NATIONAL MINORITY AIDS COUNCIL

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Managing to Inspire

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MANAGING TO INSPIRE

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Support Center for Nonprofit Management

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INTRODUCTION TO THIS BOOKLET

Do you hope to inspire as well as manage the people you work with? Have you ever wished you had a mentor who could advise you on how to "manage to inspire" the people with whom you work. When was the last time you had an opportunity to reflect on the things you do well and develop strategies to overcome your weaknesses? Have you ever searched for a few words of wisdom that would help you better do your job? This booklet, written by two experienced leaders in the ASO community, and inspired and informed by the wisdom of leaders and managers such as yourself, provides you with some of the answers to these questions. Executive Directors of AIDS Service Organizations are the primary audience for this booklet, although it could be used by anyone who manages people.

The booklet outlines 10 guiding principles of AIDS service organization leaders. The principles are not listed order of priority. After each guiding principle there is a self reflection box in which you are invited to reflect on your own skills or the practices of your organization. You can read the booklet from beginning to end, or take the "pick and choose" the guiding principle to reflect on approach. Whichever approach you choose our hope for you is the same: that you will recognize your own strengths and potential as a leader and a manager, and that you will manage and inspire those you work with to take care of themselves while providing quality services to all of us who are impacted by AIDS.

This booklet is dedicated to Reggie Williams (1952-1999), who inspired personal courage, action and organizational leadership to both of us, and many others "in the struggle”.

DEAR COLLEAGUES

With the ever growing attention and dedication to effective AIDS programming, comes the opportunity to beg the question, "What about the pursuit of staff motivation, support and development?"

Understandably, managers' priority lists for the 21st century include keeping the doors open, funding to support infrastructure, fiscal management to safeguard funding, solvent board of directors, and program planning. The persons most directly involved with these profound issues include funders, board members, community members, and consumers. Somewhere in the larger scheme of things are the champions who actually perform the work, people who frequently possess boundless passion and drive.

This booklet is created to support the sentiment that future ASO's will offer dignity and respect to the persons who actually provide the services. In addition, it is our view that ASO leaders have a wealth of knowledge and experience that they use to motivate and nurture staff on a daily basis. Impacting employees not only benefits the agencies, but the AIDS movement and the world at large. It would seem that effective programming, staff motivation and support rest hand in hand.

We dedicate this booklet to the many leaders that have worked diligently to create a positive work environment in an intense epidemic.

Yours in the struggle,

Paul Kawata
Executive Director

Jackyie Coleman
Director, Technical Assistance

Faith Hunter-Kephart
Manager, Technical Assistance

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GUIDING PRINCIPLE 1

KNOW THE DIFFERENCE BETWEEN EFFECTIVE MANAGEMENT AND EFFECTIVE LEADERSHIP

How is it that some AIDS service organizations have survived the turbulent 1990s and continue to provide quality service to their clients, while others have gone out of business, are constantly in crisis, or are not providing effective service to their clients? Those that failed did not falter because they didn't care about their clients; not one ASO that has had problems in the last ten years wasn't trying to help a person with AIDS or educate people about AIDS prevention. Most of these organizations have benefited from the consistent participation of people with AIDS and those closely affected. Certainly the environment has been challenging, with shifting funding streams and competition from many quarters. However, the failure was many times caused by a lack of effective leadership and effective management on the part of board and senior management. In the absence of leadership and management you cannot be effective.

"Be willing to always learn and grow from your experiences…Be willing to take risks and challenge your norms."

-- Dean M. Goishi

Not every leader is an effective manager, and not every manager practices the skills of effective leadership. One of the best descriptions of effective leadership characteristics can be found in the book, The Leadership Challenge -- How to Get Extraordinary Things Done in Organizations.[1] Kouzes and Posner identify five practices of effective leadership. Those practices, and the related commitments that support those practices include :

Challenging The Process — Searches for opportunities and takes risks:

- Seeks and accepts challenging opportunities to change, grow, innovate and improve
- Experiments, takes risks, and learns from the accompanying mistakes

Inspiring A Shared Vision —Excites and involves others in dreaming the possible:

- Envisions an uplifting and ennobling future
- Enlists others in a common vision by appealing to their values, interests, hopes and dreams

[1]-How to Get Extraordinary Things Done in Organizations, by James M. Kouzes and Barry Z. Posner (Jossey-Bass Publishers, 1990)

Enabling Others To Act — Takes the lead in fostering cooperation and helping people feel capable and powerful:

- Fosters collaboration by promoting cooperative goals and building trust
- Strengthens people by sharing information and power and increasing their discretion and visibility

Modeling The Way — Leads by example and plans small wins:

- Sets an example for others by behaving in ways that are consistent with stated values
- Plans small wins that promote consistent progress and build commitment

Encouraging The Heart — Recognizes contributions and celebrates accomplishments:

- Recognizes individual contributions to the success of every project .
- Celebrates team accomplishments regularly.

"Effective management of others is helping them use their skills to the best of their ability to advance the mission of the organization…I set an example of hard work and loyalty to the organization, allow others a high degree of autonomy, and am sensitive to the "people" needs of employees. The (Executive Director's) job is to nurture the vision of the organization, motivate staff to keep the mission moving forward, and to keep the doors open."

— Kenneth T. South

While the above describes best practices and commitments of an effective leader, it does not necessarily describe an effective manager. The difference between a manager and a leader is that managers are concerned with doing things right (while) leaders focus on doing the right thing[2]. Leaders challenge, inspire, enable, model and encourage the heart; managers focus their energies in making sure that an organization is operated efficiently and is using resources (both money and time) in a cost-effective way. One individual may be able to play both roles or those roles may be shared among a team. An effective leader doesn't necessarily need to be a good manager, as long as he or she makes sure good management happens!

[2]-The Leader's Edge, by Burt Nanus(Contemporary Books, 1998) pages 47-48

SELF REFLECTION -- LEADERSHIP EFFECTIVENESS

For each of the five practices to effective leadership, write down what you do well, what you don't do as well as you would like, and what you will commit to doing more of or differently over the next 6 months to improve your leadership effectiveness in the following areas:

Challenging the Process

Strengths:

Weaknesses:

Commitments for the Future:

Inspiring a Shared Vision

Strengths:

Weaknesses:

Commitments for the Future:

Enabling Others to Act

Strengths:

Weaknesses:

Commitments for the Future:

Modeling the Way

Strengths:

Weaknesses:

Commitments for the Future:

Encouraging the Heart

Strengths:

Weaknesses:

Commitments for the Future:

GUIDING PRINCIPLE 2

BE EFFECTIVE IN A VARIETY OF SITUATIONS BY USING A RANGE OF MANAGEMENT STYLES

An effective leader possesses a range of management styles within his or her managerial role. You need to be able to understand your predominant management style, but you also need to be able to adapt that style to the needs of the employee and the needs of the situation. Knowing yourself is key to being able to manage and inspire others.

> *"It's going to take flexibility and adaptability."*
> -- Lina Sheth

There are many models or frameworks which describe a manager's style. Some models describe how a person processes information and relates to other people: is the person an extrovert or introvert; other descriptors look at how a person interprets information: logical (processing of information through naming, defining, and organizing data) or feeling (processing of information through instinct and intuition); still other descriptors focus on how "controlling" the manager is in regards to delegating work: does he or she supervise too loosely or too closely. Ideally a manager's use of a particular style should be situational: based on the needs of the employee, the needs of the manager, and the needs of the situation.

> *"Working with AIDS is very difficult and emotionally draining. I keep in touch on a daily basis with staff."*
> -- Laura Trujillo Koster

SELF REFLECTION – MANAGEMENT STYLE

The following are a series of words that describe a management style. For each set of words on a line, circle your "predominant" management style.

1. Delegate authority	Retain authority
2. Big picture oriented	Detail oriented
3. Share a lot of information	Share limited information
4. Involve staff in decision-making	Do not involve staff in decision- making
5. Process information from a thinking place	Process information from a feeling place
6. Communicate through written means	Communicate orally
7. Closely supervise	Loosely supervise
8. Assume people can do it on their own	Assume people need support and feedback

Look at the words that you didn't circle. Since your ability to be an effective manager is in having a range of styles, which of those style descriptors that you did not circle are you willing to commit to developing?

Why is this particular style difficult for you? What might you do to try to develop this style of management?

GUIDING PRINCIPLE 3

BE CLIENT CENTERED: HOLD YOURSELF AND THE PEOPLE YOU WORK WITH ACCOUNTABLE FOR ACHIEVING RESULTS THAT WILL HELP YOUR CLIENTS

A leader can be inspirational, but if there are no systems in place to hold people accountable, then the inspiration will come to naught. One organization states its philosophy of supervision this way:

> *"Supervision at the Asian and Pacific Islander Wellness Center exists to ensure the effective delivery of services to our communities, and more specifically, to support the structure which we believe ensures the delivery of competent services."*

Managers need to make sure that there are specific and measurable goals and objectives for both departments and staff. These specific goals and objectives should center around ensuring that clients receive quality service and focus on results that will better clients' lives. Individual staff need to understand the larger organization goals and the purpose of the smaller activities necessary to accomplish those goals.

> *"I tell staff we are here to serve clients, the clients are not here for our benefit. We are innately unique as black gay men and we work for a unique organization that serves black gay men. In essence, the people we serve are our brothers. Given racism and homophobia, if we don't provide services for our brothers, who will? Ultimately, the goal is to empower those who are powerless and together build a community.*
>
> - Ron Simmons, Ph.D.

Generally, people tend to live up to expectations. If managers set low or unclear goals for performance, they will likely get low performance; but if managers work with employees to set high and clear goals, they will likely get higher performance from those employees. The goals must be realistic or the team and its members will be predisposed for failure.

In this regard managers act as coaches. It is the job of a coach to help people feel good about themselves and set them up for success. They do so by making sure that people are clear on what is expected of them and by giving feedback and training. Finally, a coach provides a formal, end of year performance appraisal and discusses career planning and long term professional development.

> *"Giving clear direction to supervisees is a critical component of a*

supervisor's job. In addition to facilitating the production of good work outcomes, the process of giving good direction demonstrates the supervisor's clarity of vision for their supervisee, and for their program. Giving clear direction also demonstrates that the supervisor is committed to realizing their stated vision for the supervisee and the program."
—Asian Pacific Islander Wellness Center Supervision Handbook

SELF REFLECTION – YOUR ROLE AS A COACH

How much time do you spend acting as a coach in your job?

What could or should you be doing to help set your employees up for success?

If you are going to be an effective leader and manager you need to remember at all times that people are an organization's most important resource, and that the activities of leaders and managers can either impede or support employees' ability to provide quality service to clients.

"The agency recognizes that working to prevent HIV disease and supporting those living with it can be both strategically and emotionally challenging. Therefore, A&PI Wellness Center commits itself to providing consistent and competent supervision to support its employees."

Leaders and managers should set high standards for quality work. You must give authority congruent with a staff member's abilities and defined responsibilities. Employees expect to be provided with on-going training to support their work, to be given feedback on their performance, to be encouraged to learn from their mistakes, and to be recognized for their achievements.[3] Leadership and management skills can be learned; commitment to learning and incorporating good practices into your everyday work is necessary if you are going to "manage to inspire" and support the achievement of your agency's mission.

[3]-Inspired by The Power Pyramid: How to Get It Away, by Diane Tracy (William Morrow and Company, Inc., 1990)

GUIDING PRINCIPLE 4

MAKE YOUR ORGANIZATIONAL AND PERSONAL VALUES EXPLICIT IN HOW YOU WORK WITH PEOPLE

Throughout this booklet, you will notice how the values and tone set by ASO leaders in both words and actions influence organizational stability and effectiveness. Boards of directors and executive directors must lead and operate through organizational values. They set an important tone within the organization by how they work with others.

> *"I believe if you treat someone with respect and dignity, it will come back to you because people's values change as they grow. I learned this from my mother, who taught me principles to live by."*
>
> — Sandra Vining.

ASO's, like many other nonprofits, are founded and driven by values which are implicit in the mission, culture and policies of the organization, Some values may even be explicit in the organization's operating documents. These values hopefully guide the way an organization operates: for example, a value to *"empower people with HIV/AIDS"* would guide the organization to continually involve people with HIV/AIDS in leadership and key decision- making positions of the organization.

Leaders need to make explicit what they value about working relationships with staff. This helps to keep expectations clear and defines how leaders will treat people. In addition, your **self-beliefs** affect how you are in the world, and in the workplace those self-beliefs determine how you "work with", "deal with", "look out for" "approach" or "handle" others. Self-beliefs influence positive and negative behaviors with people in ways you are not aware of and may feel that you can't always control. For example, one of your self beliefs may be "I am not effective unless I have people agree with my vision and how to accomplish it." The downside of that belief is that people may give lip service to your vision even through they disagree with it, and may even sabotage efforts at implementation; or, staff's own ideas and visions, ones more effective than your own, may be suppressed.

Some of the criticism of 'AIDS Industry' mentality and organizational behavior is in part due to clients and other stakeholders perceiving changes in the organization's values without an avenue to discuss what is important to them. Part of your challenge then is to keep the organizational values explicit and defined, as articulated through agency policies and manifest in actions when working with clients, staff, volunteers and the community. Values need to be discussed in the context of organizational practice, and redefined if necessary.

"Making and keeping with oneself and with others creates an atmosphere of trust, dependability and mutual respect… Being known as a person of your word does wonders for mutual, respectful relationships where lots can be accomplished."

— Kenneth T. South

When you notice blocks or difficulties in working with people, revisit your own self-beliefs which may be holding you back, assert what is valuable in how you work with people, and seek out a true picture of how others view your work relationship.

By maintaining an awareness and practice of organizational and personal values, leaders build understanding, trust, and support for the larger goals, values and ideals for which they are striving. In fact, you need to be defining the values of the organization all the time, keeping what is important about your agency's work up front, and maintaining group clarity about how these values guide the work done in service to the community.

"Do unto others as you would have them do unto you…everyone has something to contribute, the key is to find their gift and help them find it as well. Have an open door policy, and let them know the door is really open"

— Ron Simmons, Ph.D.

SELF REFLECTION — WHEN ORGANIZATIONAL VALUES NEED TO BE DEFINED AND DEMONSTRATED

Defining your own self-beliefs and how do you think these beliefs impact your relationships with others?

Think of the last time your board or staff talked about the values of the organization. Was it in relation to a salary or benefits issue? How client complaints have been handled? Defining how service methodology is "client centered"? *(Example: We shouldn't have salary scales that classify staff as professional or support staff -- support staff are professionals too; ongoing client feedback is critical to our success; our service method should meet clients where they are at versus where the provider is at.)* What happened when these values were discussed?

What values are **explicit** in your mission statement? Personnel policies? Other documents or policies?

Take a moment to write down some of your organization's **implicit** organizational values, and how they get defined in organizational practice. How well understood are these values understood by staff and board? What can you do to build more congruence between that is practiced as well as what is preached?

GUIDING PRINCIPLE 5

MODEL THE WAY FOR FUTURE LEADERS JUST AS PAST LEADERS MODELED THE WAY FOR YOU.

"Share and Show Others."
— Dean Goishi

One aspect of leadership that is most mythologized in corporate American culture is that most leaders are born leaders, that leadership is a rarefied talent that only some can master, and even fewer true leaders are found in the role of CEO. Daniel Goleman (Emotional Intelligence) and other writers are gaining sway that leadership can be learned. The nonprofit sector has tended to encourage group leadership and the development of leaders due to certain organizational values, the need for boards to govern, manage and serve, and the flatter salary structures overall in nonprofit service organizations.

However, nonprofit organizations in general, and AIDS Service Organizations in particular, are not any more effective or particularly successful in developing leadership skills and nurturing new leaders within their ranks or community. Faced with ongoing service needs, crises of all kinds, and funding deadlines, few ASOs prioritize leadership development, and tend to invest hope that good intentions and sharing multiple job responsibilities with everyone will eventually create new leaders. As much as leaders tend to this issue, they still are faced with running organizations where many staff have died, become burned out or too ill to work, leaving no opportunity for transitioning leadership or mentoring new leaders.

"Provide staff with opportunities to represent the organization at community events. If they present a good idea have them carry it out or help to implement it. Personal one-on-one encouragement to obtain more educational training, and overcome personal fears. Send them to conferences and workshops that will improve their skills."
— Ron Simmons, Ph.D.

Every director within an ASO has more than once wondered, "who is going to replace me?" Leaders of color in ASOs especially seem to be asking each other, "who will be here to take up the work when we're gone?" Many of the same crises facing organizations exist now as they did ten years ago, and the solutions to leadership development are not any easier now. Current ASO leadership must commit not only to modeling the way for future leaders, but putting time and money into identifying and developing the next generation of leaders.

Here are a few ways to incorporate leadership development into ongoing organizational practices:

- On a regular basis, ask supervisors to identify leadership taken on by staff members and volunteers, and give recognition to them at staff meetings. Include these acknowledgments in reports to the board, the agency newsletter, or on the office bulletin board. Even a voice mail from you to the staff person concerned builds a conscious awareness of how leadership is valued throughout the organization.

- Build a discussion of leadership into board, staff retreats and meetings. How do people define leadership? Where do they see it happening in the organization? Why do people value it in the organization? This may lead to new energy within the organization, and help others to step forward in a new way.

- Repeat the "Turning Points" (see self reflection below) in a larger staff meeting. Remember the ways in which others taught you about leadership.

- Model the way for future leaders. Sometimes you forget that empowering youth is not just about providing a "safe space" for youth-led activities to take place, it also involves instilling leadership values, and modeling leadership. Many young people come to our organizations to learn leadership. Look at "your ways" of personal leadership, your values, and remember that people are watching and listening.

SELF REFLECTION -- "TURNING POINTS"

(adapted from an exercise developed by Kevin Fong, 1998)

On a piece of paper, write your name and place a circle around it. Take a couple of minutes to reflect on your career, educational or spiritual path, and how you got to the point of where you are today.

Who played an important role? How did you meet this person? When did it happen? Map out this path on the paper by placing the names of these people in their chronological order.

Take a look at your path, especially the first circle next to your name. Where is that person now? Are you still in touch with this person? What is your relationship like today? What do you remember about this person that modeled leadership for you?

Take a note card and write this person a letter of thanks or acknowledgment.

GUIDING PRINCIPLE 6

KNOW WHEN TO LEAD AND WHEN TO FOLLOW

Leaders are constantly challenged to assert leadership and demonstrate leadership. However in many organizational tasks you are both leader and follower. In fact in order to be effective in and focus upon your leadership role, it is important to know when you should follow the leadership of others. As a director you are responsible for setting the vision of a program or agency and "managing to inspire" people in pursuing this vision. But unless you take the role of following staff's best interpretations of this vision, you risk losing their expertise and creativity in the process.

In order to build resilient and flexible organizations you must be good leaders and followers in order to maximize competencies and creativity.

In his article "The Following Part of Leading" Douglas K. Smith[4] gives us some examples of when a leader must follow in each three common performance situations:

As a leader you must follow another individual, regardless of hierarchy if …

- That individual, through experience, skill, judgment knows best;
- That individual's growth demands that you invest more in her/his skill and self confidence than in your own;
- Only that individual, not you, has the capacity (the time and opportunity) to get it done…

As a leader you must follow the team if …

- The team's purpose and performance goals demand it;
- The team, not you, must develop skills and self confidence;
- The team's agreed upon working approach requires you, like all others to do real work…

As a leader you must follow others regardless of hierarchy if …

- The organization's purpose and performance goals demand it;
- The need for expanding the leadership capacity of others in the organization requires it;
- "Living" the vision and values enjoins you to do so….

[4]-"The Following Part of Leading" by Douglass K. Smith in The Leadership of the Future, edited by Frances Hesselbein, Marshall Goldsmith, and Richard Beckhard and the Drucker Foundation

Self Reflection – When and Who Do You Follow?

When did you last empower staff to lead and provide direction for you to follow? What were positive outcomes from this experience?

Who of your staff do you follow? What do you learn from them?

"My motto is you can't teach what you don't know, and you can't lead where you don't go."

— Sandra Vining

Effective motivation of staff is another way of supporting staff, as well as being probably one of the most valuable ways to prevent burnout. Many leaders of ASO's have taken preventing burnout workshops, sent their staff to workshops, gone on "retreat," or even tried deep breathing (don't forget to exhale!). Why is it then, so difficult for you to prevent burnout?

The obvious reason may be the immensity of challenge that this work presents. None of us would argue that the resources, infrastructure, political will and public support exists to end the epidemic now or next year. It is not unusual for moments of despair to work over, for weariness to set in, or for cynicism to take hold, because you could not do enough.

There are however many things that you can do as leaders to help prevent burnout. Some approaches offered by ASO leaders were;

- *keeping lines of communication open;*
- *keeping people informed;*
- *chocolate and other treats;*
- *regular staff outings and food gatherings;*
- *helping staff set priorities;*
- *reasonable and realistic workplans;*
- *figure out what motivates the people I work with and provide rewards to meet their needs.*

"Provide an environment and structure that encourages people to use their passion to work in HIV/AIDS."

— Dean Goishi

GUIDING PRINCIPLE 7

USE BASIC MOTIVATION TO INSPIRE EMPLOYEES

Preventing burn-out is one of the major reasons why you as a leader need to pay attention to staff motivation. There are other reasons to do so as well: increased staff performance; better quality services; and leadership development.

> *"The staff is very motivated to continue the Project and the vision. Sometimes because of politics and rivalry with other agencies I see them frustrated. I always remind them that as long as we do our job with love we will shine…the best example I can give the staff is to stand tall no matter what is going on with the politics outside this office."*
>
> — Laura Trujillo Koster

One of the most effective theories of motivation was articulated by David McClelland[5]. David McClelland proposed that there are three needs that motivate people: affiliation, achievement, and power. The theory states that while all people are motivated by each of the three needs, usually each individual has a primary and secondary need. By understanding each person's primary and secondary motivation force, you can use McClelland's theory in both assigning jobs that meet employees motivational needs, as well as designing rewards that meet employee needs

For example, let's say you are interviewing a individual who would like to work for your organization, and you are trying to find out more about what type of job would be most appropriate for this individual, and what type of "rewards" he needs to keep motivated. When you asked him to describe a situation in his last job where he felt excited and interested in what he was doing, the volunteer replied: *"Last year I had the opportunity to participate on a task force that was developing case management standards for ASOs in the city. I really enjoyed working with this group of very talented individuals. we were able to accomplish our goal in a relatively short period of time, and all the ASOs in the city have implemented our recommendations."* Based on these comments, you might assume that this individual is very affiliation motivated (working with others), and very achievement motivated (accomplishing a goal). Based on that discussion, you know that you want to try to place this individual in a job where he has a lot of interaction with other individuals (as opposed to working by himself), and make sure that he is set up to succeed by establishing reasonable and attainable goals to achieve.

[5]-Human Motivation by David C. McClelland (Cambridge University Press, 1988)

DESCRIPTION OF MOTIVATION FORCE AND POSSIBLE REWARDS

Affiliation Motivated Person	Rewards For Affiliation Motivated People
■ needs personal interaction ■ works to make friends ■ likes to get involved with group projects ■ likes to have a personal relationship with supervisor ■ needs to be liked and keep people happy ■ seeks socialization opportunities	■ recognition done in the presence of peers, family ■ opportunities for socializing and making friends on the job ■ taking the time to include in activities and talk to them

Achievement Motivated Person	Rewards For Achievement Oriented People
■ needs specific goals to work toward ■ works well alone ■ sticks to task until completed ■ needs feedback about achievements ■ seeks responsibility ■ likes to problem-solve ■ needs tangible rewards ■ seeks problems as challenges ■ needs specific benchmarks to measure success	■ having responsibility delegated to them, with ability to set own pace and make decisions that affect them ■ awards or plaques that can be displayed ■ introduced to others in terms of accomplishments (John was responsible for…..) ■ job assignments with clearly-stated goals & increased responsibility and that offer opportunities for advancement

Power-Oriented Person	Rewards For Power Motivated People
■ needs to impact and influence others ■ can stick alone or with a group ■ enjoys teaching others ■ can respond to needs of people or programs ■ keeps an eye on the overall goals of the agency ■ responds to title that denote authority ■ will seek and accept position of authority and responsibility ■ is persuasive ■ is self-starting	■ job assignments that allow them persuade others and interact with highest authorities ■ recognition that is broad-based and can be seen by persons of authority, power, and that allow others to see their impact and importance. ■ impressive job title ■ being asked for suggestions on how organization can achieve wider recognition and impact in community

One aspect which increases staff motivation and decreases the potential for burn-out is manifesting the organizational mission in each and every job, no matter what "motivational type" staff are. Staff motivation thrives from understanding how their work achieves the organization's larger mission, and performing this in their job.

There are also things that "de-motivate" staff. you need to be more conscious of what you do that works against motivating staff and supports burnout. A few things that "de-motivates" staff include:

- "Seeing others get away with poor performance without reprimand"
- "Being unappreciated"
- "Feeling that their opinions and ideas don't count and are not heard"
- "Supervisors who are mainly concerned with securing funding and keeping programs alive"
- "Not feeling significant in achieving the organization's mission"
- "Feeling incapable of doing a job."

By being more conscious of the role that leaders and managers play in motivating staff, you can be more pro-active in supporting staff. Think of the policies, procedures, organization culture, or actions of your management and your board that either help to motivate or de-motivate staff, and consider how you might better "manage to motivate" as well as inspire staff.

Activity — How To Identify What Motivates An Employee (either paid or volunteer)

Ask employees:

What jobs have they enjoyed most, and why? What jobs have they enjoyed least, and why? Ask them to describe a project or an activity that they undertook over the last six months in which they felt satisfying and rewarding.

From their response you can usually ascertain what their primary and secondary motivation forces are, and then delegate appropriate tasks and/or design rewards that meet their needs.

Ask yourself:

What jobs have you enjoyed the most, and why? What jobs have you enjoyed the least, and why? What do you think is your primary and secondary motivation force? How can you increase your personal satisfaction regarding your wrote?

GUIDING PRINCIPLE 8

KEEP PEOPLE INSPIRED AND MOTIVATED BY INVOLVING THEM IN DECISIONS WHICH AFFECT THEM

"When problems arise, confront the problem immediately, and have the persons involved help solve the problem."

— Laura Trujillo Koster

Managers and leaders do many things which not only increase staff motivation, but help to prevent longer term burn-out. Creating an environment of solution development at each level of the organization gives everyone the opportunity to "take the lead" in problem identification and problem solving. A standard rule of thumb among many organizations is that individuals should be consulted or involved in decisions which have a direct impact upon them. Another effective guiding principle is that you should delegate authority and decision-making congruent with the employee's responsibilities. For example, when delegating, you need to do so in such a manner that quality work gets accomplished (client needs are met) while encouraging and supporting autonomy of the employee. This leads to employees feeling trusted, supported, and having a high degree of ownership. The degree of delegation should be congruent with your need for information, the employee's skill level, the complexity of the job, and your need for control related to your own accountability.

"The hallmark of managing staff is being able to integrate input from all levels."

— Lina Sheth

Be clear about how to best involve all staff (through a manageable process) in decision-making that will impact their lives. By defining the range of organizational decision-making and staff's involvement in decisions, staff will have a greater understanding of the process and may be more likely to support the decision. Input into decision-making does not mean power to make the decision; meaningful input, that is, a willingness to hear ideas and concern and response to those thoughts are crucial. Clarifying decision-making authority through the use of a "decision making matrix" or chart helps to keep everyone clear about how and when to involve others in decision making and problem solving.

A former mentor of mine says: *"Everybody's business is nobody's business. When there are assumptions about who is responsible for what, or a*

general understanding that someone will take care of it, it usually never happens. This is especially true in coalition work, everyone hopes and thinks the other will do it. Clear agreements need to be worked out, the more in writing the better."

— Kenneth T. South

ACTIVITY — CLARIFYING DECISION-MAKING ROLES

List key decisions that need to be made in the organization and clarify roles

Decision	Who is Responsible for Making Decision	Who Needs to Be Consulted	Who Needs to Implement	Who Needs to Be Informed of Decision	Who is Not Involved

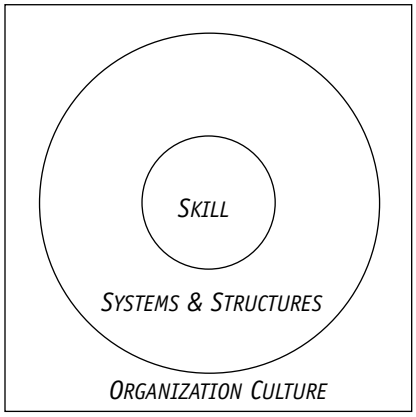
GUIDING PRINCIPLE 9

REMEMBER THAT ORGANIZATIONAL CULTURE IS THE FUNDAMENTAL FORCE THAT MAKES TRAINING AND SYSTEMS EFFECTIVE.

Many managers believe that simply by providing training they can transform a poorly performing employee into a good employee. While training can provide a theoretical framework and skills development, it alone will not always solve the problem. For example, supervision skills such as feedback and goal setting are important for supervisors to know and to practice. Managers who have been placed in supervisory positions without the necessary training may feel inadequate to do their job. By attending a supervision workshop a manager can learn supervision skills. However, if the manager works for an organization where there are not systems and structures in place to support those skills, such as performance appraisal process or salary ranges that rewards quality work, that manager may not be able to impact an employee's performance in a meaningful way.

> *"Everyone has something positive to contribute if nurtured and supported in the right way."*
>
> — Lina Sheth

At the same time, if a manager had good feedback and goal setting **skills** and there was in place **structures** and **systems** to support effective supervision, all the **skills** and **systems** in place will go to naught if the organization has a **culture** where mediocre performance is tolerated and employees are not held accountable no matter how poor the quality of his or her work.



SELF REFLECTION — THE SKILLS, THE SYSTEMS, AND THE CULTURE

Identify a supervisory skill you think you and other managers within your organization need to learn? Where might you learn this skill?

What systems and structures do you have in place to support this skill? What systems and structures do you need to develop and/or improve?

How would you describe your organization's culture regarding supporting and empowering employees as well as holding them accountable for results? What are the things that work about your current culture, and what necessary changes can and should you implement?

GUIDING PRINCIPLE 10

INVEST IN STAFF SO THAT CLIENTS ARE EFFECTIVELY SERVED.

Many of the leaders interviewed for this booklet stressed the need to keep staff supported in order for the organization to be fully effective in serving clients. Staff burn-out, turnover, or increasing complaints by clients may be signs that the organization is losing balance in managing these needs and tensions between client focus and staff focus. When service organizations continue an imbalance between **demands** and **resources** available to meet these demands, then staff are continually making trade-offs between clients' needs and their own. This is not fair to staff, can lead to inconsistent behavior among staff trying to figure out how to cope with these tensions, and ultimately may result in the loss of your most valuable resource: your committed, capable and experienced staff.

> *"What I've learned and value the most are the lives of not just those we serve but the providers that serve them. For many times there by the grace of God go I. One must never forget that them and those are us."*
>
> — Sandra Vining

Managers and leaders must be mindful of how organizational resources and demands are balanced, and also how to direct staff to set and maintain appropriate goals and boundaries with their scope of work. Maintaining a balance for staff goals and boundaries requires regular assessment of staff performance, and regular goal setting. It also means setting aside resources for staff training and staff appreciation.

Here are a few examples of how some of the leaders who were interviewed invest in staff:

- Anticipate and prepare staff for stressful situations within the organization, such as a loss of funding, transition of key staff, a large grant deadline.
- Making sure staff use their time off — create flexible ways for staff to use their time off.
- Have a regular group activity where de-stressing is encouraged- a trip to the movies, a park, a group lunch, etc.
- Make sure everyone has at least one performance goal related to an area they would like training in, and ensure that they are given the time to pursue this goal.

Self Reflection – Investing in Staff

How do you invest in your staff?

How do you help staff balance their needs and the needs of clients?

Ending Words of Wisdom

Closing Thoughts

In beginning to write this booklet, we looked forward to the opportunity to share some of the wisdom, experiences, and lessons learned by leading thinkers and managers in the ASO community. We hope that in the course of reading this booklet you have at times been inspired, encouraged, reflective, and at all times motivated to make changes in how you might become a better manager and leader yourself. Your self reflection may lead you to take a long look at what your organization truly needs in order to be effective – i.e., strategic planning, restructuring, leadership development.

In the course of writing this booklet, we both learned a lot about our own strengths and weaknesses and about how to work effectively with each other. We wrestled with the self-reflection exercises and questions enough to acknowledge that individually we held weaknesses and strengths that were complimentary in leadership and management. It took our own candid assessment with each other to negotiate what each could best contribute to this booklet.

The element of inspiration that exists in good leadership and management is meant to be shared with others throughout the organization. Through strengthening systems that support staff and modeling behaviors that you wish to realize throughout the organization, you and your staff will keep the inspiring elements of the work present for each other and the clients you serve.

Steve Lew Jude Kaye

ABOUT THE AUTHORS

Steve Lew is the Director of Development and staff consultant for the Support Center/NDC. A person living with HIV for over 14 years, he was a co-founder of the GAPA Community HIV Project and Executive Director of the Living Well Project: Community HIV Services. Steve also serves on President Clinton's Advisory Council on HIV/AIDS and on several community planning and research advisory groups.

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ABOUT THE SUPPORT CENTER/NDC:

The Support Center for Nonprofit Management, based in San Francisco, CA., has worked for over 15 years with AIDS service organizations and programs to strengthen organizational capacity through management assistance consultation and training. The organization has previously written training manuals for the National Minority AIDS Council on finance, strategic planning, program design, board development and collaboration. This past year the Support Center for Nonprofit Management merged with the Nonprofit Development Center in San Jose, CA., to become the largest nonprofit management assistance organization in the country. Several print resources and referrals to resources can be accessed at www. Supportcenter.org/sf. or by calling (415) 541-9000.

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