was a camera there.

So ‑‑ because you didn't have to put your name on it.

But because it was so close to the CEO's office and we knew there was a camera, people were not really using it.

And like you said, it was very petty stuff.

So it was just a really uncomfortable feeling for staff members to talk about things that were bothering them.

So for me now being the program director, I really enjoy having the open door policy and have really become ‑‑ I don't like to what is the word ‑‑ constantly be on them.

It's not that I am trying to be their friend, but I want to respect them just the way I want to be respected.

So, open door policy and communication was really key for me.

As far as the comment box, that was a big fail.

>> Scott: Part of me thinks if you are going to bring up an issue, anonymous posts are kind of ‑‑ it's like people on the Internet.

When they don't put their name behind what they are doing.

At some point it's just complaining and not necessarily trying to be part of the solution.

>> Yes and the word I was trying to think of was micro manage.

I don't want it micro manage because we have been there, done that.

That's not fun at all.

But just that, you know.

The comment box did not work.

>> Scott: Yep.

So, Sydney asked about asking the management team what they would think about doing an employee satisfaction survey.

It could be anonymous.

Have I done that in the past.

I have also done 360 evaluations in the past.

The most important thing to remember is that you are never going to have a workforce that's 100% happy all the time.

Natural human nature, especially those of us in the helping profession that we care about people.

We wouldn't be doing this if we didn't.

All of a sudden you are getting negative feedback, you can get hyper focused on the feedback.

But if you have a hundred employees and two people say something bad, you are going to focus on those two things.

And you are going to ignore the 98 good things.

That's one of the important things to remember.

And I had to teach that lesson it my board of directors as well.

There was one staff that was disgruntled.

That staff, I mean I'm 95% sure who it was because it was anonymous.

That staff didn't work there much longer.

It wasn't the right job for them.

That's ok.

That's the important thing with anonymous surveys.

I'm not against them.

I think it's important to value them that way.

Does that make sense, Sydney?

>> Yes.

Thank you.

That's very point.

Thank you.

>> Scott: Also, you have to kind of work your way up to a 360 evaluation.

I don't know if I would recommend it your first year as an Executive Director just because you are coming in and changing things.

That's just the nature of it and you know, there will be ‑‑ that will be your shakiest year.

I would wait a little bit and then implement it.

>> Ashlei: That makes sense.

>> Scott: Ashley, don't do it in your first year.

>> Ashlei: Definitely not.

I know there have been issues with changes around here.

So, yeah.

>> Scott: Yep.

And also, you want to listen for certain things, too.

Like ‑‑ you know, don't say I don't like it because so and so wears a yellow sweatshirt every day.

But if it's like man, I really wish we could have more time at staff meetings to talk about blah blah blah.

Ok.

Well maybe we need more staff meetings or more concise staff meetings.

There's constructive valuable feedback and the petty stuff you have to kind of learn to push aside.

In that, I got to find out, I put this down a little bit further but I am going to talk about when we talked about how we respond to feedback or any kind of ‑‑ well, any kind of feedback or any time you have to decide sort of is this the issue that you are going to engage in and how will you handle that?

I kind of call it my decision tree.

And, you know, and I always ask myself how does this decision affect you personally?

And be aware of that.

You have to do some soul searching sometimes and think all right, maybe this really hurt me and I am responding from an emotional state that's a little bit too much.

Ask yourself how this issue would found if it was on the front page of the local newspaper.

Ask yourself how would your board react if they knew about this.

How you responded to this.

Ask how your funders, including your local and national elected officials.

What if they were involved in this?

How does it affect the other staff?

How does the decision help the people you are serving?

Or how would it affect the people that you hope to serve in the future?

And kind of looking at all of that.

That's the decision tree that everybody's in an upper level management role has to ask.

That goes back to what Sydney said earlier which is the importance of kind of being deliberate with some of these decisions.

So if you are presented with some sort of a conflict, sometimes the best thing to do is nothing.

Sometimes you just let it solve itself.

Or you hope that it solves itself.

Other times, you better jump in right away because you look at that list and you know something like sexual harassment, let's say.

Or some sort of I don't know, something that's potentially illegal.

Ask yourself all of that.

So, you know, really evaluate what's the best way to do things like this?

So ‑‑ thoughts on that?

>> Ashlei: Think that you definitely need to ensure that you think about how it's going to affect you personally because then you can kind of think about where that other person will be as well whenever you engage with it.

>> Scott: Yeah.

>> I think that's the point.

Every manager has the same policy and same procedures they are following.

We should all have ‑‑ of our employees.

I feel it's not fair to employees to have different managers to have ‑‑ for them.

Does that make sense?

>> Ashlei: Yes.

>> [Sydney] thank you.

>> Scott: That goes back to Sydney, 100% of that.

The intentionality up front.

We talked about that, here's what you are expected to do in your job.

You know.

Even if it means if there are a couple of different ways, remember management versus leadership.

There are some things that aren't negotiable.

You have to turn up ‑‑ you have to work during your day.

You have to have a time clock.

Have you to check in and check out or ‑‑ you know, you have to record your time in your day a management system or you have to ‑‑ there are some things that just ‑‑ this is the way it is.

And no matter how bad you hate doing paperwork, you don't get to skip it.

Unfortunately.

But with that being said, you are righted.

There should be a certain amount of the implementation of that should be done in advance and the same by everybody.

Even if personalities are different.

>> Ashlei: Yes.

Yeah.

That's one thing that I did do whenever I first took over, put out the expectations that I had of everyone and had everyone give me a list of expectations they had for me.

Some were not realistic saying that they wanted to get every‑other Friday off or something crazy like that but ‑‑ for the most part, I was able to make everything work out.

>> Scott: So if I can give you a thing, I know APRIL does this and some centers around the country do that.

And if it works in your area, ‑‑ it was talking about closing down ‑‑ Christmas and new year's.

The reality is when I went through that list that I talked about earlier, it became obvious to me first off, our legislative session starts the first week of January.

Our local elected officials are deciding on our state budget which is the largest part of our budget.

Do I want them knowing or thinking that we were so unbusy that we shut down for a week and a half or however many days in between?

Of course not.

Even though my staff would have liked it and a lot of times people take vacation.

It's also fun to be in the office.

Nobody's there and nobody's calling in.

We kind of enjoy it.

I work it because that's fun.

But yeah, that's the kind of thing when I went to the decision tree that I talked about earlier when I decided we cannot do that.

>> Ashlei: And you definitely have to work around what fits your CIL.

How many staff you have.

All that have will play a factor into being able to make decisions like that.

Let's see.

I think we have been bouncing around.

But, um, to close out conflicts, can anybody tell me what the first step they take whenever they face conflict with a co‑worker?

>> [Kaylann] honestly for me, I'm one of those people that when something happens, I gotta walk away and take a minute to myself to reflect and figure out my next course of action.

Because if somebody keeps pushing me, I am a lot more likely to say or do something that I know is not the right thing to do.

>> Ashlei: Makes sense definitely.

>> [Christina] I think what I do when I have conflict is I will hopefully walk away without saying anything that will get me in trouble first but then I will talk it out with somebody that knows me well enough and can tell me hey, think you are overreacting or just being overly sensitive or no, they were really in the wrong.

And kind of help me think through what happened and then maybe what steps to take.

Forward.

>> Scott: And Christina, I think that becomes more important the higher you are, because you are under the microscope more.

So having that ability.

And that's why I am such a fan of ‑‑ I have four or five people that I just ‑‑ they are inner circle folks that understand me and I can call and bounce off things like that.

And they know me well enough to call me if I am ‑‑ to call me out if I am wrong.

But also to help me to come up with the right way to respond.

It only takes one bad response to completely sink your organization for a while.

>> Ashlei: Very true.

Let's see.

So, if you have a conflict arise, and it just goes totally to left field, what do we do?

What do we do?

How do we handle that one person who just will not let you lower your voice, will not let you just try to calm things down?

Or does anybody have an example of something that happened like that?

Where they had conflict and the person just was not willing to be calmed down or just willing to have a resolution brought up?

>> Scott: Can I give you an example of something I dealt with recently?

>> Ashlei: Absolutely.

>> Scott: It was, so here was the deal.

We were talking about doing disability awareness.

And sort of launching public campaigns around it.

Doing a combination of kind of social media and going out talking to all the different clubs in the community and community education type things and stuff like that.

And, I had to actually leave the room because we talked about the first part.

We talked about people with physical disabilities.

And we have an advocate in our office who is a person with a physical disability and is very passionate about that issue, which is fantastic.

Then when I left, we did a mental health.

And one of our staff members noticed that he was being quiet.

And they asked him, you know, hey what is your thought on this issue?

And he responded with I don't care at all about mental health.

And considering the fact that the majority of people in our office are people with disabilities are people with mental health disabilities that didn't go over very well.

And so here's my question.

So you got off the other Zoom call I was on and found this out, how would you have responded to that?

>> [Christina] well I think I had something similar happen to me.

My boss basically called me into the office.

It wasn't to that extent.

I muttered something and my co‑worker snitched on me.

But anyway, she called me into her office and had a discussion about what centers for independent living did.

And how they normally worked.

And so for that particular person who said that with mental health don't matter, I think I would definitely try to pull them into an office and remind them that centers for independent living serve all types of people with disabilities.

And that if they truly felt that somebody with mental health disabilities doesn't matter, then perhaps they need to seek other arrangements.

>> Ashlei: Agree.

No one with that attitude should be wanting to ‑‑ should be serving people with disabilities.

If you feel that way.

>> Scott: Mm‑hmm.

>> That reminded me of one accident that we had, well not accident, a disagreement with a co‑worker.

It was mostly about trying to help somebody that was on the list, it was a pedophile.

And that became ‑‑ that was interesting how each of us would have taken that case.

I ended up taking it because I felt more comfortable.

But I would see where me and my co‑worker disagreed on how we should serve this person, basically.

>> Ashlei: That can be an issue for sure.

All right.

So ‑‑ it is 5till.

We are going it take a break until what time Scott?

>> Scott: Should we say five after?

>> Ashlei: That works.

We will see everybody back at 5 after.

>> Ashlei: All right.

Is everybody back?

I think.

Ok.

So ‑‑ we are going to finish up a little bit about the constructive feedback.

And providing it.

And what it looks like.

So, has anyone had to provide constructive feedback to a staff member?

Doesn't have to be with this job.

But ‑‑ with any job?

And how did you approach that?

Neb's had to provide constructive feedback?

>> [Sydney] I have.

I dealt with it by being very empathetic.

I said that I understand it's difficult, or put myself in the person's shoes.

I ‑‑ for four and a half years.

So I am empathetic but also be assertive about what needs to change.

>> Ashlei: Being empathetic is very important.

And putting yourself in that other person's shoes about how you deliver that is also very important.

You want to make sure you aren't coming toward the person confrontational and causing more conflict before you present this feedback. Also, being clear about what needs to change.

That's also super important.

Is it one thing to give feedback and just leave it there.

Just say hey, this was not correct.

But if you don't encourage or support change and let them know how they can change, it's pointless to even provide that feedback.

Has anyone else had any run‑ins with providing constructive feedback and having issues on how they delivered it?

>> [Britney] when providing constructive feedback to staff, I learned from Sydney.

So she taught me how empathy was extremely key and I try to start off with something positive.

And then lead into the feedback.

And that seemed to work really well.

And like you said, follow up with the clear expectations.

But I have some ‑‑ I have an intern right now who I have done this with repeatedly and it doesn't seem like they are getting what the expectations are needed.

So if anyone can offer advice on alternatives in what you can do in that scenario, that would be great.

>> Ashlei: Ok.

Well I'll let Mr. experience himself see if he has anything on that.

Scott?

>> Scott: So, you know it's interesting because this won't come as a surprise.

But different personalities receive feedback in different ways.

My old boss said sometimes you gotta hit 'em right between the eyes with it.

It's hardest especially because again most of us are in this, well hope all of us are in this because we care about people and we don't want to hurt anybody.

But at the same time, sometimes you have to be extraordinarily direct.

And, I mean I can think of an example where I was like ‑‑ this behavior is not acceptable.

If it happens again, you will be terminated.

Do you have a question?

I mean there is no sugar coating that.

He needed to know exactly what it was.

And there wasn't a whole lot of ‑‑ after that, we had a discussion about alternatives and everything else.

But he needed to hear that right off the bat.

In and it takes a little while to get yourself worked up for that.

>> Good advice.

Thank you.

>> Ashlei: Definitely just try to approach them a little bit more directly.

Some of that empathy maybe can be moved to just a little bit more assertiveness whenever you are approaching them.

>> Scott: Michael has his hand up.

>> Ashlei: Go ahead, Michael.

>> [Michael] most of our staff are younger, working their first jobs.

Sometimes they get a little defensive when you give them feedback.

I agree with everything everyone's been saying.

Definitely standing your ground when you need to, especially with something really important.

But one thing I found out works really well, too, is recognizing that they have gotten upset about something.

Taking a step and being like all right, I've hit a nerve.

I can see that.

What is it about what we are talking about that's hit that nerve and taking a second to try to understand from their perspective what they are upset about.

And, it opens them up to seeing things more likely to see things from the perspective I'm coming from.

But also helps me to understand if it's something that I said, like the way that I said it.

Or if they just patently don't agree, if there's some level of miscommunication there.

Usually it's that there's just emotion or they don't fully understand the situation.

So they just got defensive before they fully listened.

And so we can clarify that and that's something that once they recognize that emotion, we can get to that next step and actually start the constructive conversation.

>> Ashlei: That is super important.

The listening part is the part that a lot of times gets pushed to the wayside.

Whenever your emotions get involved and you are just sure that somebody's going to tell you that you are doing something 100% wrong and you don't even give yourself a chance to find out what they are saying before you get all your emotions in it, you are angry, you are bothered and you just want to shut everybody out.

So, it is important for both parties to ensure that they listen.

Like Michael said.

So that you can hear the other person's point of view and why they feel the way that they feel.

To just keep that in mind.

>> Scott: The other thing to keep in mind, too, about conflict is that even sometimes if they agree with you, it doesn't mean they aren't going to be ‑‑ aren't going to be hurt.

I had an issue, it wasn't even much of a conflict.

Well it was a disagreement on an issue that we had in my office and one of my best staff said to me at the time, she absolutely understands and why I made the decision I made, but she was upset.

She actually ended up taking a couple of mental health days.

And after a while things had calmed down.

I asked her about that.

She said yep, just need to clear my head.

Then I remembered how much I loved working here and how much this is a great place and it came back.

So she took a couple of days off and just, you know, worked through it.

She's a fantastic employee.

I was ‑‑ between all of us, I was terrified she was going to quit during those two days.

Because I didn't want to replace her.

But luckily it didn't turn out that way.

Her and I have a fantastic relationship.

We know how to argue with each other and we can have great debates and everything else.

But this is one time after working together for eight years it got a little bit harsh.

>> Ashlei: And that's going to happen just because different personalities, there will be something that you feel stronger about than they may feel stronger about.

So, don't feel like the world is ending because there is someone who you agreed with everything on and one day it comes to a point where you don't agree.

It's going to happen.

We are humans.

>> Scott: And knowing how to pull out from people when you can tell they are guarded.

Now there's a couple of points.

Sometimes they are guarded because they need time to process.

That's ok.

Sometimes they are guarded because they are afraid to tell you and pulling it out a little bit and being like, cane see in your face you might not quite be on board with this yet.

Tell me why.

Giving them that option to work things through.

>> Ashlei: Does anybody else have any input on providing constructive feedback?

>> [Michael] I just ‑‑ talking about being guarded, and giving it some time, I just wanted to emphasize that I have had some staff where I used to think everything could be solved in a single conversation.

And sometimes it takes multiple conversations and may take more than a week.

But, we just may have to come back to it.

So if it's not something that's so serious that it has to be solved in a single one or maybe they will make a comment about something in the future, we can come back to it and address it again some of my best employees we had to address things more than once because it took them a while to fully process what we had talked about.

They did what we needed them to do.

But it took them a while to emotionally process and fully intellectually process why we asked for that.

>> Ashlei: Very important.

You may have to revisit it three or four times.

You may have to actually schedule times to revisit it.

Because sometimes whenever you leave a conflict, or constructive feedback, you may want to just let it be, but sometimes that's not healthy.

So you have to set up a time to revisit it and just ensure that everybody ends on the same page.

Otherwise, it will cause conflict and continued conflict.

>> Scott: And that might be a time to schedule a time to talk about it and a time to do leadership by walking around.

Sometimes if you schedule it, it gives them too much time to worry about it.

>> Ashlei: That's true, too.

>> Scott: It might be nice to just stop in and say where are you at today?

>> Ashlei: Very true.

>> Scott: Keep in mind we deal with a lot of people with issues, a lot of people with anxiety.

It's just a disability.

Keep that in mind and be aware of that.

>> Ashlei: That's a great point.

>> [Christina] one of my friends is a teacher and one of the things they do that I would be kind of neat is that they have, what do they call them.

Unscheduled and scheduled observations.

Kind of.

Where the principal, you know, they choose upon a class period where they will come in and observe.

And it's either announced or it's not.

One of the things they do is a preconference, then a post conference afterwards.

So two of the questions that I liked which I thought would be applicable here would be, you know, what are some of the things that you thought you did well?

And what are some of the things you thought you didn't do as well.

But then they ask you to come up with some strategies for improvement.

And so you take that document during that post survey and you kind of, you know, you work it out.

And I thought when you said constructive feedback, I thought that process might work, as well, because you are asking them hey, you know, what do you think you did well?

What do you think you aren't doing well?

And then having a conversation about it if you are on different pages.

>> Ashlei: Right.

That's actually that sounds really good.

Like Scott mentioned, having that impromptu visit it may sometimes help out as opposed to scheduling.

So ‑‑ we are going to wrap up with a little accountability talk.

Self‑accountability, team accountability and manager accountability.

So can anyone give me some ideas about how you ‑‑ what do you do to hold yourself accountable for things?

Doesn't matter what it is.

It can be drinking water, walking, running?

Anything?

Anybody have any ideas?

That they want to share about how they hold themselves accountable?

>> I don't know if this is ‑‑ I don't know ‑‑ I'm sorry, it's just I guess I just wanted to say, um, holding myself accountable, I personally, I am a runner.

It helps me ‑‑ that's like therapy.

Just getting out.

But for me, I feel like my accountability to staff is making, giving them the time and day.

Literally acknowledging them on a daily basis.

You know.

And if they are gone for an hour or two, going back to them and say hey how was your conference or your training?

Or your health fair?

Just having that communication with them.

I feel like keeps me accountable.

>> Ashlei: That's very true.

You have to make sure that you intentionally do that.

Yeah.

So, when it comes to self‑accountability and staff, what are some of the things like ‑‑ you just mentioned you know checking in on them and making sure that everything's ok.

What are some of the other things that you need to hold yourself accountable for as far as expectations from staff?

>> Really quickly, I'm sorry, I just wanted to say be involved.

Don't expect staff to do everything.

Team up.

We are a team here and just because you may be their boss or their supervisor, doesn't mean to let them do everything.

For me, be involved and be a part of what's going on.

Not just sit in your office.

>> Ashlei: Right.

Exactly.

That helps a lot.

Sydney, did you have something you wanted to add?

>> Yes.

I ‑‑ in the morning, I at one point said to me I know how to do that.

And so, do you want to show me ‑‑ supervisor doing your job, the last time I spoke ‑‑ but maybe so maybe I don't know if that's helpful but that's ‑‑ thank you.

>> Ashlei: Thank you.

So ‑‑ I think that yeah, it's going to be important that you talk about these things, these expectations so that you can know what your staff expects from you.

There's really no issue to hold yourself accountable if you don't know what you are holding yourself accountable for.

One of the things I do is every week we try to have not necessarily a staff meeting but just like a touch bases.

Because we mentioned earlier, everybody, you know, working remotely or they are in the office on opposite days so they don't get to see each other.

But just like set up a ‑‑ if you have Microsoft teams you can set up the little chat rooms and you guys can just go in and hey we are going to use this 30 minutes or this 45 minutes to just message each other, check in.

See what's going on.

How are things going with this project?

That project?

Nothing formal but just giving everybody the opportunity to remember that we are still together even though we aren't physically together.

So how do you hold, what are some things that you may use to hold your team accountable for projects?

For presentations?

For anything that's going on?

>> Scott: Let me ask this.

How do you in your individual office decide your goals?

For employees, for the organization?

How does that work?

>> Advocates in my organization, we have goals but we don't pick them.

So sometimes actually that can be difficult, but yeah, we usually management picks the goals and then, we have to work through them through the year and then give solution at the end of the year.

An outcome or how we work toward that goal.

>> Ashlei: And does that work well for you guys?

>> Not really, because I feel like because we are satellite office, most of the goals are coming from the center office that has a lot of ‑‑ it's a city so it has a lot of resources.

>> Ashlei: Ok.

>> Where we are from is a little town.

So it's unrealistic goals.

But for the center office it's very realistic.

Where our office is, it's not as realistic.

I wish we would be involved more toward those goals so they could be more ‑‑ they can be done correctly and have a better outcome.

>> Ashlei: Ok.

Setting realistic goals is definitely something that you need to do.

And, when you have a satellite office, you may need to set separate goals for each office because like you said, depending where you are, depending on the resources around, you are definitely going to have different outcomes.

>> Scott: Michael has his hand up.

>> [Michael] yeah.

We, we have a couple different strategies that we use.

I am going to give a brief overview because I don't want to use up all the time.

But, we ‑‑ so we have grants that determine some of like the long‑term, like big overarching outcomes then we have more long‑term goals as an organization.

That we are trying to reach over like three to five years.

Individually, though, to keep our staff and team accountable, we, every week we do a win the week meeting.

So that's a team‑wide meeting where we get together and everyone reports out on how projects are going and where they need support.

So the goal of that meeting is, mostly positive.

Although we also hold each other accountable.

So if something didn't go to plan, you also have to be honest about that.

And then my role in that typically is to bring up things that are new and make sure like as a team we talk about capacity and who wants to take that on.

But also make sure people are supporting each other.

And then the MOCHA strategy that we use, we have forms that we break everything down in.

That we write out the roles everyone has, a project timeline, all the notes and resources, any important project contacts and we have an outreach check list that we use to coordinate between all of our internal and external teams.

>> Scott: So Michael, it sounds like you have built up some internal infrastructure to hold people both individually and organizational accountable.

>> Mm‑hmm.

>> Scott: And you are deliberate with that.

It's not just a work plan that's put together and then at the end of the year you figure out what you did.

>> Right.

And then we used those during our check ins.

So, if someone's falling behind, they can cheat a little bit during the check in and fill it in.

We can make sure people are staying on top of stuff.

>> Scott: I like that.

And that's sort of what we do as well.

But with, when you ‑‑ the previous speaker had mentioned about how you feel like you are not connected to your goals.

That's pretty disappointing, you know.

I believe that goal writing should start with input and it doesn't mean like for example in my work isn't exactly what you think it is. It's our annual work goal for the organization.

We gather at the start of staff meetings and it kind of is developed and mushed together by management staff and then presented to the board and then they make the final decisions.

That being said, sometimes the board throws something in there nobody wanted.

They are our boss.

We have to listen to them.

But oftentimes you at least have that input at the beginning to say here's what it is.

And that allows for that ownership.

Some people, they don't want to do that.

But they at least have the opportunity.

And they can't say that I think this work plan goal is dumb, because you were there when it was talked about.

You can still think it's dumb.

I sometimes think they are dumb, but also it doesn't matter.

I have to work toward it.

>> Ashlei: Very true.

There's always going to be those goals that we don't agree with.

>> Scott: Yeah.

>> Ashlei: But we have the powers above us that do that.

>> [Christina] so in Memphis we used to have input and we would like to create our goals together every September.

And we would, you know, agree upon the goals, we would work on the wording.

Because we had ownership that way.

And so as we were creating goals, we would appoint a champion of a particular goal.

Say it was a transportation goal.

Normally someone might work more in that area who is more comfortable to champion that along through the physical year.

Then somewhere along the way when we got a new supervisor, it switched to him writing our goals.

He would just send out and say here's our work plan for the year.

It's generalized.

He doesn't believe that CIL should do programs.

He said we don't get paid to do programs.

So everything we do is very individualized.

To the consumer, which is ok, but there are some of us going ‑‑ but we really need some programs for youth.

And he's like no you don't.

You serve youth one on one.

Not through a program.

So, in that sense we are having some struggles because there's not a lot of direction given.

So we are all working on different advocacy or goals we think are important to get us there.

But, and doing 10 million things, we aren't doing any one or two or three things well.

So, yeah.

That's the dangers of not having the buy‑in or having clear direction and accountability.

>> Ashlei: That's definitely probably not an effective way to set goals is to just e‑mail them out and tell them what you have to do.

Having programs is something very important to CILs.

>> Scott: It's funny Christina.

A supervisor a few years ago who kind of believed that, too.

He came in and ended our youth transition program that we had in school and said we aren't going to do that.

We will just work ‑‑ he said we do advocacy.

So ‑‑ and it was just like so defeating for the people that worked hard to build it up.

And that was years ago at my other center.

But for people who began to build up that relationship for youth transition services and then just have it ripped out.

So ‑‑

>> [Christina] did you ever get it back?

>> Scott: That place I believe got it back.

I took a new job and told them I wouldn't take it if they didn't let me.

So it worked out.

>> Good for you.

>> Ashlei: That's disappointing to hear that, also.

It's beneficial to have multiple avenues, not ‑‑ and if it's working why cancel it?

You know?

>> Exactly.

>> Ashlei: Michael in the chat says I have a notebook that I keep feedback in.

But I have to be careful to keep it both positive and constructive.

If it were only constructive, they would feel like I was looking only for problems or mistakes.

I am assuming that was to hold yourself accountable.

And that's great.

Keeping it positive and constructive, you can definitely be the person that only sees that you only do good.

We all know that there will be some things that we all need it work on.

So being honest with yourself whenever you are doing that and holding yourself accountable is super important.

>> Scott: If I mentioned this previously I apologize.

But someone I knew one time was a very new supervisor, so Black and white on everything.

She's like if you aren't early you are late.

If you come one minute late, you don't have to work here.

I thought it's my way or the highway.

I remember thinking you are going to burn out so fast.

They aren't going to listen to you.

So yeah, being a supervisor is often about being self‑reflective.

We are all doing the best that we can.

Each group of folks you supervise will be slightly different.

And each person you supervises will be different.

Have different tools in your toolbox to use depending on what they need.

>> Ashlei: Being flexible is a very important part of being a leader.

As we discussed throughout this whole series, everybody is not going to be the same.

Every leader will not be the same.

So we all have to be willing to kind of bend and maneuver in order to ensure that we are our best self to motivate staff, encourage staff, and to supervise.

So when we look at manager accountability, there are certain things that you expect from your supervisor from your manager, how do you hold them accountable?

I'm sure that's a completely different thing than your staff.

>> I write down directions.

They are telling me you did it this way.

I can be well, you told me to do this two months ago.

I keep a notebook with direction in case they change.

>> Ashlei: You can remind them.

>> Yeah.

>> Ashlei: Yes.

Exactly.

Anybody else?

How do you hold your manager accountable?

>> I schedule regular check ins with them.

So, we check in about personal life briefly for both of us, because check ins should go both ways.

Right?

But also about our projects and if any meetings check ins or they try to cancel them, instead of canceling them, I make sure they get moved to another time.

So that way I know their schedules are very full.

But we are consistently having those meetings so there's never a time where something gets canceled.

And then a project goal comes up and we hadn't discussed it, it's hard to miscommunicate when we are regularly meeting.

>> Ashlei: Very true.

Keeping that line of communication open.

So, this was something that we touched on earlier.

How do you hold someone accountable their disability is their reason that they are not meeting expectations?

This is very sticky.

Very, um, hard to travel through or traverse through.

If that person has expectations, they aren't meeting them, and it is because of their disability, how do you hold them accountable?

What do you do or do you hold them accountable?

>> [Christina] I think as people with disabilities we should hold ourselves equally accountable as if we weren't.

Think one of the first things you would do, if it can't potentially be related back to what a disability was, are there accommodations in place that are supportive.

Or is there a lack of accommodations?

Whatever it is.

If they have gotten their supports, could it be that their disability might have changed on them a little bit?

And if not, you hold them accountable just like anybody else and disability in that sense wouldn't really matter.

>> Ashlei: Right.

Ensuring that all the accommodations necessary are provided is very important.

But ensuring also that if the accommodations are there and if there's no significant change in their disability, that you hold them accountable as you would anyone else.

That's something that you have to do.

Sydney, did you want to say something?

>> Yeah.

So I think I hold myself to a very high standard.

I am very like self‑conscious of my own disability.

But anyway, so my speech impairment, I used to answer the phone at the office.

The main line.

I knew that was ‑‑ eventually, because people would get mad at me.

The whole situation.

But nobody ever told me, that my disability was ‑‑ I told myself if I ‑‑ on the phone.

So ‑‑ I tried to explain to them ‑‑ and that worked generally and ‑‑ but ‑‑ not going to happen, but then we have an agency that ‑‑ option.

I feel like ‑‑ with the issue and never really got resolved.

I think he did the best he could ‑‑ um, tell me in the western reel, ‑‑ sometimes they aren't there.

Now facing a different situation that I am in need of, my speech impairment, again, I keep telling people, ‑‑ with no one telling me, they are ‑‑ it's awning ward for me because you can't understand me or if you can understand me.

It's awkward for me.

And I keep ‑‑ the bosses ask me ‑‑ and it's not happening.

It's frustrating to be in the same building with ‑‑ and ‑‑ new job.

So ‑‑.

>> Ashlei: I am sure that that can be frustrating for you, if you transfer to this new position so that you can better, you know, equip yourself instead of having to answer the phones and you are telling everyone to let you know.

That can be hard.

There could be multiple reasons they aren't telling you.

Maybe they are uncomfortable or hurt your feelings.

But if you are being up front with them and letting them know that you want them to let you know that they can't understand you so you can be more clear, it's important that we listen whenever someone tells us their accommodation and ensure that we try to do our best to uphold that accommodation.

Especially when I read something that doesn't cost us anything to do, something that's not going to throw the whole day out of whack or anything like that.

>> [Kaylann] I have a question that kind of goes along the lines like that.

I have had a job where the person would always show up late.

And obviously teaching classes, this is a major, major issue.

Because I with a as teacher before I worked at a center for independent living.

And they would tell me that it is an A.D.A. mandate that they are allowed to be late.

And so then I'm just sitting there like ‑‑ what do I do?

Because that puts me in a weird position.

Because knowing about the ADA and how things work, I don't want to say no, that's not a reasonable accommodation but it causes my whole schedule for that day to be messed up because then we are late to class.

Or somebody's late to class going.

>> First off.

One of the most important ‑‑ I feel like I'm saying this over and over again.

>> I know, I'm sorry testing it's a good point.

One of the things I would recommend is to have up front conversations about accommodations.

So is somebody requesting accommodation?

And what is their process for that?

And having a discussion between that person and their supervisor on whether or not that accommodation is reasonable for that job or not.

What you just mentioned, Kaylynn may not be appropriate for that job.

It may not be a reasonable accommodation to be late.

When the ADA says I have to ‑‑ it reminds me of them saying I don't have to wear my mask in public.

It doesn't work that way.

>> That's how I was struggling with.

Looking at it the same way.

I can't accommodate this because it messes up everything else.

>> Scott: I have had staff who have asked for and approved the accommodation to be late.

But that was the beginning of the workday when they didn't have a lot of scheduled things going on.

But part of that, I also said if you have something scheduled, you have to be there.

So if there's an ADA meeting, you have to be there.

It is reasonable for ‑‑ it's not a reasonable accommodation for 20 people being there for you to come in late.

We have a conversation about what is reasonable and what isn't.

You can also look at job descriptions and looking at what is essential and not essential of a job.

And having an honest conversation with that.

Many there might be things that you can accommodate in this position and there might be things that you can't.

Those of us who live in rural areas, it might be that you have to have a car.

You have to be able to drive.

Those of us who live in a more urban area, it's not a big deal.

I have had staff members who don't drive.

Doesn't matter.

But I can't have a staff member at this point at least who would be going through our rural schools if they aren't able to drive.

Unless they had some solution and I'm willing to listen.

But just at this point.

So, I think that's the important thing.

>> Ok.

That was helpful for me.

Because I just looking back on that job, it stressed me out to have to handle that situation because I didn't honestly know what the best option was.

Because I felt like I was kind of in a situation that I couldn't, I felt like I couldn't say no but at the same time, I couldn't say yes, either.

>> Scott: And it's hard if you aren't their supervisor, too.

And have I had that happen, too.

I used to have a supervisor who just wanted to be nice all the time so he didn't want to upset the person that was late all the time and just ‑‑ she did not request an accommodation for being late.

He just decided to give her an accommodation because she was not late because of her disability.

She was late because she's, her life was a mess and she couldn't get her butt off in time.

>> Honestly looking back at it, I kind of feel like that was probably ‑‑ because they ended up leaving shortly after that whole issue anyway.

So I feel like it may have been something outside of work, not anything to do with their disability.

>> Scott: Michael says coming in late does not mean less hours.

I just have to drop the issue when they realize that.

Yes.

And additional breaks.

Yep.

100% true.

And we talk about we want you to pick a work schedule.

Part of that is if somebody calls we want somebody there to answer the phones.

Yeah.

So we have had to tell people that ‑‑ that was when we started clocking in and out.

In part because we had people just showing up 15 minutes late and leaving at normal time.

>> Ashlei: And that's a big thing with CILs.

We are flexible to the point where you can actually pick your own work schedule a majority of the time.

So trying to have that work schedule that accommodates you and then still asking if you can come in late, just kind of takes advantage of that whole situation.

>> And with that, too, I think looking at what is essential for this job?

If you are the one answering the phone, you probably need to be there when the phones are turned on.

If you are somebody who ‑‑ one at my office comes in at 6:00 a.m.

She likes to work from 6 to 8 by herself when nobody's there.

And she leaves at 2:30.

It works for her.

I think she's weird.

[Laughter]

>> I kind of get that, though.

I will come in at 6:00 and do as much of my work with nobody here.

Because as soon as somebody, you will see me if somebody walks to my right, I immediately look because I can't not pay attention to it.

So I do try to come in early when nobody's here so I can get all my work done.

Then I leave at like 3:00 and everybody's like where's Kaylann.

Um I did my hours already today.

>> Scott: 100%.

That's why it's so important as you are doing job descriptions and looking at things to really ask yourself what can be accommodated and what can't be.

It doesn't mean you can't be flexible within that.

Real accommodations need to be ‑‑ and this is what you are trying to teach our youth all the time.

You need to know how you can be accommodated and what accommodations you need to be successful.

So, it should actively be a conversation between the employee and employer.

And people who are super structured kind of struggle with this because they are like everybody should be doing jobs exactly the same way.

If this is your job description, you should do it.

>> That's had a hard pill for me to swallow.

Other people who don't do the level of things that I do, I am like what are you ‑‑ I need help with this.

Please help me.

And they are like ‑‑ uh‑no.

>> Ashlei: That's when you encounter the people who are that's noted in my job description type thing.

>> Yeah.

>> Scott: Yeah.

>> [Christina] I have a question similar to Kaylann's I think.

We have staff who said they can't do evening events because they receive HCBS services and they can't move them.

However, it's sometimes their meetings are at night or you know, it's a fundraiser for the whole center and we need all hands on board.

And inevitably the reason they don't come is because they say the aid can't adapt.

And it's an event ‑‑ they are events do that he do every year.

Is that an accommodation or is ‑‑ that ‑‑ I sometimes think are you using that because you don't want to come at night?

How did you address that?

>> Ashlei: If you are looking at an event that is held every year and you have advance notice, I would probably question the fact that they can't make that work.

Scott, do you have any input on that one?

>> Scott: Yeah.

So in my experience is ‑‑ and I get it, any time you have an aid, my old boss used to say who used an aid every night, he said I work for them, not they work for me.

Because so much of his life was wrapped around when they could show up.

But in that case, he did always ‑‑ he had certain aids that he knew were available to work different hours.

Or he had certain aids that he knew were available, you know, maybe if he had somebody to come to an event with him if that was necessary.

And so, I feel like in a good world and the right world, it may be possible, but also understanding that it, you know, it's so hard to get people to help you out that it can be an issue.

The biggest thing I would suggest is next year, begin working on it so you can attend next year because you will be expected to attend.

Tell them here's a few choices of what you may be able to do.

Have a conversation about a solution.

And maybe it doesn't happen that next year, but you never know.

It could be that day the attendant that was going to work late calls in sick.

Just stuff happens.

>> Ashlei: Very true.

>> Scott: And you recognize that.

Yeah.

>> And one thing I can say that I have done in situations like that, when somebody's like I don't have a car, my car's messed up I'm like ok I'll come get you.

Where do you live?

What's your address?

>> I'll send an Uber for you.

>> They don't have an option it say no.

>> One of the things that we do in my office is like right now we are actually hiring, would he were hiring three but now we are hiring two, two more people.

That is actually one of our interview questions.

Can you work until 7:00 at night?

Because sometimes we do have after‑school programs that last until about 6:30 like from 4 to 6:30.

And we need hands on especially for our consumers that they need that one on one.

So we like to have all hands on deck, you know.

So, that is one of our interview questions.

Can you work 'til 7:00?

And if they say no, then we also say no thank you.

I mean not right directly, but ‑‑

>> Ashlei: Yes.

>> Scott: Yeah just slam ‑‑ thank you.

I think ‑‑ and I was going to mention that earlier, too.

When we talked about how people like to get feedback, we ask that as part of the interview also.

We are like how do you like to receive positive and negative feedback?

And how would you like to tell us if you thought there was something?

And we listen for that and make that decision at that point, too. and everybody's trying to impress during interviews.

But if they absolutely, you know, listen for things like that, yes.

>> Ashlei: Definitely.

Definitely.

So, I see that we are approaching our last few minutes.

Does anybody have any burning questions or any topics or anything that they think we need to discuss or they want to ask for input or advice on that they are dealing with right now?

Nobody?

All righty.

So we will wrap up with a little, um, talking about self‑care a little bit.

And just ensuring that everybody is taking the time to do self-care.

No matter what your position is right now, it is so important to ensure that you are not just physically, but mentally ready to attack anything that comes your way during the day.

So, um, ensure ‑‑ I know we talked about how we don't take lunches or how we work through lunch and sit in front of our computer.

Carving out 15 to 30 minutes a day for just you to breathe is something that is very important and it can change your whole day.

It can make things go a lot smoother.

Make sure that you get outside during the day.

I know now with us doing Zooms all the time, it's hard to get outside and get a little vitamin D and get fresh air.

You know.

Your whole day may be right here.

>> Scott: When I first started doing work at home, I talked to a friend of mine who works at home all the time.

Been doing it for years.

He's a columnist for a paper.

And he said gets up and showers and puts on work clothes and walks into his office just like it was anywhere else.

Right away when I was working at home, I would comb my hair and not shower and have shorts on all the time.

Eventually I was like yeah, I know, I need to actually, you know, get a new routine.

I think I mentioned this a little bit earlier but one of my biggest recommendations always is to have other peers, people that understand what you are doing without you having to explain it a whole lot.

Whether it's maybe other people who are on this call or maybe it's other people in your community.

Hopefully outside of your center.

Because especially if you are at the top, you know, you have to be able to ‑‑ you can't really express things down the hierarchy.

Usually you complain up, not down.

So being able to have people you can trust and talk to when you are having those issues, what other tricks to people have?

>> I would like to say something about self-care.

I am one person definitely that can talk about self-care until I am blue in the face to other people.

But when it comes down to myself, I do have a daughter with special needs and she was very, very sick for two and a half years.

And it was the most stressful time of our lives.

My husband and I have been married 34 years and it was literally the most stressful time of our lives.

And I told you all I was a runner and, that was my therapy.

But I tell you what.

The two and a half years that she was sick, I totally stopped running, knowing that's what freed me away from everything mentally.

I just couldn't run.

I couldn't do my self-care.

I couldn't.

I was sad, I was mad, I was depressed.

Work was my time to just forget about everything and everybody and work was.

So I say I can talk until I'm blue in the face to other people.

But when it comes down to me as an individual, that was the hardest time of my life.

So I am just going to suggest what did help for me is just to talk.

So if you have somebody in your office that you can talk to that you can trust, shut the door and just talk about life.

Because that helped a lot.

Even though I couldn't physically go do my runs like I typically enjoy and I have gotten back to running, by the way.

My daughter's much better.

She has brain tumors.

Nonoperable.

But I guess what I am trying to say is self-care is extremely important.

>> Ashlei: It is.

It is.

>> So just talk.

Talk to someone.

>> Ashlei: It's hard for you it care for that other person whenever you don't care for yourself.

Even though we put that other children first.

Being our child, our spouse.

You have to remember that yourself still matters in that moment, too.

>> It was the hardest time of my life, but I tell you what, sometimes I with come to the office and of course staff would just say how are you doing?

I would talk and that helped me.

But ‑‑ just talk to somebody.

Rather than deal with it alone.

>> Ashlei: Definitely.

Not healthy at all.

So, there's one thing that I used to do and I will say that I have not been holding myself accountable for doing this.

But, writing down at the end of the day like five good things that happened.

Instead of focusing on all the I wish I would have, I should have, you know, this could have gone better.

Five good things from the day.

Just jot it down.

Get it out.

Read it one time and think about well, I guess my day was pretty good instead of thinking about your day and you are like ‑‑ eh, it was ok.

>> Well these five things came out of it, so it was good.

So just I guess reinforcing positivity in your day especially whenever you have really rough days.

There's always going to be something good that came out of that day.

Detox from technology and work.

We talked about that all throughout the series.

Turning off e‑mail notifications.

Shutting down the laptop.

So important.

So hard to do for most of us.

But so important to just kind of, if you are on vacation, be on vacation.

Be in that moment that's time with your family you may not ever get again.

The same way you focus on your work, you have to do that for your family.

Your personal life.

Allow yourself to do that.

Does anybody have anything they want to add before we wrap up today?

Any comments, questions, concerns, anybody want to tell us they won the lottery and want to send us some money?

Anything?

[Laughter]

>> I would absolutely love to do that.

But ‑‑ I would just ‑‑ I would disappear and y'all would never see me again.

>> Thanks for being honest.

Appreciate that.

>> Do you have any last words?

>> Scott: No, think a lot of what we said today is probably some heavy lifting.

I think there's a lot of opportunities to reflect and kind of think about it.

Somebody mentioned earlier I think maybe Michael, about sitting down and sort of evaluating whether it be how am I doing self-care?

How am I holding accountable, dealing with conflict in the workplace?

Sit down and maybe write it down a little bit.

What did I do well?

What could I have done better? What will I learn for next time.

I don't think you should crowd source that.

I think you need to internally do it and trust your inner instincts.

Because we can always be better.

>> Ashlei: Yes.

Yes.

>> Scott: All right.

I think we are at an end.

I will see you all next week.

Be prepared next week to maybe if you have any final thoughts on today, you can, you know, we will talk about it at the beginning of next week's session.

So ‑‑

>> This is Abby Ritter from APRIL.

I had to hop in for Sierra.

She had to jump off early.

I wanted to remind everybody if you could fill out the feedback survey after today's session, I am putting a link to it in the chat.

And a reminder that the next BUILD meeting will be an hour on Halloween.

So, next Monday from 1 to 2 p.m. eastern.

>> Ashlei: All righty.

>> Thanks.

I have a question.

I haven't been able to get access to the ‑‑ I think it's called SharePoint link.

Is it possible to put that in the chat, as well?

>> Let me make sure, I'm not sure if I have access to the BUILD SharePoint.

I know Sierra does for sure.

If you shoot her an e‑mail, I am sure she would be happy to walk you through it.

Let me check quickly to see if I am able to access it.

There you go.

I think ‑‑ yeah, think you are going to ‑‑ I'm not sure how to share it, I don't know if I have full admin privileges, but Sierra can definitely get you connected.

>> Well thank you all so much.

I appreciate the session today.

Have a gate day.

>> Ashlei: Thank you.