Supervision: Helping People Succeed

Facilitated by Liz Derias-Tyehimba

WE BELIEVE...

...in gratitude. This means extending our gratitude to our participants, our clients, our partners, our CompassPoint staff, our caterers, and anyone else who enters our doors.

...in our values. We are a deeply values-driven organization. Our values of racial justice, solidarity, radical imagination, place + community, accountability, learning + rigor, collaboration and humor + joy must show up in everything we do.

...in deep respect. This means respecting the collective contribution of all the people who have worked together in different ways to co-create this learning space.

WE ARE COMMITTED...

...to interrupting oppression in the spaces we convene. We cannot work to counteract systemic oppression while also allowing interpersonal manifestations of oppression to occur without being acknowledged and interrupted.

...to equitable treatment of our staff. This means listening to those who have traditionally been unheard, valuing work that has often been undervalued, and making visible all the work that often goes overlooked.

...to creating a transformative space. This means we ask that people who enter our space come with a willingness to address their habits, perspectives, opinions, and stances that may limit the possibility of personal and collective transformation.

WE AFFIRM...

...that we will lead from a place of love. When conflict arises in our space, out of love for everyone involved, we must address it and acknowledge when harm is done.

...that decolonization of our learning environment is imperative as we deepen our practice of centering racial justice and equity.

...that all are welcome in our learning environments. We invite you to please join us in upholding the intention of the space we are co-creating.

CompassPoint

Objectives

Upon completion of this workshop, participants will:

1. Understand the components of effective performance management.

2. Understand the roles and responsibilities of a supervisor (the supervision framework).

3. Be able to use motivational principles in supervision.

4. Know how to communicate and set expectations in behavioral terms.

5. Be able to give effective, constructive, and supportive performance feedback.

6. Be able to create strategies and agendas for effective supervision meetings.

Supervision Topics Covered

1. **The Supervision Framework**

   a. Performance management infrastructure overview

   b. Roles of management, supervisors, and employees

   c. Responsibilities of a supervisor: the supervision framework

   d. Motivational principles

2. **Setting and Communicating Expectations**

   a. Expectations expressed as behaviors

   b. Setting performance standards and goals

3. **Effective Feedback**

   a. Positive feedback

   b. Corrective feedback

4. **Supervision Meetings**

   a. Supervision meeting objectives

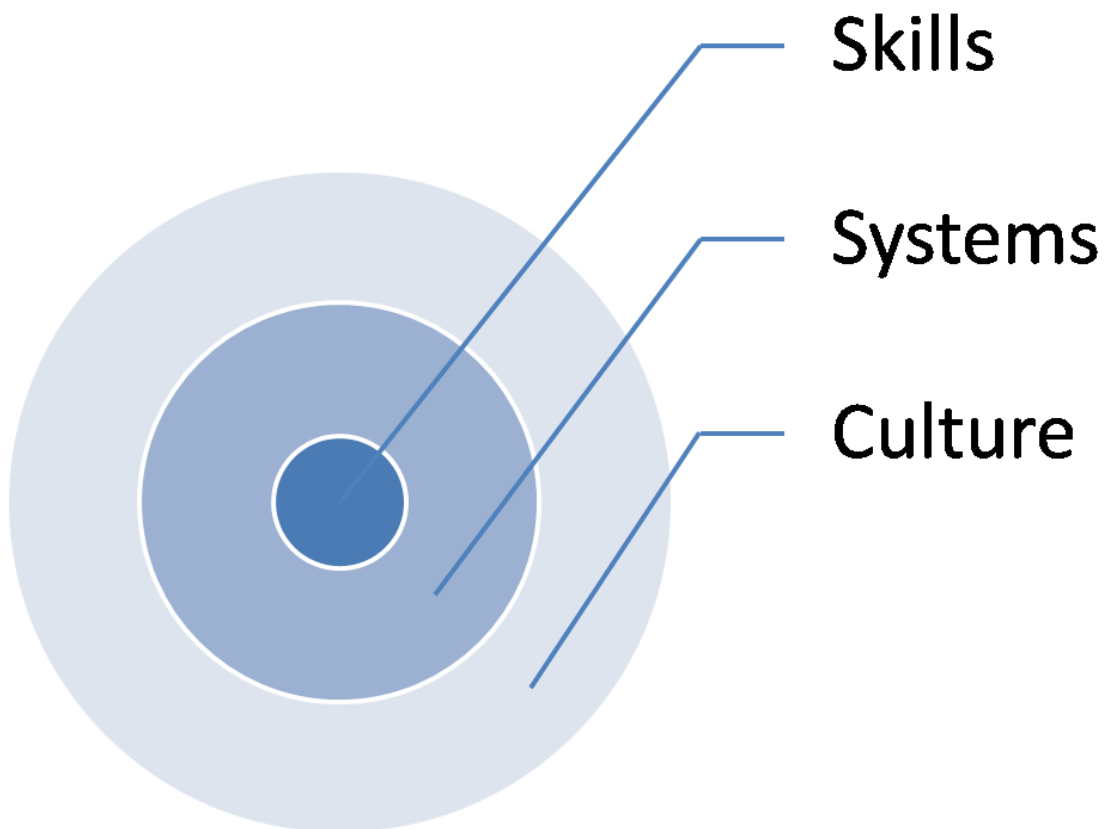   b. Guide to effective supervision meetings

Tools to Manage and Implement Change

Changing behavior or integrating a new skill requires that we look at three organizational dimensions: **skills, systems, and culture**.

An **individual can learn new skills**, but those skills are applied within an organization.

The **organization may or may not have the necessary systems in place** to support and operationalize those skills successfully.

The **culture of the organization will also impact one's ability to apply skills** and/or impact how effectively a system works within the organization.   Do the values and practices inherent in the culture of the organization foster or hinder the process?

Skills

Systems

Culture

Culture Shifts in Leadership

SHIFT FROM:		SHIFT TOWARD:
~~Deficit-based thinking~~ Constant focus on identifying weaknesses and pointing out what is lacking.	==>	**Asset-based thinking** Seeing and building on **strengths**, nurturing what is working, acting on opportunities.
~~Individual focus~~ "How can I be the single best leader with the sharpest critique /most specialized language/busiest schedule?"	==>	**Collective action** "How can we find ways to bring more and more people into social justice work, from lots of entry points, to grow vibrant mass movements?"
~~Call-out culture~~ Shaming people for making mistakes, focus on regulating each other's language, ostracizing members of a group for not automatically knowing the norms of that group, etc.	==>	**Build-up culture** Appreciating and lifting up principled action and leadership where we see it, while offering constructive feedback to strengthen anti-racist practice.
~~Critiquing from the sidelines~~ Critiquing people, organizations, or movements that we aren't a part of working to change. Inability to work with contradictions and complications.	==>	**Leading from the center** Recognizing that we've all internalized oppressive ideas, and engaging people and organizations to make necessary changes whenever possible.
~~Obsession With Productivity~~ "I am worth as many hours as I put in, meetings I go to, events I plan." Focus on 'deliverables' rather than quality of work and relationships built.	==>	**Whole People/Whole Movements** Valuing whole people and varied participation in building organizations and movements. Building relationships with integrity.

Adapted from the Catalyst Project: http://collectiveliberation.org/culture-shifts-2/

Each of us grapples with how to manage change in an organization, introduce new information or galvanize support for a new idea. In these situations, consider the following:

- *Authority*: What areas/projects in your work do you have the authority to decide upon and act on those decisions? When do you make decisions on your own, when do you include others in the decision?

- *Influence*: What areas of organizational decision making are you able to influence when you do not have authority to make the final decision? How do you influence them?

- *Concern*: where are you limited or have no authority, where you can't influence?
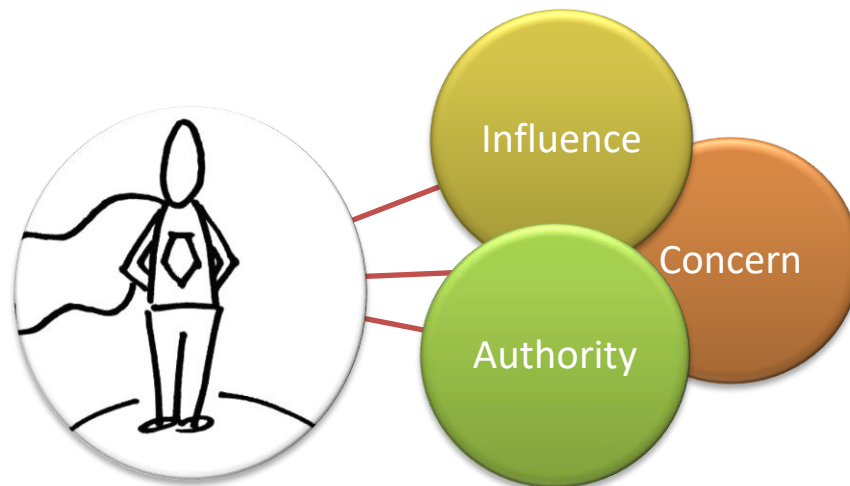
- *Power*: There are various types of positive power for consideration:

  - *Power with* is the kind of power people given to respected individuals; social power, influence wielded among equals; power to suggest and to be listened to; the capacity to act collectively.

  - *Power from within* is related to immanence, spirit, and soul depending on your world view; the sense of bonding and connection with other human beings and the environment; the power to act.

  - *Power from authority is related to decision-making, supervision, and positional authority (per above).*

Overview of Performance Management

The purpose of an organization's performance planning and review process is to guide, support, and develop staff to ensure both employee and organizational success.

It is an ongoing and cyclic process that runs on an annual basis and is shaped by the organization's needs. The performance management system fosters ongoing two-way communication between employees and managers; supports the development of clear, consistent, and measurable goals linked directly to the organization's core values and competencies; helps to articulate and support training needs and career development; and establishes the criteria for making reward and recognition decisions.

Effective performance management begins with respect for one another and ends with excellence in performance. It is the responsibility of supervisors to communicate on an ongoing basis with their employees. These conversations should be grounded in honest communication and provide staff with clear role expectations, feedback, identify performance improvement, development opportunities, and career possibilities. Each employee has a responsibility to participate fully in these conversations, be sure they understand their role responsibilities and expectations, and communicate any obstacles or training needs in order to perform their role at an optimum level.

Performance management should be happening all year long and culminates with a summary review assessment that should bring closure to the performance period and provide a basis for performance management for the next period.

Performance Management Infrastructure

Executive leadership is responsible for ensuring that a performance management system is in place and being used effectively, specifically this entails:

- Setting organizational strategy (together with the Board of Directors)
- Updating the employee handbook and communicating any changes
- Annually, in writing, communicate:
  - Current strategy and plans
  - Reminders and guidance to managers of deadlines to complete employee's annual goal setting and reviews
- Using and modeling the performance management process, practices, and tools
- Ensuring evaluations of their staff are well written and accurate by reviewing them and providing feedback and coaching as appropriate
- Reviewing evaluations of employees and providing feedback to supervisors
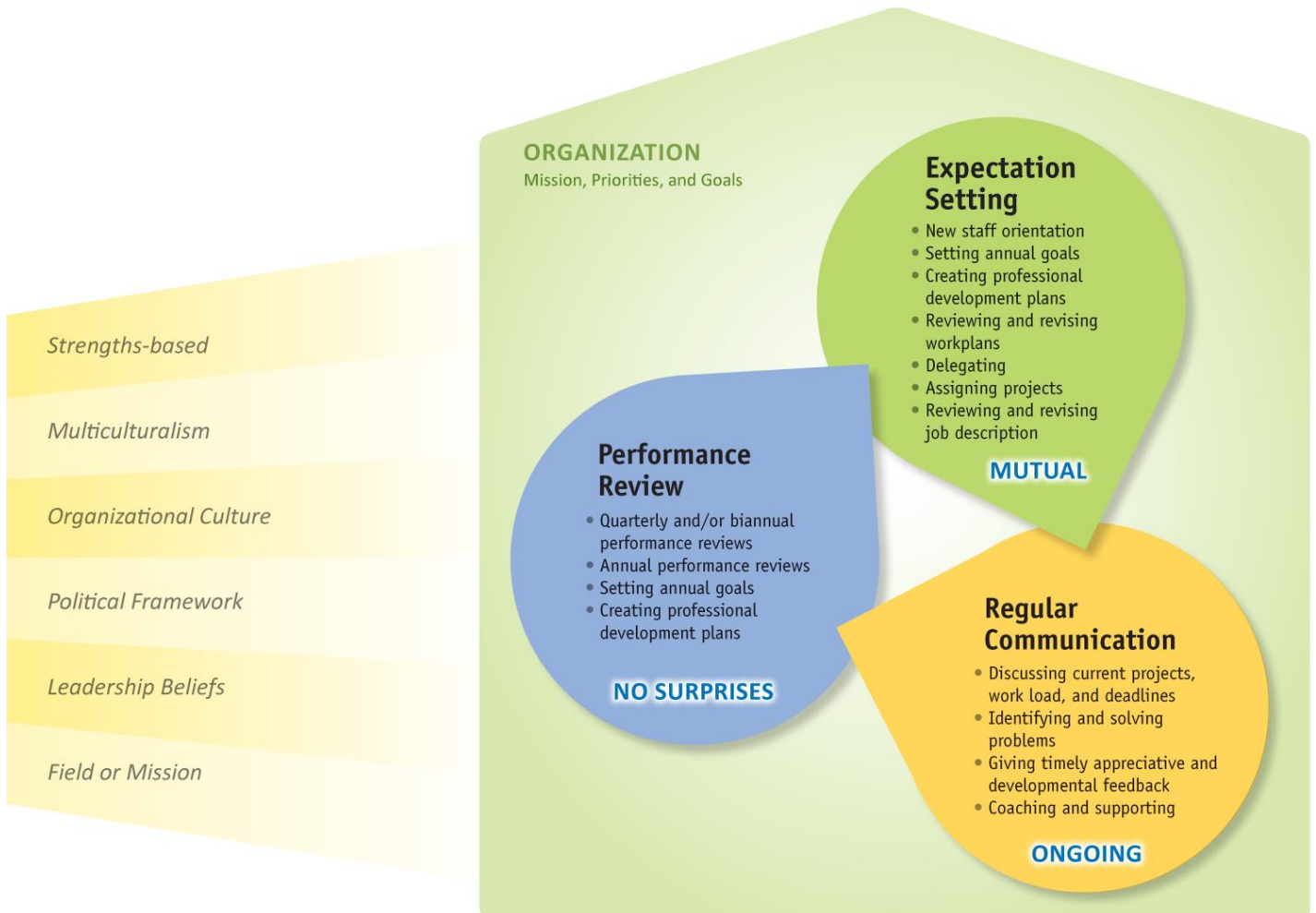
Supervisors are responsible for:

- Aligning individual performance expectations with organizational goals
- Developing performance goals collaboratively with their direct reports
- Ensuring that performance goals are clearly communicated and current
- Providing fair, constructive, and timely feedback towards performance expectations and goals
- Providing assistance, guidance, and coaching support as needed
- Ensuring that staff have professional development plans in place
- Conducting performance evaluations according to established systems and policies

Employees are responsible for:

- Communicating work load challenges
- Communicating progress towards performance goals
- Identifying and communicating professional development needs and opportunities
- Achieving performance and professional development goals as identified in individual work plans and individual development plans.

The Supervision Framework

The supervisor's overall role is manage the reciprocal relationship between staff and the organization so that each is successful.

ORGANIZATION
Mission, Priorities, and Goals

Expectation Setting
- New staff orientation
- Setting annual goals
- Creating professional development plans
- Reviewing and revising workplans
- Delegating
- Assigning projects
- Reviewing and revising job description

MUTUAL

Performance Review
- Quarterly and/or biannual performance reviews
- Annual performance reviews
- Setting annual goals
- Creating professional development plans

NO SURPRISES

Regular Communication
- Discussing current projects, work load, and deadlines
- Identifying and solving problems
- Giving timely appreciative and developmental feedback
- Coaching and supporting

ONGOING

Strengths-based

Multiculturalism

Organizational Culture

Political Framework

Leadership Beliefs

Field or Mission

Discussion Exercise

1. What components of the performance management infrastructure are working well in your organization?

2. What components of the performance management infrastructure need to improve in your organization?

3. What responsibilities within the supervision framework are most challenging for you?

4. What responsibilities within the supervision framework do you do well?

Section 1: Motivation

Motivation is not about lighting a fire below… it's about lighting a fire within. The foundation for motivation is human psychology. Effective motivation theory takes into account first what is universally motivating.

Maslow's Hierarchy of Needs

One of the most renowned theories of motivation is Abraham Maslow's *A Theory of Human Motivation* published in 1943. According to Maslow, people are motivated to strive toward achieving higher needs. Maslow categorized human needs and ranked them into a conceptual hierarchy beginning with the most basic, primitive need and ending with the highest level need which is self-actualization.

The existence of an unsatisfied need will motivate a person to behave in ways that will satisfy that need. Furthermore, the basic needs will always take priority over the "less basic" or growth needs.

Once a need is satisfied, it is no longer a motivating force and the person will move on to the next level of need. For example, when the need for food (physiological need) has been met, it ceases to motivate behavior until the person becomes hungry again.
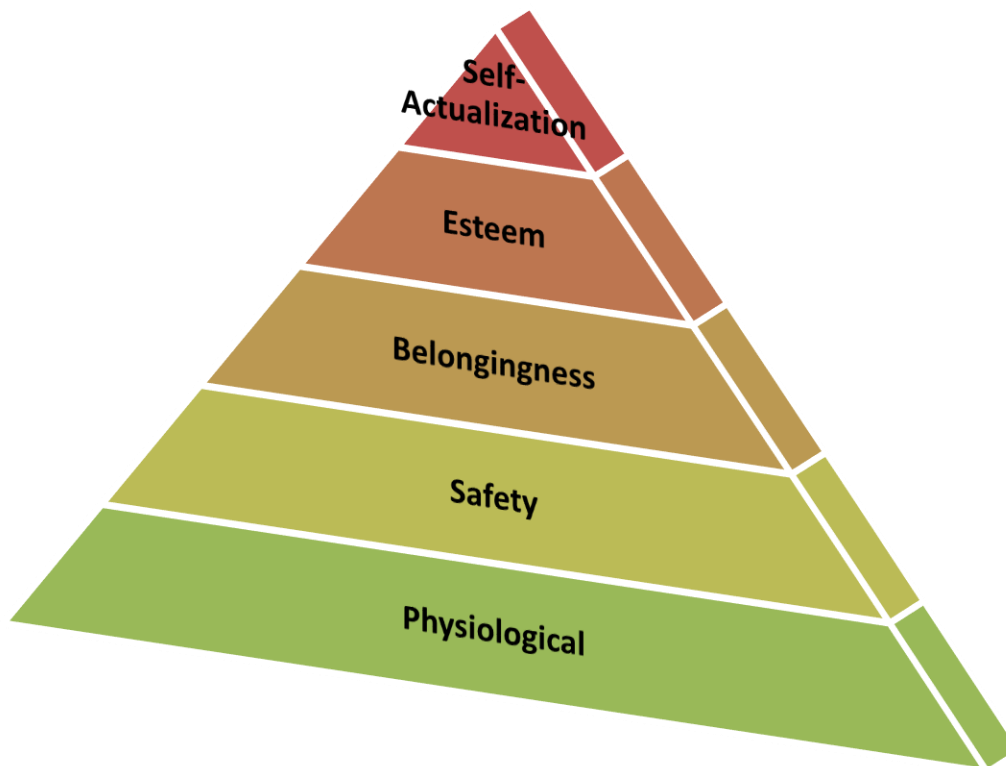
Maslow's Hierarchy of Needs-continued

Physiological Needs: Physiological needs are thought to be the most basic needs and include the needs for food, air, water, warmth, sleep and sex.

Safety Needs: Safety needs center around the need to provide a safe and secure physical and emotional environment, an environment that is free from threats to continued existence.

Belongingness Needs: Belongingness needs relate to the desire to be accepted by peers and to develop friendship.

Esteem Needs: Esteem needs focus on the desire to have a positive self-image and to receive recognition, attention, and appreciation from others.

Self-Actualization Needs: Self-actualization needs are concerned primarily with developing one's full potential as an individual.

Examples on this theory may apply in performance and supervision:

- Providing positive feedback and also showing appreciation for excellent work. (Esteem)

- Ensuring proper security/safety measures and support for staff person who works with clients that have histories of violent behavior. (Safety)

- Providing air conditioning in the office in extremely hot weather. (Physiological)

- Joining a professional association to network. (Belongingness and/or Self-Actualization)

- Helping an employee tap into their passion and see how they are contributing to the mission of the organization (Self-actualization).

The Leadership Compass Self-Assessment

Goals
• Give us a vocabulary and a way of thinking about working with each other in our teams

• Deepen our appreciation of everyone's different work styles

• Understand the need for a variety of work styles

• Reflect on our own individual work styles and identify areas for growth

• Understand the negative and positive impacts of each style taken to excess

• Learn the qualities we can develop to become better leaders

Basic Assumptions
• We will categorize ourselves into the work style that fits us best at work

• No one is purely one style, rather everyone typically has portions of all styles

• For this discussion we will pick one that fits us best at work

• All comments will be directed towards a work style, not a person with the qualities of that direction

Instructions
1. Read each of the statements on the following pages.

2. Place a check mark in the box next to the statements that apply to how you make choices and decisions at work.

3. Each of these statements will apply to all of us some of the time; we are interested in knowing which of these statements represent you most of the time.

4. Count the total number of check marks on each section and place that number in the star shape to the right of the section.

5. The section with the highest number in the star shape is your dominant decision-making style.

North—Action
Approaches to Work/Work Style

- ❑ I am usually assertive, active, and decisive.

- ❑ I like to determine the course of events and be in control of professional relationships.

- ❑ I am quick to act and express a sense of urgency for others to act.

- ❑ I enjoy challenges presented by difficult situations and people.

- ❑ I think in terms of the bottom line or results.

- ❑ I like a quick pace and fast track.

- ❑ I persevere and am not stopped by hearing "No"; I probe and press to get at hidden resistances.

- ❑ I likes variety, novelty, and new projects.

- ❑ I am comfortable being in front of a room or crowd.

- ❑ Some of my value-oriented words phrases include "Do it now!," "I'll do it!," and "What's the bottom line?"

East—Vision
Approaches to Work/Work Style

- ❑ I am a visionary who sees the big picture.

- ❑ I am a generative and creative thinker; I am able to think outside the box.

- ❑ I am very idea-oriented and focus on future thought.

- ❑ I make decisions by standing in the future.

- ❑ I usually have insight into mission and purpose.

- ❑ I look for overarching themes and ideas.

- ❑ I am adept at problem-solving.

- ❑ I like to experiment and explore new ways of doing things.

- ❑ I appreciate a lot of information.

- ❑ My value-oriented words are "option," "possibility," and "imagine."

South—Empathy
Approaches to Work/Work Style

- ❑ I understand how people need to receive information in order to act upon it.

- ❑ I integrate others' input in determining the direction of what's happening.

- ❑ I am value-driven regarding aspects of professional life.

- ❑ I use professional relationships to accomplish tasks and interaction is primary to me.

- ❑ I am supportive of colleagues and peers.

- ❑ I have a willingness to take others' statements at face value.

- ❑ I am feeling-based and trust my own emotions and intuition.

- ❑ I believe my intuition and emotions are regarded as truth.

- ❑ I am receptive to others' ideas; I am a team player; I build on the ideas of others.

- ❑ I am generally non-competitive.

- ❑ My value-oriented words are "right" and "fair."

> # of Checked Boxes in South

West—Analytical
Approaches to Work/Work Style

- ❑ I understand what information is needed to assist in decision-making.

- ❑ I am seen as practical, dependable, and thorough in task situations.

- ❑ I'm helpful to others by providing planning and resources and come through for the team.

- ❑ I move carefully and follow procedures and guidelines.

- ❑ I use data analysis and logic to make decisions.

- ❑ I weigh all sides of an issue and am balanced.

- ❑ I am introspective and self-analytical.

- ❑ I am careful and thoroughly examine people's needs in situations.

- ❑ I am skilled at finding fatal flaws in an idea or project.

- ❑ My value-oriented word is "objective."

> # of Checked Boxes in West

Approaches to Work/Work Style

North—Action

• Assertive, active, and decisive
• Likes to determine the course of events and be in control of professional relationships
• Quick to act; expresses a sense of urgency for others to act
• Enjoys challenges presented by difficult situations and people
• Thinks in terms of the bottom line
• Likes a quick pace and the fast track
• Perseveres; not stopped by hearing "No"; probes and presses to get at hidden resistances
• Likes variety, novelty, and new projects
• Comfortable being in front of a room or crowd
• Value-oriented phrases include "Do it now!" "I'll do it!" and "What's the bottom line?"

East—Vision

• Visionary who sees the big picture
• Generative and creative thinker; able to think outside the box
• Very idea-oriented; focuses on future thought
• Makes decisions by standing in the future
• Insight into mission and purpose

West—Analytical

- Understands what information is needed to assist in decision-making
- Seen as practical, dependable, and thorough in task situations
- Helpful to others by providing planning and resources; comes through for the team
- Moves carefully and follows procedures and guidelines
- Uses data analysis and logic to make decisions
- Weighs all sides of an issue; balanced
- Introspective and self-analytical
- Careful; thoroughly examines people's needs in situations
- Maximizes existing resources; gets the most out of what has been done in the past
- Skilled at finding fatal flaws in an idea or project
- Value-oriented word is "objective"

South—Empathy

- Understands how people need to receive information in order to act upon it
- Integrates others' input in determining direction of what's happening
- Value-driven regarding aspects of professional life
- Uses professional relationships to accomplish tasks; interaction is primary
- Supportive of colleagues and peers
- Displays a willingness to take others' statements at face value
- Feeling-based; trusts own emotions and intuition as truth
- Receptive of others' ideas; team player; builds on ideas of others; non-competitive
- Able to focus on the present moment
- Value-oriented words are "right" and "fair"

Styles Taken to Excess

North—Action

• May easily overlook process and comprehensive strategic planning when driven by need to act and decide
• May get defensive quickly, argue, and try to "out expert" you
• May lose patience; pushes for decisions before its time; avoids discussion
• May be autocratic; want things their way; has difficulty being a team member
• Sees things in terms of black and white; little tolerance for ambiguity
• May go beyond limits; gets impulsive; disregards practical issues
• Not heedful of others' feelings; may be perceived as cold
• Has trouble relinquishing control; finds it difficult to delegate responsibilities
• Value-oriented phrase is "If you want something done, do it yourself!"

East—Vision

• May put too much emphasis on vision at the expense of action
• May lose focus on tasks
• Poor follow-through on projects; can develop a reputation for lack of dependability or attention to detail
• Not time-bound; may lose track of time
• Tends to be highly enthusiastic early on, but burns out over the long haul
• Will not work on projects that do not have a comprehensive vision
• Easily frustrated and overwhelmed when outcomes are not in line with vision

South—Empathy

• May lose focus on goals when they believe relationships and/or needs of people are being compromised
• Has trouble saying "No" to requests
• Internalizes difficulty and assumes blame
• Prone to disappointment when relationship is seen as secondary to task
• Has difficulty consulting, confronting, and dealing with anger; may be manipulated by anger
• May over-compromise to avoid conflict
• Immersed in the "now"; loses track of time; may not see long-range view
• May become mired in the process at the expense of accomplishing goals

West—Analytical

• May be bogged down by information or analysis process at the expense of moving forward
• May become stubborn and entrenched in position
• May be indecisive, collect unnecessary data, become mired in details, or suffer from "analysis paralysis"
• May appear cold or withdrawn in respect to others' working styles
• May have a tendency towards watchfulness or observation
• May remain withdrawn and distant
• May resist emotional pleas and change

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Group Exercise: Internship Project

You have a new intern starting at your organization. From only the perspective of your orientation (North, West, South, East), plan the internship program. What will the intern work on? How will you structure the intern's work? How will the intern be supervised? How will the intern be rewarded?

Debrief questions:

1. What did you learn about motivation?

2. How can you apply what you learned in this exercise to your own supervision practice?

Section 2: Setting and Communicating Expectations

Group Exercise

Brainstorm a list of expectations you have for the people you supervise.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Communicating Expectations

In order for employees to understand what is expected of them, you should communicate expectations in terms of behaviors by explaining what it "looks like or sounds like" when an employee is, for example, behaving "*professionally,*" treating co-workers with "*respect,*" or being *"accountable*" for his or her work.

Examples

Expectation	Behavior
Respectful	Greet people in the hallways; treat colleagues as internal customers; clean up your area and do your part to keep the common area (e.g. kitchen) clean.
Accountable	Meet all deadlines; come prepared to meetings with minutes from the last meeting, questions about the agenda and ideas to contribute to the topic; respond to requests in a timely manner.

There are 3 key points to remember about communicating your expectations in terms of behaviors:

1. You want to phrase the behavior in terms of positive action when possible. Explain what you want the employee to do (versus what you don't want).

2. Make sure that your own actions model the behavior you expect from your employees.

3. Do not comment on a person's character. Limit your comments to observable behavior. For example, do not say "you are unprofessional." Instead explain that punctuality is an aspect of the professional behavior that is expected and when a person is late for meetings they are not exhibiting that professional behavior.

Exercise: Communicating Expectations in Behavioral Terms

Select one or two of your expectations. Describe the expectation to your partner using behavioral terms. State <u>what you want to see the employee do</u>, use examples if possible.

Based on your explanation, would everyone see or hear the same thing and mutually understand whether the behavior met the expectation or not?

Expectation	Behaviors that demonstrate expectation is being met:
1.	
2.	

Developing a Workplan:

1. **Identify and understand where expectations exist for that position.**

    o Formal – Job Descriptions, competencies, project plans, program goals, job standards

    o Informal – Feedback, meetings, discussions, org culture

2. **Decide the focus for that period of time the individual based on:**

    - Program/Organizational priorities

    - Individual development areas

3. **Key Result Areas (KRAs) or Key Roles**

Key result areas are the major functions or areas of accountability that the person is responsible for accomplishing throughout the year. Within each KRA there are a set of specific job duties and tasks that need to be accomplished to achieve the desired result.

4. **Develop Performance Standards & Goals for the Workplan**

Performance standards state the conditions that will exist when the job is performed acceptably in terms of quality, quantity, time, cost, impact, and process or method of doing. They are generally based on the organization, not the person in the job. They are different from specific goals which are set for an individual, and change over time, rather than the job. They enable individuals to differentiate between acceptable and unacceptable results.

Examples:

- **Follow through**: Enter all donor communications data within one week of contact.

- **Accuracy**: All client statistical reports shall be 100% error free.

- **Punctuality**: Be ready to receive clients at 9am every day.

- **Responsive or Good Customer Service**: Respond to all phone messages and emails within 48 hours.

- **Excellence**: Achieve an average score of 4.5 or higher on program participant evaluations.

- **Clean**: Keep kitchen clean to health code specifications.

- **Friendly**: Greet all clients and visitors with standard greeting when they arrive and offer them a glass of water or coffee.

- **Engagement**: Actively participate in meetings; offer comments; ask questions; refrain from doing other work in the meeting (e.g. using PDA, tweeting, writing, or using laptop).
- **Good Communication**: Check in with principal of each school to update them on program status and issues within the first week of every month during school year.

Developing Performance Goals

Goal are specific achievements or personal development objectives assigned for a given time period (monthly, quarterly, bi-annually or annually) and, if applicable, given a priority or weight relative to other assigned tasks.

Goals help every employee in an organization understand what is expected of them to be successful in their job. The goals that an employee and their manager create are specific objectives relevant to the job, and are designed to help employees grow in their career. During performance reviews, employees are evaluated and rated on these goals to determine how successfully they've met performance expectations.

Examples:

- Secure $30,000 in funding for after-school program this year.
- Enroll at least 250 children in after-school program this year.
- Facilitate one volunteer training each quarter this year.
- Attend conflict resolution seminar by June 1.
- Create a draft workplan for developing new performance evaluation by May 30.
- Create first version of online resource directory by October 1.
- Secure location and at least 3 sponsors for annual event by January 30.

> Competencies and standards describe **how** employees do their work
>
> Goals describe **what** results are desired.

S.M.A.R.T. Goals

SMART goals clarify <u>what</u> and <u>when</u>, not <u>how</u> or <u>why</u>. They clarify roles and responsibilities so everyone who reads the goals can fully understand the scope and accountability. They identify accountability for task completion. Every SMART goal should have the following five characteristics.

S	**Specific**: A single key result to be accomplished; clarifies what and when
M	**Measureable**: The metric and expected performance level/result (e.g. percent increase, completion of project)
A	**Attainable / Achievable**: The goal is attainable; can you actually accomplish the goal?
R	**Relevant**: Employee has control and the ability to effect; aligned with organizational strategic goals
T	**Time-bound**: Expected completion date or when the goal will be achieved

The following goal meets all five criteria:

Within the review period every year, provide every employee with their completed correctly documented performance evaluation that is mutually agreeable to by supervisor, employee and management team.

Specific	A single key result to be accomplished; clarifies what and when
Measureable	Every employee, completed, correctly documented.
Attainable	Goal can be accomplished.
Realistic and Relevant	Supervisor and employee must agree this is doable and that employee has control and authorization to succeed.
Time-bound	Within the review period

1. Specific

Goals should be straightforward and emphasize what you want to happen. Specifics help us to focus our efforts and clearly define what we are going to do. Specific is the What, Why, and How of the SMART model:

WHAT are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc. **WHY** is this important to do at this time? What do you want to ultimately accomplish? **HOW** are you going to do it?

To set a specific goal you must answer the six "W" questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

2. Measureable

A measurable goal tells the employee exactly what is expected so there is no opportunity for confusion. Words such as *better*, *excellent*, or *high-level* are not measureable. Your definition of these words may not be the same as others'. There are two ways to measure whether a goal has been met: quantity and quality.

Quantity: Quantity indicators include hard figures such as numbers of youth enrolled, or funding in dollars or percentages. Quantity measurements may be expressed in one of the following ways:

- As a known standard, such as program budget draft due October 1 every year.
- As a comparison, as in "15% increase over previous year," or "not to exceed 5% over previous years' budget." Be sure to include the comparison indicator

with a percentage or ratio (such as "reduce operating expenses by 15% compared to last year").

- As a <u>ratio or percent that can be tracked over a given period</u>, such as "less than 5% turnover."

Quality: These are conditions that indicate a result has been achieved. You can use either a comparison or a known standard. To decide whether to use a quality measurement, ask *how will I know when it is achieved?*

Examples:

- Treating all clients and staff respectfully and compassionately as defined by organizational principles.
- All passengers are asked if they need assistance board and departing the vehicle
- Overall client ratings their sessions are 3.5 or higher on a 4 point scale.
- Shift staff spend their first 30 minutes of their shift reading client notes from the previous shift.

3. Attainable:

Both the supervisor and the employee must agree that this goal is reasonable and within the employee's job description.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them.

Goals you set which are too far out of your reach, you probably won't commit to doing. Although you may start with the best of intentions, the knowledge that it's too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best.

A goal needs to stretch you slightly so you feel you can do it and it will need a real commitment from you. The feeling of success which this brings helps you to remain motivated.

4. **Relevant:**

To be relevant a goal must represent an objective toward which you are both willing and able to work. The goal must be within the employee's control and ability to influence the outcome.

The goal should be aligned with the organizational strategic goals and the employee should understand how their goal contributes to organizational success.

5. **Time-bound:**

Time-bound goals include a target date or a specific time period in which to meet the goal. Examples include:

- By the end of the review period
- By the end of the quarter or year
- Every month
- Every time
- On an ongoing basis

Sample Workplan

Employee Name:	Supervisor Name:
Maria Manager	Sara Supervisor

Employee Title:	Supervisor Title:
Program Manager	Program Director

Time Period: 2019   **Today's Date**: 01-15-19

Key Result Areas:	Desired Outcomes: (SMART Goals or Standards)	Timeline
1. Manage After School Program	• Schedule workshops; at least 2 workshops in each of the following topics: o College, employment, drugs and alcohol, conflict resolution • Recruit qualified presenters with at least 4 or more years in area of expertise • Review and update curriculum with program staff before scheduling workshop.	12 to 18/year 2 per quarter By June 2019
2 Information and Referral	• Respond to information requests within 24 hours. • Conduct review of I & R data sheet for accuracy; update according to new legislation • Ensure referrals are appropriate for youth services as measured by client survey sheets.	Ongoing By Dec. 2019 Quarterly
3 Outreach	• Regularly contact each primary school during school year • Distribute newsletter to all schools • One in-person presentation at each school	every 2 months Monthly Sept. - Nov.
4. Admin and Operations	• Ensure timesheets are timely and accurate • Attend monthly staff meetings • Attend quarterly program managers meetings • Employee work plans are completed and annual reviews conducted	end of day biweekly December 2019
1. Increase conflict resolution knowledge	• Attend conflict resolution seminar • Conduct train-the-trainer for rest of program staff	Q1 Q2
2. Enhance knowledge about nonprofit boards	• Attend organization's board meetings • Debrief with program director about observations, questions, etc. • Get mentor match with current board member	3/year By June By Dec.

Your Turn! Develop Your Workplan

Employee Name:	Supervisor Name:
Employee Title:	Supervisor Title:

Time Period: **Today's Date:**

Key Result Areas:	Desired Outcomes: (SMART Goals or Standards)	Timeline
1.	•	
2	•	
3	•	
4.	•	
Professional Development	**Desired Outcomes:** **(SMART Goals)**	
1.	•	
2.	•	

Section 3: Giving Performance Feedback

Giving Feedback

"Feedback is information about past behavior delivered in the present which may influence future behavior."

- *Charles N. Seashore, Edith Whitfield Seashore, and Gerald M. Weinberg*

Give feedback under these conditions only:

- You are prepared to be constructive
- You are not emotionally invested
- You can step into the other person's shoes
- You have rehearsed and can be brief

FEEDBACK IN FOUR STEPS:

1) **Describe the behavior**

2) **Expectations (met)**

3) **Impact (positive)**

4) **Request (more of)**

Supportive Feedback:

Supportive feedback reinforces behavior that is effective and desirable. Managers often assume that good performance is to be expected and only bad performance should be followed with feedback. Not so! Managers should discuss what the employee is doing well, thus highlighting characteristics of strong and desired performance.

1. Acknowledge people **as soon as possible** after you observe desired performance. Timing is critical to reinforce behavior and encourage more of the same.
2. Be **authentic**. Provide positive feedback when you can genuinely appreciate the behavior otherwise you run the risk of appearing patronizing.
3. Be **specific**; avoid generalities. "Thank you" and "great work" alone are insufficient. What exactly do you appreciate and why? Provide examples and details of how their actions contributed to desired performance.
4. Give feedback in **person** when able. Email or phone messages can be used only when too much time will lapse between in person opportunities.
5. Be **positive**. Do not follow positive feedback with a "but" comment.

Example of positive feedback:

Instead of this:	Try this:
"You were great in that meeting, thanks."	"When you were clear and concise while explaining your idea at the meeting, it really helped the management team to focus and understand the benefits of your proposal more clearly. That will help us make a better decision for the program. I appreciate how well you prepared"
"You really handled that tough situation with the client well. Thanks, you're awesome!"	"I really want to tell you how well you handled the client's problem. You were able to calm him down by being patient and he could see that you were willing to take the time to help him. That helped get to the right resolution, ultimately allowing him to find the services he needs."

EXERCISE: Identify a time you should have given someone supportive feedback.

SILENT START: Prepare your thoughts.

1. What expectations were met?

2. What specific behaviors did you observe? (e.g. what specifically did they do and/or say?)

3. What positive impact did this have on you, clients, others, the community, or the organization?

EXERCISE: Identify a time you should have given someone positive feedback. Draft your comments:

Developmental Feedback:

FEEDBACK IN FOUR STEPS:

    1) **Describe the behavior**

    2) **Expectations (not met)**

    3) **Impact (negative)**

    4) **Request (change or stop)**

Corrective feedback addresses behavior that does not meet expectations, is ineffective, or inappropriate. Feedback should address the <u>behavior</u> of the person, not the <u>character</u> of the person. Provide feedback as soon as possible after you observe the undesirable performance and allow adequate time for the conversation. Be sure that the feedback is always given in private.

1. Provide the feedback **as soon as possible** after you observe the specific behavior. Timing is critical to ensure that both parties have as a clear memory of the behavior and situation.
2. **Connect the behavior to the impact**. Understand that your feedback will have greater influence if the person understands how their action impacts the performance of the organization, it's not "just because you want it that way."
3. Be **specific**; avoid generalities. Describe what you saw or observed and give details of how those actions contributed to the situation that is not meeting expectations.
4. Give feedback in **person** when able. Consider the person and the circumstances; ensure that they are in a confidential environment.

5. Be prepared to engage in **problem solving** or discussing solutions if appropriate.

6. **Express confidence** (positive statement) that the person can correct their behavior. Not to be mistaken for positive feedback.

A few "don'ts":

- **Don't apologize for giving negative or corrective feedback.** This can undermine your message. In other words, you are not sorry so why are you apologizing?

- **Don't use the "sandwich" approach**. This dilutes your primary message and can send mixed messages.

- **Don't avoid giving feedback.** Give the staff person the chance to correct behaviors before the issue becomes a bigger problem.

Examples:

 "Lupe, when we don't know that you're going to be late it doesn't give us enough time to cover reception. Today we ended up opening late and our clients were waiting outside the clinic. This impacted the day's appointment schedule and a number of other staff were not able to take their lunch break. This caused stress on the staff and for the clients too. We understand that there are times when schedules need to be adjusted; however our expectation is that you tell us ahead of time so we can make other arrangements. Thanks for understanding and for ensuring that you can meet this need."

Caution!

A behavior that does not improve after corrective feedback and problem solving might become a performance problem, but not until the staff member has been given the opportunity to improve.

EXERCISE: Identify a time you should have given someone corrective or developmental feedback.

SILENT START: Prepare your thoughts.

1. What expectations were NOT met?

2. What specific behaviors did you observe? (e.g. what specifically did they do and/or say?)

3. What negative impact did this have on you, clients, the community, or the organization?

EXERCISE: Identify a time you should have given someone corrective feedback. Draft your comments:

Section 4: Supervision Meetings

Regular Supervision Meetings

Performance management is not an episodic event that happens at the beginning and end of a performance cycle. It is an ongoing process that requires constant attention and thoughtfulness. Supervisors are responsible for scheduling supervision meetings regularly with each of their direct reports. Supervision meetings have numerous purposes:

- Monitor performance to expectations and work plan progress
- Discuss work load
- Discuss timelines and deadlines
- Identify any training needs, challenges, barriers, or obstacles
- Provide performance coaching when needed
- Problem-solve when required
- Provide feedback
- Providing documentation for legal purposes

Establish your supervision agendas in the following three categories:

Performance: Specific to individual's performance. This generally includes performance reviews and also addressing problems with performance or providing positive feedback on specific performance.

Work Updates and Progress Check-ins: Generally checking in on upcoming tasks/deadlines or status of tasks.

Support/Coaching/Mentorship: Less about performance or tasks, but more about the individual's "well being" as a staff member or personal/professional development.

One supervision meeting can encompass more than one of these agenda types, but understanding what your focus is will make it easier for you to communicate.

Preparation

For the Supervisor:

- Consider the environment:
- Meet in private
- Eliminate disruptions or interruptions
- Schedule time in advance and allow adequate time
- Provide copy of any written agreements
- Prepare for the meeting
    - review outcomes of prior meetings
    - collect data in preparation for the meeting
    - prepare an agenda for the meeting, including topics to be covered and outcomes for the meeting
    - consider expectations for the employee
    - prepare talking points about what you wish to discuss

For the Employee:

- Prepare for the meeting
    - review outcomes of any written agreement
    - collect data in preparation for the meeting, including reviewing job description and work plan
    - consider own development (training) needs, and possible objectives for the next period
    - prepare talking points about what you wish to discuss
    - think of ways that the supervisor can support/assist you in the achievement of your goals

Sample Supervision Agenda

Discussions:	Notes/Action Needed:
Project Updates: • Afterschool program enrollment status • Recruitment status • Review monthly reports	
Performance: • Progress on annual plan • Professional development activities • Feedback regarding last week's team meeting	
Coaching/Problem Solving: • What's working well? • What's challenging, barriers for you? • How is your work-life balance? • What do you need more of/less of from me?	

SUPERVISION RELATIONSHIP: ROLE CONTRACTING

Supervisor and supervisee's use this guide to collaboratively decide how they will be relationship with each other (setting expectations and communication agreements, etc.)

I   Identifying Intentions
- What assumptions do you have of each other?
- Name your highest hopes and dreams for this partnership.
- Name your worst fears or lowest dreams for this partnership.

II   Creating the Atmosphere
- What is the tone or relational environment you want to create?
- How do you each contribute in creating the experience you want?

III   Sharing Responsibility
- What expectations do you have of each other's roles?
- What can you count on from each other? Be specific!
- What requests do you have of each other?
- What commitment do you want to make regarding how and what information is shared with each other and with the board?

IV   Acknowledgement & Championing
- How do you appreciate and fiercely support one another?
- Acknowledge or champion each other now.

V   Creating A Backup Plan
- How do you choose to be with each other when conflict arises?
- What discussion do you want to have if one – or both – of you breaks an agreement?
- What will help you get back to your alliance if it gets slippery or starts to break?
- If one – or both – of you chooses to break the alliance, what is important to remember/to occur in that discussion?

Developing your SuperVISION Statement

1. What core values guide your supervision practice? (Identify 3-5 core values)

2. How do these values influence your supervision practice?

3. How does power influence your supervision practice?

4. What is your vision for what the people you supervise would say about your supervision practice?

SAMPLE SuperVISION EXERCISE

1. What core values guide your supervision practice? (Identify 3-5 core values)

- Commitment
- Respect
- Honesty
- Quality
- Learning

2. How do these values influence your supervision practice?

Respect and Commitment influence my supervision the most. I try to show my commitment to each individual I supervise by following through on my words, and treating each one with dignity and respect. I call on this value, especially when I have feedback to give and when I have difficult conversations/information to share.

The value of honesty shows up in the way I provide feedback, I try not to protect people from the truth. I expect truthfulness and candor from my supervisor and I feel an obligation to do the same for those I manage.

To me, quality and learning go hand-in-hand. I expect quality, but I also believe in continuous learning. We will all make mistake, the idea is reflect on those mistakes and learn from them.

3. How does power influence your supervision practice?

I am working hard to get more comfortable with the positional power that I have and to work from a place of power within. When supervising men and people who are older I struggle with how to step into my role more fully. At the same time, as a white woman, I need to be very conscious of my privilege and be mindful this privilege as I appropriately manage my positional power.

4. What is your vision for what the people you supervise would say about your supervision practice?

I hope that those I supervise believe me to be respectful, caring, and honest. I would like them to see that I prioritize, and am committed to, feedback as a tool for relationship building, learning, and holding one another accountable. I hope that that believe me to be trustworthy and competent. I would also love to have them say that they enjoy working with me.

Given your answers above and your previous discussion, develop a paragraph with your vision for your supervision practice.

My SuperVISION Statement:

To be my best self in supervision, I will lead from my power within and I will call on my values to guide me. I am accountable to each individual I supervise and I am committed to their growth and learning. I treat everyone with dignity and respect and use my strengths to build relationships, especially when I need to have difficult conversations.

Developing your SuperVISION Statement

Using the answers from your preparation worksheet and today's discussion, develop a paragraph with your vision for your supervision practice.

1. What core values guide your supervision practice? (Identify 3-5 core values)

2. How do these values influence your supervision practice?

3. How does power influence your supervision practice?

4. What is your vision for what the people you supervise would say about your supervision practice?

Given your answers above and your previous discussion, develop a paragraph with your vision for your supervision practice.

My SuperVISION Statement:

Section 5: Action Plan for Improved Supervision

Three things I will do differently, practice, try or share with my coworkers:

1.

2.

3.

Thank you!

Manual and resources will be emailed to you. Please ensure we have your correct email address.

For questions about today's workshop:

Liz Derias-Tyehimba, lizdt@compasspoint.org

For questions about other CompassPoint offerings:

workshops@compasspoint.org