

The Three Signs of a Miserable Job



DAVID HOFFERT
CHIEF ACADEMIC OFFICER
WARSAW COMMUNITY SCHOOL
DHOFFERT@WARSAW.K12.IN.US

574.371.5098

RHONDA J. MULL
DIRECTOR OF MIDDLE SCHOOLS
NEW ALBANY FLOYD COUNTY

RMULL@NAFCS.K12.IN.US

812.542-2108

INDIANA PRINCIPAL LEADERSHIP INSTITUTE
SEPTEMBER 30, 2013

The Three Signs of a Miserable Job



**A FABLE FOR MANAGERS
(AND THEIR EMPLOYEES)**

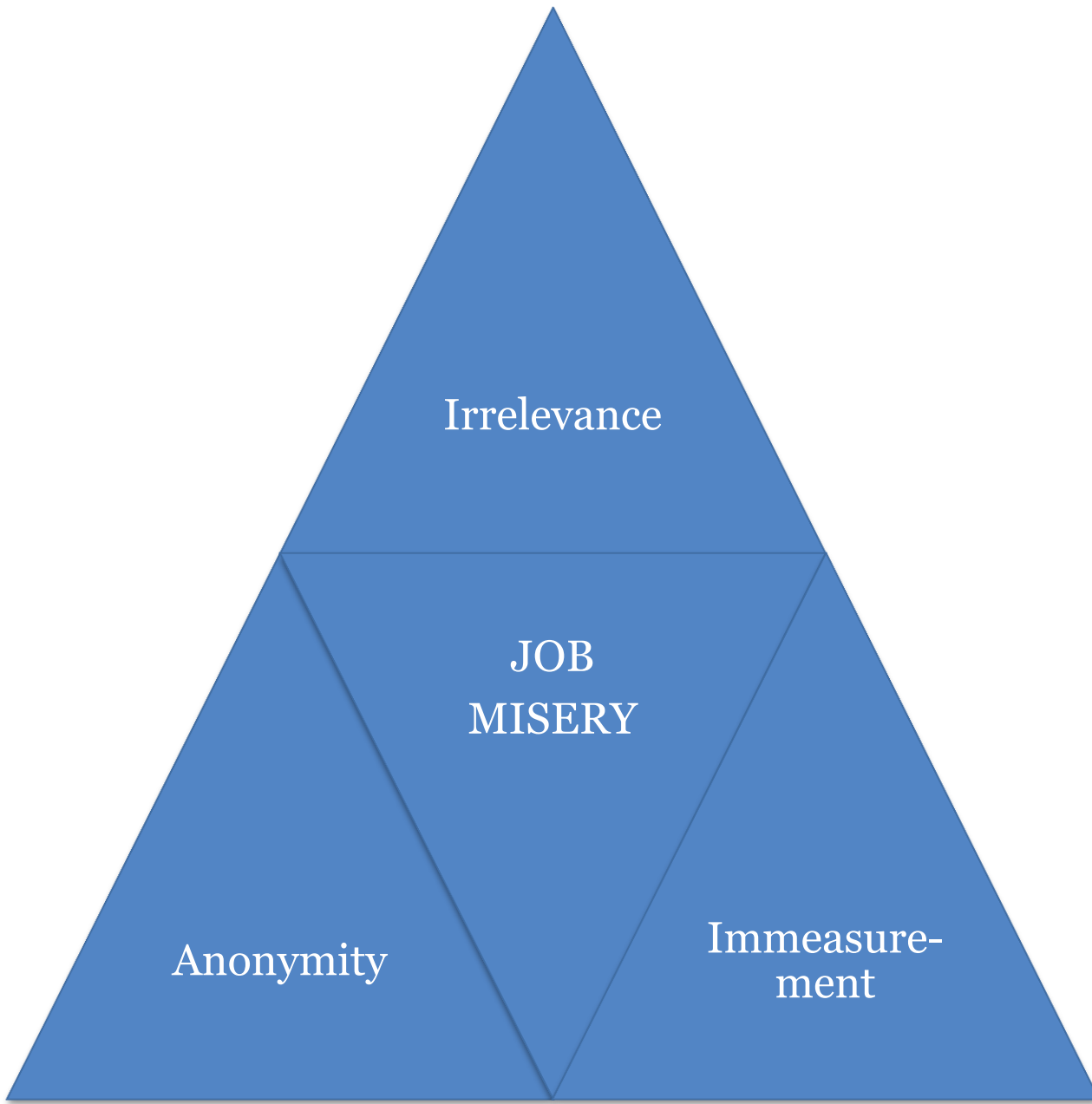
**BY PATRICK LENCIONI, AUTHOR OF
*THE FIVE DYSFUNCTIONS OF A TEAM***

And the Survey Says . . .



- Three out of four K-12 public school principals believe the job has become “too complex.”
- One third say they are likely to go into a different occupation within the next five years.
- Nearly 50% indicated they “feel under great stress several days a week.”
- Only 39% of teachers indicated they are very satisfied with their jobs, down 5% from last year, making it the lowest the survey has recorded in 25 years.

- ~EDUCATION WEEK (FEBRUARY 21, 2013, VOL.32, ISSUE 22)
- 29TH ANNUAL METLIFE SURVEY OF THE AMERICAN TEACHER



Irrelevance

JOB
MISERY

Anonymity

Immeasurment

What it's all about!



Three Big Points-Right Out of the Gate!



- Employees who aren't known and individually appreciated by their leaders will not be fulfilled in their jobs.
- Employees who don't know how their work impacts the lives of others or the corporation will not be fulfilled in their job.
- Employees who can't assess their own level of performance and success will not be fulfilled in their jobs.

THREE AREAS for CONSIDERATION as you consider Action Research Goals



- ANONYMITY
- IRRELEVANCE
- IMMEASUREMENT

SIGN #1



- **ANONYMITY**

~People cannot be fulfilled in their work if they are not known. All human beings need to be understood and appreciated for their unique qualities by someone in a position of authority. People who see themselves as invisible, generic or anonymous cannot love their jobs, no matter what they are doing.

ANONYMITY



- “We need leaders who appear no less comfortable on the floor of the factory than in the boardroom, demonstrating a combination of ***competence and unpretentiousness*** that was rare among executives.”
- “The people you want to have **power** are the ones who never wanted it in the first place.”

SIGN #2



- **IRRELEVANCE**

~Everyone needs to know that their job matters, to someone. Anyone. Without seeing a connection between the work and the satisfaction of another person or group of people, an employee simply will not find lasting fulfillment. Even the most cynical employees need to know that their work matters to someone, even if it's just the boss.

IRRELEVANCE



- “In order to be the kind of leader who demonstrates genuine interest in employees and who can help people discover the relevance of their work, a person **must have a level of personal confidence and emotional vulnerability – otherwise these critical conversations just can’t take place.**”

SIGN #3



- **IMMEASUREMENT**

~Employees need to be able to gauge their progress and level of contribution for themselves. Without tangible means of assessing success or failure, especially as it pertains to the relevance of their job, motivation eventually deteriorates as people see themselves as unable to control their own fate.

IMMEASUREMENT



- “Failing to link measurement to relevance is illogical and creates confusion among employees, who are left wondering why they aren’t measuring the most important parts of their jobs.”

Begin by asking these questions:



- Do I really know my people? Their interests? How they spend their spare time? Where they are in their lives?
- Do they know who their work impacts and how it actually affects the organization?
- Do they know how to assess their own progress or success?

STOP! Back up one step!



- Do I really know myself? Am I willing to share some of my personal interests with staff members? Do I talk and speak like a real human being? Am I vulnerable at times?
- Do I really know how my work impacts the organization?
- Do I know how to assess and measure my own progress in showing ways my school is becoming more successful?

IPLI Self-Assessments



- “Where Do I Spend My Time?” (summer seminar)
- Leadership Survey
- School Culture Survey
- Your Summary Packet

ACTION RESEARCH MODEL



- **CREATE a goal**
 - have your baseline behavior in mind
 - consider your bias & limitations
- **MEASURE the goal/Collect the data**
 - ✧ how much data do I need?
 - ✧ how long should I collect the data?
- **REFLECT on the data**
 - self-assessment
 - re-calibration
- **CHANGE behavior**

Clarifying the Message:



- Employees who aren't known and individually appreciated by their leaders will not be fulfilled in their jobs.
- Employees who don't know how their work impacts the lives of others or the corporation will not be fulfilled in their job.
- Employees who can't assess their own level of performance and success will not be fulfilled in their jobs.



IMMEASUREMENT

Goal 1: track tough
phone calls

Goal 2: track teacher
observation visits



**MEET BARBARA,
Principal's Assistant**



*IMMEASUREMENT
and ANONYMITY*

Goal 1: grandkids!

Goal 2: weekly-
walkthroughs at 7:00 am



**Meet Bo,
Plant Operator**

Nothing undermines the motivation of hard-working teachers more than poor performance in other teachers *being ignored over long periods of time.*

Not only do poor-performing teachers negatively affect the students in their classes, but they also have a spillover effect by poisoning the overall climate of the school.

Michael Fullan, 2003

Goals: SMART* goals—strategic & specific, measurable, attainable, results-based, time bound

Goal #1: My research action plan is to provide teachers the time to observe each other during the 90-min literacy block. Part of PLC process.

Rationale: A large portion of the PLC process is meaningful collaboration. As noted in the recent survey, this is an area of growth.

Measurable Outcome: The number of teachers observing each other.

ISLLC Standard to be Addressed (consider one or perhaps two competencies at most):

Standards 1 & 2

Key Actions to Meet Goal/Timeline:

Key Actions to Meet Goal	Timeline
(1) Create a schedule with staff for coverage. Create feedback sheets.	Next week
(2) Provide opportunities and rationale to teachers in Oct. Staff meeting.	2nd week of Oct.
(3) etc. Collect feedback sheets & data	2nd week of Nov.

Indicate for which Key Actions an observation would be helpful by the IPLI Mentor, Superintendent, and/or a colleague:

Mentor	Superintendent	Colleague/Others
(1.)	(1.)	(1.)
	(2.)	
(3.)		

Resources: (particular professional readings, professional memberships/subscriptions, observations of other principals, focus group consultations, mentoring, teachers in my school, collaboration with focus group or peers at other schools, conferences/workshops, special materials for implementing a new strategy, etc.)

- feedback forms
- Aide schedule
- PLC Framework
- Share with IPLI mentor & Colleagues
- Possible Association Rep.

Artifacts: (self-tracking tools, an assessment, observation notes, excerpts from readings, teacher feedback and interviews, self-evaluations and journals, portfolios, comparative data, reflections, etc.)

- Spreadsheet of those participating
- feedback forms
- PLC team meeting forms
- Written & Verbal reflections

Adapted from Professional Development Plan narrative developed at South Valley Academy, Albuquerque, NM--Julie A. Radoslovich and Dr. Shelley Roberts

EVALUATION – RESEARCH GOAL



“A leader who is silent on mediocrity speaks loudly.”

“If there are low standards, there is a lack of guts.”

~Kim Marshall

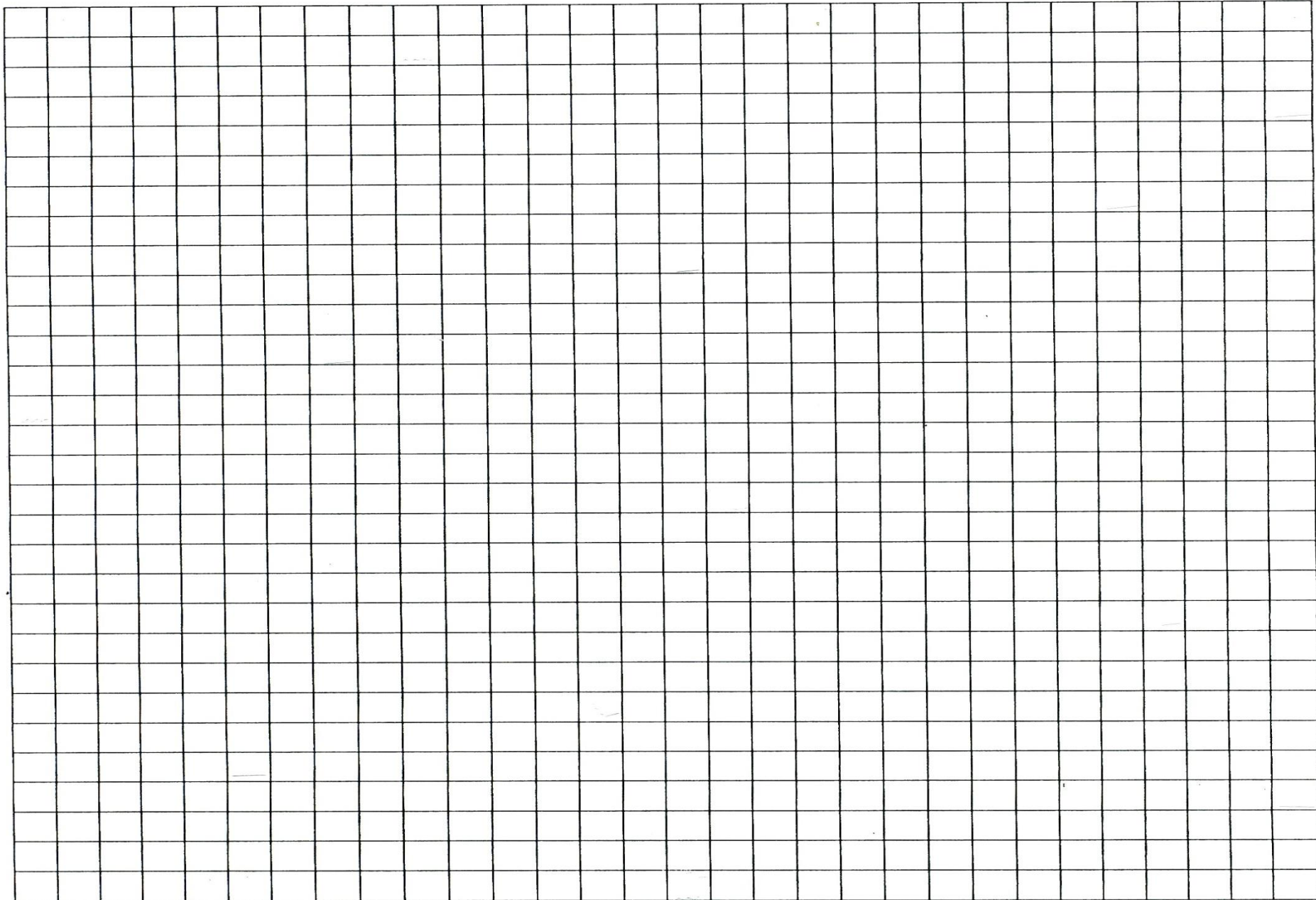
The Marshall Memo

- We want to keep the peace, avoid conflict, be *liked*.
- We are afraid of grievances or lengthy proceedings.
- We are afraid of jeopardizing other initiatives.
- We can always just wait for them to retire.
- We know that some teachers are just scary.

“Don’t look for big, quick improvement. See the small improvement one day at a time. That’s the only way it happens. And when it happens, it lasts.”

~John Wooden
UCLA coach

Each teacher teaches 900 lessons a year!



CREATE GROUPS!

☺Divided by Country Song Title Choice☺



- “If You’re Gonna Do Me Wrong, Do It Right” (1)
- “Sold a Car to a Guy Who Stole My Girl” (2)
- “If I Had Shot You When I Wanted To, I’d Be Out By Now” (3)
- “I Liked You Better Before I Knew You So Well” (4)
- “You Done Tore Out My Heart and Stomped That Sucker Flat” (5)
- “If the Phone Don’t Ring, You’ll Know It’s Me” (6)
- “I Don’t Know Whether to Kill Myself or Go Bowling”(7)
- “If I Can’t be #1 in Your Life, then #2 on You” (8)
- “I Keep Forgettin’ I Forgot About You” (9)
- “My Wife Ran Off With My Best Friend & I Sure Do Miss Him (10)
- “You’re the Reason Our Kids Are So Ugly” (11)

DISCUSSION QUESTION #1



- Which component of the miserable job model is your strongest when working with your employees?
- Why?

DISCUSSION QUESTION #2



- Which component is your weakest?
- Why?

ACTION RESEARCH PLAN



- *ANONYMITY*

- Jot down info about your employee. Record plans for eliminating anonymity from your employee's job. Be specific & include dates for completion.

- *IRRELEVANCE*

- Write down thoughts about how your employee impacts others. Record your plans for eliminating irrelevance from your employee's job. Be specific & include dates for completion.

- *IMMEASUREMENT*

- Write down ideas about how your employee can assess or measure his/her contribution or performance. Be specific & include dates for completion.

- *CREATE* a goal

- *MEASURE* the goal

- *REFLECT* on the data

- *CHANGE* behavior