Just Good Management for New Managers in the Youth Sector
What I’ve promised

“An interactive and fun workshop that will explore the transition from worker, to senior worker, to manager. It will examine the differences between leadership and management, what makes a leader/manager effective in an organisation, and how to live a long life as a successful leader.”
Honestly

Hope  Reality
Two Types of Learning

HEAD BASED LEARNING
- Outcomes
- Behaviour
- Skills
- Information

HEAD BASED LEARNING
- Technical
- Conscious
- Measurable
- Training course to learn

HEART BASED LEARNING
- Beliefs
- Values
- Identity
- Spirituality

HEART BASED LEARNING
- Unconscious
- Not measurable
- Hard to Learn
- Learning through doing
Management matters

“As one moves up in an organisation, one has to deal with issues of increasing complexity and are usually given the authority/ power to take charge and make decisions”

(Jaques & Clement, 2002)
You come first
Losing Heart
(according to Heifetz & Linsky Leadership on The Line)

<table>
<thead>
<tr>
<th>QUALITY OF HEART</th>
<th>BECOMES</th>
<th>DRESSED UP AS</th>
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<tbody>
<tr>
<td>Innocence &amp; imagination</td>
<td>Cynicism</td>
<td>Realism</td>
</tr>
<tr>
<td>Curiosity &amp; doubt</td>
<td>Arrogant certainty</td>
<td>Authoritative knowledge</td>
</tr>
<tr>
<td>Compassion</td>
<td>Callousness</td>
<td>Thick skin of experience</td>
</tr>
</tbody>
</table>
Practice Wisdom: Energy Zones

Burnout?

Danger Zone

Productive Zone

Comfort Zone

Danger Zone

Burnout?
Self-Care

– Self-care refers to activities and practices that we can engage in on a regular basis to reduce stress and maintain and enhance our short- and longer-term health and well-being.

– Self-care is also necessary for you to be effective and successful in honouring your professional and personal commitments.

– http://www.socialwork.buffalo.edu/students/self-care/introduction.asp
# Common Principles in Australian Codes of Ethics

<table>
<thead>
<tr>
<th>Primary Client / Consideration</th>
<th>Social Context</th>
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<tbody>
<tr>
<td>Confidentiality</td>
<td>Social Context</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Social Context</td>
</tr>
<tr>
<td>Transparency</td>
<td>Social Context</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Social Context</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Social Context</td>
</tr>
<tr>
<td>Equity, Non-Discrimination &amp; Anti-Oppressive Practice</td>
<td>Social Context</td>
</tr>
</tbody>
</table>

- Confidentiality: Self-Awareness
- Empowerment: Duty of Care
- Transparency: Anti-Corruption
- Cooperation: Boundaries
- Knowledge: Self-Care
- Equity, Non-Discrimination & Anti-Oppressive Practice: Professional Awareness / Integrity

Western Australian Youth Work Code of Ethics

Prologue
Youth workers exist in the space created by young people’s exclusion from full membership of the common wealth, in the struggle by young people for survival and recognition on the one hand and the struggle by society for order and control on the other. The core of youth work practice lies in the relationship with the young person as the primary client, expressed through a commitment to advocacy and healing in their work with the young person and the wider society. The following principles are informed by this core position.

1. Primary client
The primary client of the youth worker is the young person with whom they engage. Where conflict exists between obligations to one young person and another, it is resolved in ways that avoid harm and continue to support the person least advantaged by the resolution.

2. Ecology
Youth workers recognise the impact of ecological and structural forces on young people. Their work is not limited to facilitating change within the individual young person, but extends to the social context in which the young person lives.

3. Equity
Youth workers’ practice will be non-discriminatory.

4. Empowerment
The youth worker seeks to enhance the power of the young person by making power relations open and clear; by holding power-holders accountable; by facilitating their disengagement from the youth work relationship; and by supporting the young person in the pursuit of their legitimate claims. Youth workers presume that young people are competent in assessing and acting on their interests.

5. Duty of Care
The youth worker avoids exposing young people to the likelihood of further harm or injury.

6. Corruption
Youth workers and youth agencies will not advance themselves at the expense of young people.

7. Transparency
The contract established with the young person, and the resulting relationship, will be open and truthful. The interests of other stakeholders will not be hidden from them.

8. Confidentiality
Information provided by young people will not be used against them, nor will it be shared with others who may use it against them. Young people should be made aware of the contextual limits to confidentiality, and their permission sought for disclosure. Until this happens, the presumption of confidentiality must apply.

9. Cooperation
Youth workers will seek to cooperate with others in order to secure the best possible outcomes for young people.

10. Knowledge
Youth workers have a responsibility to keep up to date with the information, resources, knowledges and practices needed to meet their obligations to young people.

11. Self-awareness
Youth workers are conscious of their own values and interests, and approach difference in those with whom they work with humility.

12. Boundaries
The youth work relationship is a professional relationship, intentionally limited to protect the young person. Youth workers will maintain the integrity of these limits, especially with respect to sexuality. Youth workers will not sexualise their clients.

13. Self-care
Ethical youth work practice is consistent with preserving the health of youth workers.

14. Integrity
Youth workers are loyal to the practice of youth work, not bringing it into disrepute. Youth workers will respect the strengths and diversity of roles other than youth work.

This Code of Ethics is endorsed by the Western Australian Association of Youth Workers and the Youth Affairs Council of Western Australia.
Self Care Planning

1. Physical
2. Psychological
3. Emotional
4. Spiritual
5. Relationships
6. Workplace
7. Overall Balance

What are your new practices?
What might get in the way?
Do you have any negative strategies?
How can you avoid them?

https://schools.au.reachout.com/articles/self-care-for-professionals
When is the right time to start?
Management

Management... maintaining an organisation’s functioning in line with the organisation’s goals....

not so much about delivering services, but in ensuring an organisational context that enables others to provide services efficiently and effectively...

coping with complexity
Tasks of Management

1. **Planning:** establish goals & objectives to pursue during a set period

2. **Organising:** how the organisation will accomplish its plans through its structure, grouping and assignment of tasks, allocation of resources and establishing the flow of authority and communication

3. **Coordinating:** ongoing activities to ensure efficient and effective use of resources to achieve the organisation's goals & objectives

4. **Controlling:** translation of organisational goals & objectives into performance standards for individuals and groups. Ongoing assessment of actual performance against standards and implementing corrective action if required.

5. **Directing:** determining what must be accomplished in a given situation and getting staff to do it
Management Skill Mix
Spending your time

Upper-Level Managers
- Planning
- Organizing
- Directing
- Controlling

Middle-Level Managers
- Planning
- Organizing
- Directing
- Controlling

Lower-Level Managers
- Planning
- Organizing
- Directing
- Controlling

Proportion of Time
SURVEY

How would you rate your manager?

☐ Iron fisted
☐ Ham fisted
☐ Six out of ten
☐ Insecure
☐ Nothing without me

Wilcox
What employees say they need

1. Clarity of expectations + basic materials + equipment

   “is the organisation helping me understand the ultimate outcomes and supplying me with what I need to get it done?”

2. Employees feel that they are contributing to the organisation

   “I can frequently apply my strengths to the required tasks”
   “I frequently get recognition for my good work”

3. A sense of belonging to something beyond oneself

   “My opinions are heard and I am involved in decisions that impact me”
   “I can see the connection between my work and the organisation’s mission”
   “I have friendships at work”

4. A chance to progress and learn continuously

   “I can discuss learning needs with my manager”
   “I can see opportunities to progress my career”
Analysing Problems

Me

Team Systems

Individual
Performance conversations

Asking, Sharing, Developmental

You may not realise it, but...
Remember our conversation? We have a problem...
I am sure...
You have a problem...

Telling
Demanding
Disciplinary

Time
Feedback with positive regard

**Be direct:**
“Maia, your chairing in today’s team meeting was really effective...”

**Be specific:**
“...particularly the way that you kept on bringing us back to the agenda and reminding us of time limits...”

**Be non-attributive:**
“...this helped me as I now know exactly how the business is performing in all the business unit. Usually we have to race through the last items on the agenda.”
"I know these are things you don't want to hear, but I'm enjoying the hell out of saying them."
Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan = Change

Vision + Skills + Incentives + Resources = Confusion

Vision + Skills + Incentives + Resources + Action Plan = Anxiety

Vision + Skills + Incentives + Resources = Resistance

Vision + Skills + Incentives + Resources + Action Plan = Frustration

Vision + Skills + Incentives + Resources = False Starts

What Managers Need To Do

1. Be a manager
   - know what role you are playing
   - ensure staff know the role you are playing
   - and, know what you are not: a friend, a parent, a counsellor, a dumping ground

2. Be consistent
   - you are responsible for all staff, regardless of your preferences
   - you are responsible for all programs regardless of your preferences
   - you must be seen to be applying the same processes to everyone

3. Be process driven
   - pathways must be defined, monitored, adapted
   - consequences (rewards & reprimands)
   - meetings: warning, agenda, minutes, outcomes, deadlines, decision making

4. Be accountable
   - everything is documented, followed up on and, jointly agreed to decisions

5. Enforce boundaries

6. Ask more questions than provide answers
When is the right time to start?
“It’s always ‘Sit,’ ‘Stay,’ ‘Heel’—never
‘Think,’ ‘Innovate,’ ‘Be yourself.’”
Leadership

Using power and/or authority, to influence others, to make progress on what matters.

Anyone can do this. At any time.
What power do I have?

Power is something that we have relative to one another in relationships, in groups, in the community and the world.

Can be earned and/or unearned.

Often more aware of when we don’t have it, than when we are ‘powerful’

People react to us as if we are aware of our power, even if we are not.

You can choose what you use as power.
### What power do I have?

| Positional Rank | Rank that comes from a position within a specific system  
| e.g. manager, minister, parent, captain, CEO, teacher |
|-----------------|--------------------------------------------------------|
| Social Rank (unearned) | Rank that we are born with or into.  
| e.g. race, gender, sexuality, education, culture, lack of disability, culture, religion, age, language, marital status. |
| Psychological Rank | Rank that comes from life experience.  
| e.g. self understanding and awareness, being loved and loving, feeling valued, having survived suffering and feeling stronger for it. |
| Spiritual Rank | Rank that comes from being connected to something greater.  
<p>| e.g. feeling or having something to offer the world and using it, having a spiritual practice, having faced significant loss, failure or trauma and survived, having a ‘calling’ |</p>
<table>
<thead>
<tr>
<th>Conventional Understanding</th>
<th>Critical Understanding</th>
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<tbody>
<tr>
<td>Leadership is unconditionally good and is inherently valuable</td>
<td>Leadership purpose should always be questioned</td>
</tr>
<tr>
<td>Requires heroic, individual, bold courageous, sacrificial act/s performed in roles</td>
<td>Dominant discourses direct our attention and rewards particular behaviour and roles</td>
</tr>
<tr>
<td>Is a rational and positive activity</td>
<td>Leadership requires emotional work and needs to explore the darker side of human behaviour</td>
</tr>
<tr>
<td>Requires the leader to define the problem and solution</td>
<td>Leadership requires engagement with all stakeholders to a problem</td>
</tr>
<tr>
<td>Leadership is change</td>
<td>Often used to avoid change and reinforce power structures</td>
</tr>
<tr>
<td>There is a leadership ‘truth’ to be discovered and selectively taught</td>
<td>Leadership is contextual and can be done by anyone from any position</td>
</tr>
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Assumptions

1. Effective, ethical youth work requires you to practice self-care.
2. Effective, ethical management requires you to practice self-care, and proactively support self-care within your team/organisation.
3. To practice self-care is an act of leadership, as is supporting others to practice self-care.
4. We are failing our clients/team if we do not fit our own oxygen mask first.
5. Effective, ethical management is vital to doing our work.
6. Management is a verb and a noun.
7. Leadership is a verb.
8. Good intentions are not enough.
10. We will continue to lose good people from sector unless we have these conversations.
When is the right time to start?
CAREER ADVICE No. 49

A good leader needs energy, wisdom & patience...

And every so often a bit of a lie-down

horacek
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- Individual Coaching & Professional Mentoring
- Team Development & Group Coaching
- Skills Training & Learning Programs
- Facilitation & Strategic Advice
- Consulting Business & Strategy Development

Working with Australia’s social sector
Transition Process

Endings
what it was like
- stability ➔ fluidity
- shock
- anger
- bargaining
- anxiety
- sadness
- guilt
- disorientation

Neutral Zone
what it is like now
- limbo,
- disorientation

New Beginnings
what will be
- uncertainty,
- anticipation
- enthusiasm
- hope
- testing
- ambivalence
- acceptance
Resistance

**Level 3 Personality – I don’t like you**
emotional reactions about you or what you represent

Resistance may come from:
Past experiences with you or change

**Level 2 Emotional – I don’t like it**
emotional reactions about self

Resistance may come from:
Fear of unknown, anger, denial, loss of face or identity, challenge to values

**Level 1 Cognitive – I don’t get it**
information, facts, figures and ideas- rational thinking

Resistance may come from:
lack of information, disagreement over interpretation of the data, confusion over what it all means
Managing Assumptions

• The process we go through from observing facts and experiences through to action.

• This process is largely unconscious.

• Makes our thinking visible so that we can more effectively advocate for our own needs and inquire about others.

• When we are not aware of our ladder of inferences we can get stuck in an unhelpful cycle called a ‘reflexive loop’.

• A reflexive loop is where our beliefs impact the data we select to pay attention to and therefore the conclusions we literally jump to.
The golden mean of strengths

- **OPPOSITE**  
  Boredom

- **ABSENCE**  
  Disinterest

- **EXAGGERATION**  
  Nosiness

Curiosity

SITUATIONAL REQUIREMENTS

STRENGTHS UNDERPLAYED

NOT ENOUGH

OPTIMAL

GOLDEN MEAN

TOO MUCH

STRENGTHS OVERPLAYED
Authority ---> Leadership

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<tr>
<th>Tasks</th>
<th>Technical/Management</th>
<th>Adaptive/Leadership</th>
</tr>
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<tbody>
<tr>
<td>Direction</td>
<td>Provide problem definition &amp; solution</td>
<td>Identify and frame the challenge</td>
</tr>
<tr>
<td>Protection</td>
<td>Protect from external threats</td>
<td>Name the reality including threats, losses and implications</td>
</tr>
<tr>
<td>Order Orientation</td>
<td>Orient people to current roles</td>
<td>Disorient current roles; resist orienting people too quickly to new roles</td>
</tr>
<tr>
<td>Conflict</td>
<td>Restore order and calm</td>
<td>Expose conflict or let it emerge</td>
</tr>
<tr>
<td>Norms</td>
<td>Maintain and represent norms</td>
<td>Challenge norms, or let them be challenged</td>
</tr>
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Stress

Stress is the emotional and physiological reactions to stressors.

A stressor is a demand, situation or circumstance that disrupts a person’s equilibrium and initiates the stress response of increased autonomic arousal.

Prolonged stress is associated with chronic anxiety, psychosomatic illness and a variety of emotional problems.

It is not necessarily the amount of stress people experience at work, but how quickly they recover from the effects that is important to their health and wellbeing.
Burnout

Burnout is the cumulative detrimental impacts from doing our work e.g. deadlines, people,

A syndrome with dimensions of:
Emotional exhaustion: no longer able to give of themselves at a psychological level.
De-personalisation: respond to persistent stress by developing negative, cynical attitudes and feelings about clients
Reduced feelings of personal accomplishment: views their work negatively and feels dissatisfied with their work achievements
No bounce-back
Vicarious Trauma

Vicarious trauma is the enduring effects of hearing about or witnessing the aftermath of traumatic events. Inevitable and not about weakness/ability. Changes your cognitive functioning.

- Re-experiencing symptoms: flashbacks, intrusive thoughts, etc
- Avoidance symptoms: distancing people, places, topics, low engagement with past interests, restricted emotions
- Hyper or chronic-arousal symptoms: always switched on

Leads to an altered world view, reduced capacities and psychological needs not being met.