

# OACBDD

## Personal Growth Professional Development Team Spirit

Presentation for

Ohio Association of County Boards  
Assisting People with Developmental Disabilities  
Convention

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by

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## 1. Introduction

In understanding the expectations you have in a supervisory role, it is important for you to differentiate between managing people and leading them. This distinction can help you in making better decisions and communicating effectively with your staff.

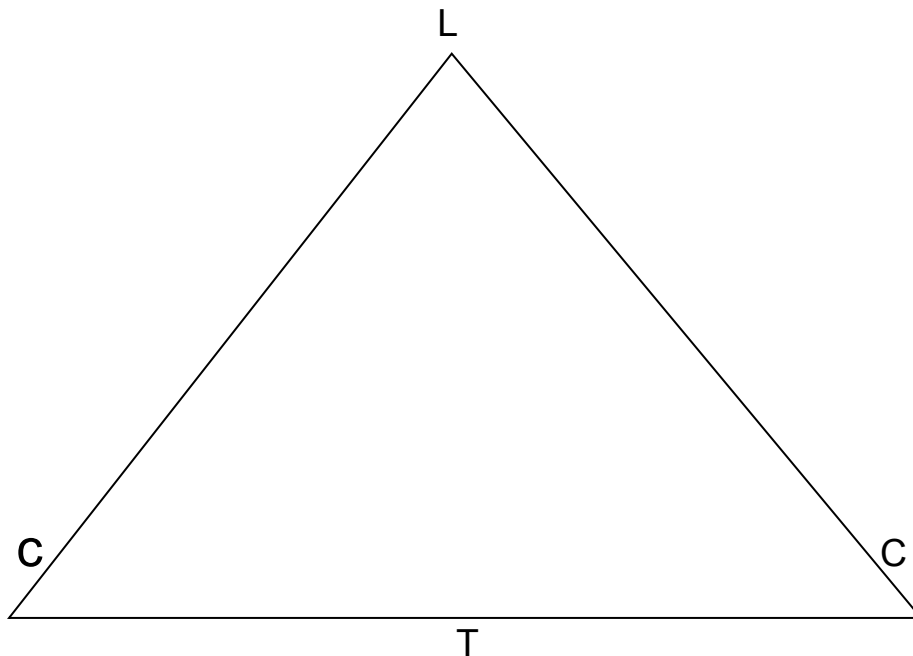
As a **manager**, you are ultimately responsible for the achievement of tasks and projects that support the organizational mission. Thus, you are accountable for results and meeting objectives. You orchestrate, you coordinate, you organize.

As a **leader**, you empower the staff members to fulfill their responsibilities within the expectations of their roles on the team. Thus, you are responsible for giving them the authority to make certain decisions, complete projects, or provide programs. You motivate, you inspire, you stimulate.

There is a delicate balance between the two. In spirit you are a **manager *and* a leader**.

Therefore, it is important to distinguish the fine line between both and to determine which is most appropriate within the context of the situation.

Three basic management styles are examined, yet, inherent to all, is the leader who provides the direction and focuses on the vision.



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## 2. Management Styles

- A. TECHNICAL :
- \* The technical director focuses on the craft and the skills.
  - \* Has technical mastery.
  - \* Expects information linearly with clearly defined information and statistics.
  - \* Gives directives.
- B. COORDINATING :
- > The coordinating director focuses on getting participation from staff.
  - > Uses systems approach, more cyclical.
  - > Creates dialogue and expects well thought-out responses.
  - > Shares direction and facilitates discussion.
- C. COACHING:
- ~ The coaching director focuses on interactive combination of system and individual.
  - ~ Fosters independent thinking, encourages self-development.
  - ~ Considers staff important in accomplishment and in success.

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## **TECHNICAL STYLE\*\***

### **Approach**

- \*\* Tells others what to do and how to do it
- \*\* Solves problems
- \*\* Prefers use of technology
- \*\* Looks for issues to be resolved

### **Attitude**

- \*\* Expects thoroughness
- \*\* Relies on one-way communication
- \*\* Makes announcements at meetings

### **Appropriateness**

- \*\* Efficiency
- \*\* Emergency
- \*\* Explanation

### **Concerns**

- \*\* Control
- \*\* Reliance on previous or out-dated information
- \*\* Limitation on growth and staff ownership

### ***Activity* \*\***

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## COORDINATING STYLE>>

### Approach

- >> Invites input from employees
- >> Participates to resolve issues
- >> Prefers interdependence and interaction
- >> Shares knowledge to motivate

### Attitude

- >> Expects staff to think for themselves
- >> Relies on two-way communication
- >> Gives staff opportunity to participate at meetings

### Appropriateness

- >> Creates systems for resolution
- >> Staff responsibilities are interdependent
- >> Ultimate accountability in systems coordination

### Concerns

- >> Need for more guidance if staff less prepared for job responsibilities
- >> Reliance on complex structure and systems

*Activity >>*

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## COACHING STYLE~~

### Approach

- ~~Considers staff development in decisions
- ~~Provides input in solving problems
- ~~Challenges staff to analyze and evaluate for themselves
- ~~Supports individual efforts in resolution

### Attitude

- ~~Expects independent thinking
- ~~Relies individual self-awareness
- ~~Steers clear of staff
- ~~Allows intuition and innovation

### Appropriateness

- ~~Competent and motivated staff
- ~~High levels of trust established

### Concerns

- ~~May take on more responsibility and make decisions for the staff
- ~~Reliance on staff feedback and not notice challenges or problems

### *Activity* ~~

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## 3. Application

*All individuals act consistently with the way they perceive the world and themselves in it. Since everyone moves in the direction of the dominant thought, make it positive.*

## Statements

Negative & Non-supportive

Positive & Supportive

- a. I don't think that can be done
- b. I'm not really sure
- c. We just can't
- d. It's the way it is
- e. The problem is...
- f. It's going to take a long time
- g. We've never done that before
- h. I don't have anything to do with that
- i. Others...

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*Communication occurs 100% of the time both verbally and non-verbally.*

Lillian Zarzar

*It takes two of us to discover truth: one to utter it and one to understand it.*

Kahlil Gibran

## **Communication in Leadership**

1. The concept of a “lack of communication” is a misnomer. Every behavior, verbally and non-verbally, communicates something.
2. Establish conduits of communication with your staff.
3. Controlling the thought is the key to controlling the emotion.
4. We teach others about our values by the way we behave and the messages we send through the behavior. Teach your staff what you value.
5. Vague language and emotional words leave open the interpretation of the message to the receiver; therefore we understand messages by the feeling they evoke in us and by the interpretation we give to the information we process.
6. The listener is as much a part of the conversation as the speaker. Most of us, however, like to listen to ourselves speak! You may miss information from your staff.
7. Effective written and spoken communication necessitate clear, precise, concrete, information.
8. Effective leadership is an art form that takes skills, practice, patience, and presence.
9. We are not responsible for what others think as a result of how we interact with them and lead them any more than we are responsible for what they do as a result of what they think.
10. What other people do doesn't bother us as much as what we *think* about what they do.

Source: “Communicating Through Conflict: Shifting Perceptions,” from *Breakthrough Secrets to Live Your Dreams*, Lillian Zarzar.

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