



## **Supervision: Helping People Succeed Part 2**

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## ***CompassPoint Vision: Ultimately, we see a world where ...***

- Our boldest vision is envisioning a world where the **interlocking systems of white supremacy, patriarchy, and capitalism are broken**. **Self-determination and dignity** are accessible for everyone.
- People live with love. **Truth, reconciliation, restorative justice, and healing** become pathways to mutual flourishing. We feel **liberation in our souls and in our bones**.
- We envision a world that **centers creativity**, where there is **peace and safety** and where the ability to **play and make art** is not just a privilege or luxury for a select few.
- We see a world where we treasure the **wisdom of elders and ancestors**, and where the importance of **family** (chosen or through birth) is celebrated.
- We see a future where there **is justice and healing to reckon with genocide and slavery** and where **sacred ritual** connects us to purpose and to each other.
- We see a world where we ensure **choice and freedom over coercion and control; collaboration and regeneration over domination and extraction**.
- In our vision for this future, the **movements, organizations, and individuals** we work with are contributing to this transformation.

**And this vision doesn't belong to any one of us. It belongs to all of us. And our vision starts today.**

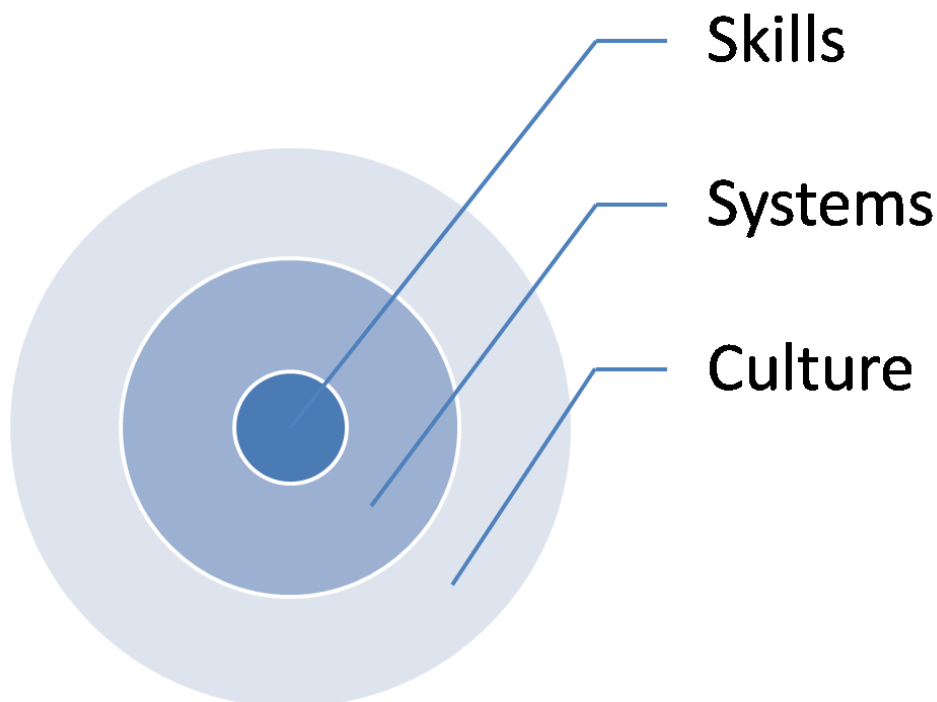
## Tools to Manage and Implement Change

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?



# Objectives

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## **Upon completion of this workshop, participants will:**

1. Understand the supervision framework; the roles and responsibilities as a manager.
2. Understand the delegation spectrum (balance of authority and accountability).
3. Understand the elements of an effective performance evaluation process.
4. Understand a process for solving performance problems.

## Supervision Part 2 Topics

### **1. Performance Management and Supervision Framework (Review)**

### **2. Effective Delegation**

- a. Identifying barriers and opportunities
- b. The Delegation Framework
- c. Creating a plan for delegation

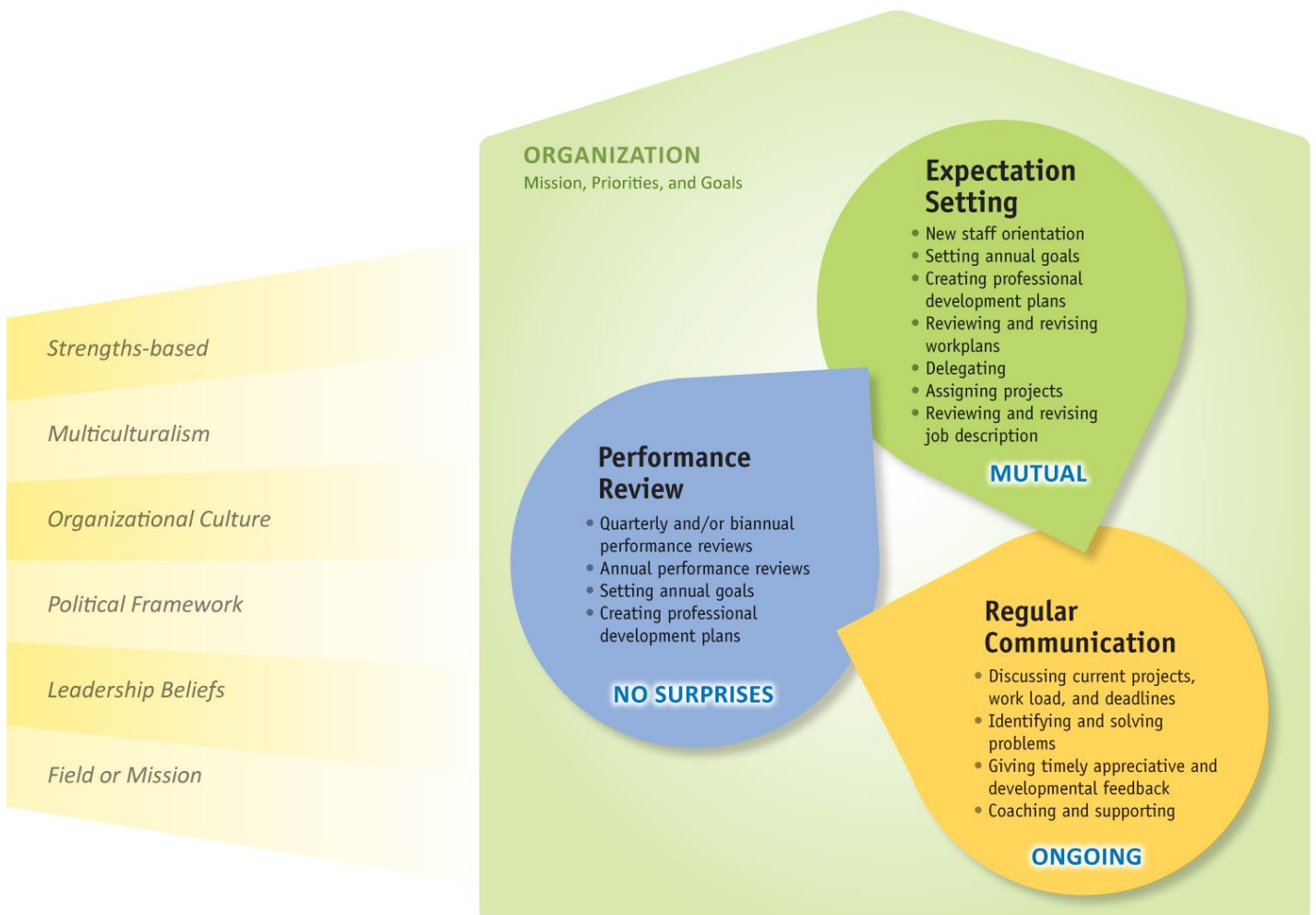
### **3. The Performance Evaluation Process**

- a. Purpose of performance evaluation
- b. Preparing for a performance review meeting

### **4. Performance Problems**

# The Supervision Framework

The supervisor's overall role is to communicate organizational needs, oversee employees' performance, provide guidance, support, identify development needs, and manage the reciprocal relationship between staff and the organization so that each is successful.



# Section 1: Effective Delegation

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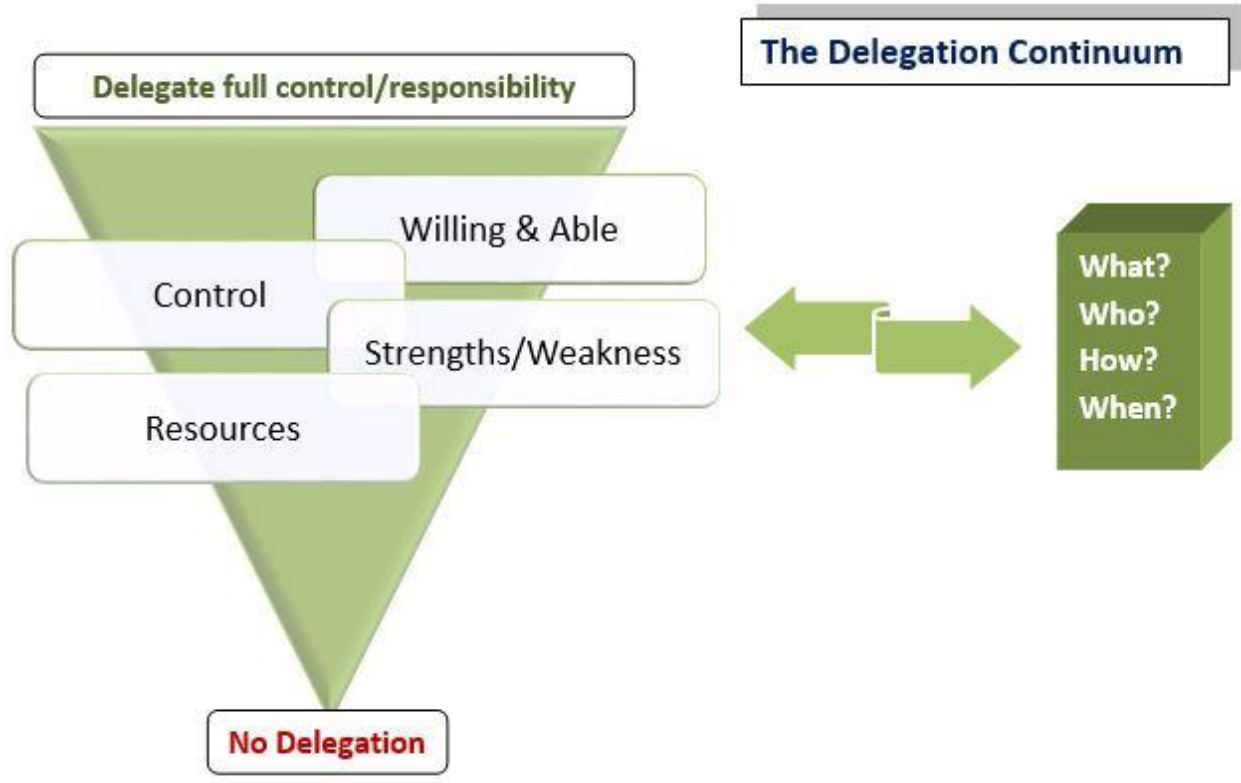
***Why should you delegate?***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

***What prevents you from delegating?***

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# The Delegation Continuum





## Delegation: Ask the What Questions

### Clarify:

1. What do I want to delegate?

*Example: Writing and producing the quarterly newsletter*

2. What are my goals for delegating?

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*Example:*

1. *Make more time for me*
2. *Some redundancy*
3. *Build skills – professional development for staff*

3. What is the result needed?

*Example: A newsletter that effectively tells the stories of our clients and organization that will move people to action.*

## Delegation: Ask the What Questions cont.

### Breaking it down:

1. What are the main components?

- 
- 
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- 
- 

2. What are the most time consuming?

3. What skills & talents might be necessary?

#### *Example:*

1. *Gather stories and/or ideas for focus*
2. *Write initial drafts*
3. *Edit and revisions*
4. *Layout*
5. *Final proof*

# Who: Willing and Able

## Directive and Supportive Behaviors



### Directive

Directive behavior is used to build competence. It is task-specific knowledge and skills. It is telling, showing, and guiding in nature. Being directive is appropriate and necessary when someone is new to a job, task or duty—regardless of their experience or competence in other areas.

In directive mode:

- Sets goals and clarifies expectations
- Gives specific work direction about what, when, and how
- Supervises, monitors, and evaluates

### Supportive

Supportive behavior is used to build commitment, confidence and motivation. It is linked with encouraging, listening, asking rather than telling, and explaining rather than defining.

In supportive mode:

- Engages in more two-way communication
- Listens and provides support and encouragement
- Involves the other person in decision making
- Encourages and facilitates self-reliant problem solving

## Who: Strength/Asset Based Approach

*We are each individual and bring different strengths to our job.*

Strengths are the result of maximized talents. Specifically, a strength is mastery created when one's most powerful talents are refined with practice and combined with acquired relevant skills and knowledge. They can be expressed in different ways, for example:

- **Activities** – tasks that make you engaged and energized
- **Relationships** – what you do for others, how you feel valued and competent
- **Learning** – specific ways you learn for optimal experience

### A strength is composed of:

- Skills: your basic abilities to perform the fundamental steps of a task, such as your basic ability to move through the fundamental steps of operating a computer. Skills do not naturally exist within us; they must be acquired through formal or informal training and practice.
- Knowledge: simply what you know, such as your awareness of facts and your grasp of the rules of a game. Knowledge does not naturally exist within us; it must be acquired through formal or informal education.
- Talents: the ways in which you naturally think, feel, and behave, such as the inner drive to compete, sensitivity to the needs of others, and the tendency to be outgoing at social gatherings. Although talents must come into existence naturally and cannot be acquired like skills and knowledge, we each have unique talents within us.

**STRENGTH = TALENT X KNOWLEDGE/PRACTICE**

Excerpts from *Now, Discover Your Strengths*, Tom Rath 2007 and from *Good Managers Focus on Employees' Strengths, Not Weaknesses*, June 29, 2005 in Knowledge@Wharton.

# Exercise: Identifying Strengths and Weaknesses

Felt Strong or Energized	Felt Weak or Depleted

**Observe**

- What have they done well?
- What seems to come naturally?

**Ask**

- What projects, tasks, and jobs have they enjoyed doing in the past?
- What was the most successful project, task, or job?

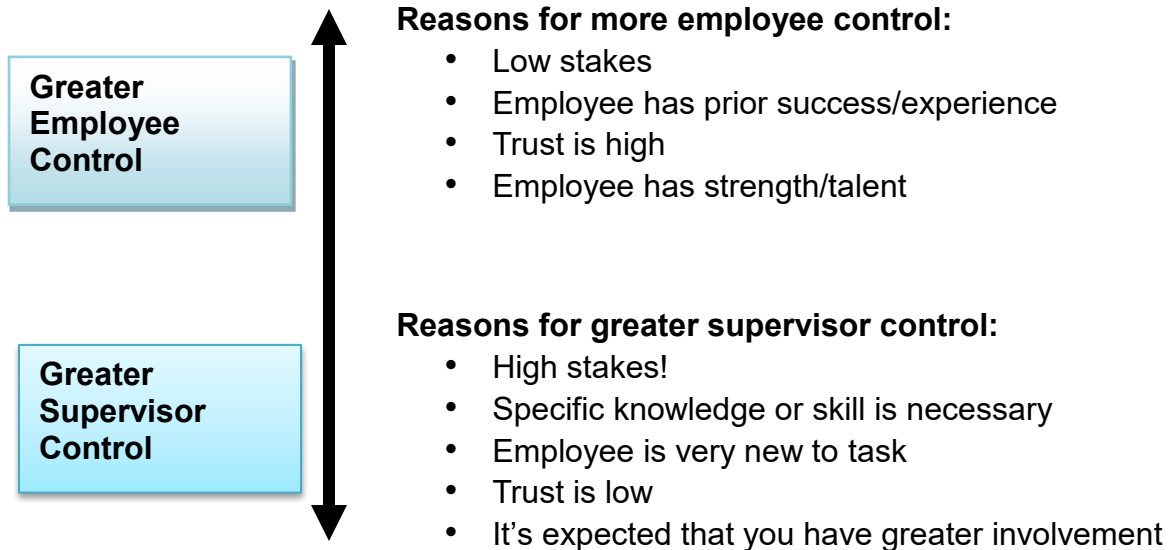
**Discussion:**

1. How does using a strength-based approach change your view of what/who/how something is (or is not) delegated?
  
2. How can delegation help you manage for your own weaknesses? For others' weaknesses?

\* Based on *Now, Discover Your Strengths*, Tom Rath 2007

## Who & How: Need for Control

- How often will you check in?
- What information do you need during the process?
- What authority are you willing and able to give this person?



## Types of Resources

<b>Time</b>	Look at capacity issues (both amount of time and also “timing”).
<b>Money</b>	Share budget information and/or discuss how to access funds.
<b>Information (including big picture/impact)</b>	Good to know if it's clear what the task/project impact is to the work of the org.
<b>Authority</b>	Clarity on who makes and how decisions are made.
<b>Staffing</b>	Will this require the person working with other staff; how do they go about that and on what authority?
<b>Skill/Training</b>	Does the person have the right skills; can you provide training if they need support?
<b>Space/Equipment</b>	Does the person have the right technology; are the facilities adequate?

# Preparing to Make a Delegation Plan

## Exercise: Delegation Plan to Plan

1. What might you consider delegating?
2. What are your goals for delegating this project?
3. What are the main components of this project/task/responsibility?
  - a. What takes the most time?
  - b. What components do I do best/worse?
  - c. What skills/talents are needed?
4. What are the specific results that need to be accomplished (conditions of satisfaction/outcomes)?
5. Who might you delegate to?
6. How is this person suited to successfully accomplish the goals?
7. How willing/able is the person?
8. How will you provide additional skills and/or knowledge?
9. What essential resources does the person need to meet the goals (time, money, training, information)?
10. How often will you check in with the person you have delegated to?

11. What information do you need during the process?
  
12. What authority are you willing and able to give this person?
  
13. When does the project need to be completed (timeline)? Any milestones to be taken into consideration?
  
14. How will you monitor progress and you ensure you are available to give any feedback and additional support? For example: regular supervision meetings, work team meetings, email schedule.
  
15. Who will develop the plan that says who will do what?



# Section 2: Performance Evaluation

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## **Exercise:**

### **1. Organizationally:**

What are some things that are working well with your current performance evaluation process?

What's not working well?

### **2. Your Individual Practice:**

When you are conducting review meetings, what have you done well?

What improvements do you need to make in your own supervision practice?

## Performance Review Overview

### No Surprises!

Performance is tied to outcomes – performance is not judged on personal preferences or whims, but on objective outcomes tied to the organization's needs.

### The Purpose of Performance Evaluation:

- Record keeping, documentation and legal requirements.
- Accountability (for employee and supervisor).
- Opportunity to summarize accomplishments and performance over the entire period.
- Professional/personal development planning; career planning.
- Continuously helping staff to manage and understand their relationship with the organization so that each is successful.
- What else?

## Elements of an Effective Process

Note any questions you have, support you need, information, and/or feedback you would like to provide about elements of your process.

<b>Credible</b>	Based on communicated expectations (based on work plans, job descriptions, project plans, job/staff competencies, supervision conversations, etc.)	
<b>Reliable</b>	Staff understands the process and it is implemented regularly.	
<b>Fair</b>	All staff are being evaluated using the same system and rating scale.	
<b>Practical</b>	Not just paperwork, but is a meaningful and useful tool to refer back to over the year.	
<b>On-going</b>	Staff is evaluated throughout the year (even if the paperwork just happens quarterly/semi-annually/annually).	
<b>Transparency</b>	Everyone understands the process, and how, who, when, and what performance is based on.	
<b>Collaborative</b>	Requires points of view from Supervisor, the employee and others who work closely with the individual, and other input on performance if available (e.g. client feedback)	

## Benchmarking Performance: Evaluation Criteria

While rating standards can often cause discomfort (both on the giving and receiving ends) they can be an effective way to let people know clearly where they are and what they need to do. It is important that supervisors all use the rating scale consistently to avoid the issues of “tough or easy graders.”

**Supervisors should occasionally meet to calibrate scoring to ensure fairness by agreeing on examples of specific behaviors or outcomes that exhibit the corresponding scores.**

Rating	Label	Definition
1.0	Unsatisfactory	Performance must improve significantly within a reasonable period of time if the individual is to remain in this position. Employee is not performing to the requirements of the job.
2.0	Needs Development	Performance is noticeably less than expected. Usually performs to and meets job requirements, however, the need for further development and improvement is clearly recognized.
3.0	Meets Expectations	Performance clearly and fully meets all the requirements of the position in terms of quality and quantity of work. It is described as good, solid performance. Minor deviations may occur, the overall level of performance meets or slightly exceeds all position requirements.
4.0	Exceeds Expectations	Performance frequently exceeds job requirements. Accomplishments are regularly above expected levels. Performance is sustained and uniformly high with thorough and on-time results.
5.0	Substantially Exceeds Expectations	Performance levels and accomplishments far exceed normal expectations. This category is reserved for the employee who truly stands out and clearly and consistently demonstrates exceptional accomplishments in terms of quality and quantity of work that is easily recognized as truly exceptional by others.

# Sample Performance Evaluation

<b>Employee Name:</b> Maria Manager		<b>Supervisor Name:</b> Sara Supervisor	
<b>Employee Title:</b> Program Manager		<b>Supervisor Title:</b> Program Director	
<b>Time Period: 2017</b>	<b>Date: 12-31-17</b>	<b>Scale: 1 to 5</b>	
<b>Key Result Areas:</b>	<b>Desired Outcomes: (SMART Goals or Standards)</b>	<b>Rating &amp; Comments</b>	
1. <u>Manage After School Program</u>	<ul style="list-style-type: none"> <li>• Schedule workshops; at least 2 workshops in each of the following topics:               <ul style="list-style-type: none"> <li>○ College, employment, drugs and alcohol, conflict resolution</li> </ul> </li> <li>• Recruit qualified presenters with at least 4 or more years in area of expertise</li> <li>• Review and update curriculum with program staff before scheduling workshop.</li> <li>• Decrease attrition; maintain returning youth attendance at or above 85%.</li> </ul>	<b>4</b>	<p>Maria achieved or exceeded all of the goals in her workplan, many were accomplished ahead of schedule which allowed us to plan for the next cycle more easily.</p> <p>The quality of Maria's work in this area exceeds expectations. For example, she was able to increase the number of courses in the program and established such strong relationships with presenters that we are able to expand the program next year.</p>
2. <u>Information and Referral</u>	<ul style="list-style-type: none"> <li>• Respond to information requests within at 24 hours.</li> <li>• Conduct review of I &amp; R data sheet for accuracy; update according to new legislation</li> <li>• Ensure referrals are appropriate for youth services as measured by client survey sheets.</li> </ul>	<b>4</b>	<p><b>Comments</b></p> <p>Maria's is very detail oriented and ensures that the I&amp;R database is up to date and error free.</p> <p>Clients frequently comment on her willingness to help, her ability to empathize with their situation and vast knowledge of the resources available to help them.</p>
3. <u>Outreach</u>	<ul style="list-style-type: none"> <li>• Regularly contact each primary school during school year – Aug, Jan, and May.</li> <li>• Distribute newsletter to all schools</li> <li>• One in-person presentation at each school</li> </ul>	<b>2</b>	<p><b>Comments</b></p> <p>Over the past school year, our monthly newsletter has failed to reach the schools 3 out of 10 times – the newsletter is a critical channel to reach teachers and administrators.</p> <p>Maria contacted 9 of 15 schools in January. All schools were contacted in Aug and May</p>

4. <u>Admin and Operations</u>	<ul style="list-style-type: none"> <li>• Ensure timesheets are timely and accurate</li> <li>• Attend monthly staff meetings</li> <li>• Attend quarterly program managers meetings</li> <li>• Employee work plans are completed and annual reviews conducted</li> </ul>	<b>4</b>  <b>Comments</b> All standards have been met.
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Organizational Standards	Examples when demonstrated standard	Rating
<b>Relationship management</b>	This is a strength of Maria's. She works with many external partners in the youth program and is skillful at maintaining, nurturing and retaining them in the program. Even though it was not a requirement, this year she held a special thank you event for their contributions which was very well attended and appreciated.	<b>4</b>
<b>Collaboration</b>	An example of Maria's collaboration work is the conference she planned this year with our sister organization in the Peninsula.	<b>4</b>
<b>Innovation</b>	Maria has the ability to be proactive in looking for and implementing ways to improve the organization's ability to serve its clients. One example of this is the I & R database project which has been in the organization's plan for the last 2 years but which was never completed for various reasons including complexity of the project, costs, and lack of anyone being responsible for it being done. She has the ability to recognize and focus on the client's needs and level of accessibility she was able to take a simple, low cost approach of using blogging software to make a highly accessible, easily modifiable (and easy to learn) system for looking up I&R resources.	<b>5</b>
<b>Project management</b>	Maria does well with the project planning, staffing, delegation and deadlines. The one area that is a challenge for her is managing her budgets. Finance is new to her and she is still increasing her comfort and skill in this area.	<b>3</b>
Values	Examples when demonstrated values	Rating
<b>Confidentiality and Safety</b>	Maria always takes care to follow the confidentiality guidelines and has trained her staff on the revised policies.	<b>4</b>
<b>Equality and Empowerment of all People</b>	Maria uses a strengths framework to work with clients to leverage their strengths and identity problems on their own so that they are better equipped in the future to tackle obstacles.	<b>5</b>
<b>Professional Integrity</b>	One aspect of this is that Maria always takes ownership of her mistakes and takes strides to learn from them. When she mistakenly used the wrong materials in the new volunteer orientation she was the first to bring it to my attention and correct the situation.	<b>4</b>
<b>Respect</b>	She is polite, friendly, communicates effectively while also having maintaining appropriate boundaries with clients.	<b>4</b>

Position Competencies	Examples when demonstrated competency	Rating
<b>Strategic Skills</b>	Maria thinks strategically about how the youth program can stay relevant and therefore competitive and attractive to our funders. For example, she checks in with our two main funders regularly and always attends field-building conferences.	5
<b>Operating Skills</b>	As mentioned earlier, Maria does well in terms of operations but needs to strengthen her financial management skills. This will be a goal for next year on her professional development plan.	3
<b>Personal Skills and Managing Self</b>	Her time management abilities are strong and she is always timely.	4
<b>Interpersonal Skills &amp; Managing Others</b>	She has strong communication skills and is a good supervisor. Her staff always have clear goals and receive coaching, feedback and support. Conflict is a challenge for her and she has avoided tough conversations in the past. She needs to strengthen her ability to give constructive feedback.	3
<b>Youth Program</b>	The program is effectively managed and considered best in class among our partners.	4
<b>Other Contributions</b>		
I appreciate that Maria organized the staff retreat this year. She did a terrific job.		
<b>Other Comments</b>		
Maria brings a positive energy to the work place. I admire and respect her as a colleague and lean on her for leadership. I am very appreciative of her commitment to our clients and to our mission.		

Signatures of Agreement

Employee: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Exercise: If you were writing an evaluation today, write evaluative comments that effectively communicate the staff person's performance.

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Benchmarking Exercise: If you were using the rating system above, what rating would the above examples demonstrate? Would your fellow supervisors and/or your supervisees agree?



# How to Prepare and Conduct Performance Review Meetings

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## PRACTICE #1

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1. Clarify what you REALLY want out of this conversation. For yourself? For your team? For your organization? For the staff person? For the relationship?
2. What do you NOT want out of this conversation?
3. What are your main points for a balanced conversation?

In performance evaluation discussions, balancing the conversation so it has a “fair mix” that describes the staff person’s full body of work AND highlights both exceptional work and areas which are in need of improvement.

4. Select specific examples that illustrate the behavior or situations to support your main points (this is where specific feedback can be used).

### *Example:*

**What I want out of this conversation** is to highlight how much James has grown in his position this year and that the organization and team will benefit from continuing this development. I want to share that specific goals were met in an exceptional way. I also want to address a few issues that seem to be an ongoing problem. Specifically, the preparation for meetings and accuracy of some of the work. I want us to figure out how to improve on that area in the near term.

**What I don’t want** is to leave the meeting without some agreement on how to improve on this situation. I also don’t want him to feel discouraged about his overall performance because of this one issue. I want him to understand that his overall performance was solid, good and shows continual growth and improvement.

### **Main points with examples:**

- Highlight areas where the outcomes were exceptional.
  - Examples: Trying to find a good solution to upgrade and update the system has been an ongoing problem for a few years now. He took the project on and owned it. He researched options, got input from staff, volunteers and most importantly the users. In the end, came up with a really effective, simple, and low cost solution.

- Point out a few core competencies and how that compared to expectations for the position.
  - Examples of competencies
    - Collaboration: Works well within the team – shares information and leads problem solving with the team in a timely fashion for the best solution (remind them of a couple examples when we had irate clients and they handled the situation well).
    - Job Knowledge: Was diligent in understanding the policy and procedures within the first few months of the job. As a program manager, needs some more project management skills beyond the basics. Also increase supervision skills and knowledge would improve performance.
- Highlight the accuracy and preparation issue.
  - Example: The last few partner and funder meetings the documents prepared contained some significant errors. The service numbers in the report created were not accurate. This caused a lot of wasted time in the meeting trying to reconcile the information. Unfortunately, when that happens, it reflects poorly on the organization. We want to instill confidence with our partners by demonstrating a high level of professionalism – being prepared properly is an important part of that.

## YOUR TURN

1. What do you really want out of this conversation?
2. What do you not want out of this conversation?
3. What are your main points for a balanced conversation?
4. Select specific examples to illustrate the behavior or situations to support your main points.

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## PRACTICE #2

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*Prepare for the Conversation: “I like, I wish, I wonder . . .”*

### **Overall Example:**

#### **I like that James:**

- Was quick to pick up on the main components of his position
- Was comfortable with collaborating with his team on problem solving and other areas of work
- Met and at times exceeded all goals we set

#### **I wish that James:**

- Was better prepared for meetings (including accuracy)
- Was more comfortable giving constructive feedback (more direct and timely) to his supervisees
- Had a more structured approach to managing projects

#### **I wonder:**

- What if I shadowed James when he prepared for the next meeting?
- I wonder what type of skills or knowledge would be helpful for James to continue to develop as a project manager and supervisor?

### **Specific Competency Example:**

#### **Collaboration**

##### **I like:**

- How you worked with the training team, the systems and culture in place that improves ongoing decision-making and quality.
- Your work on the staff meeting committees.
- How you worked with clients on designing contract trainings to fit their needs.

##### **I wish:**

- You had an approach or platform for more peer learning for trainers/presenters.
- You created more clarity on how program and curriculum design happens so staff knows how to plug into it.
- You could be involved more in other program development so you can bring some of your experience and expertise in instructional design to those program/contracts.

##### **I wonder:**

- What if we partnered you up with some client leads on certain projects?
- What if you shared your program/curriculum development approach at one of the staff meetings?
- I wonder if what obstacles are in the way for developing more structure peer learning for the trainers/presenters.

## **YOUR TURN**

**Pick a specific goal or competency:**\_\_\_\_\_

**I like:**

**I wish:**

**I wonder:**

# Managing Performance Problems

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## Identifying Performance Problems

1. Is this a real problem? (Does it matter)
2. How serious is this alleged problem?  
Is it grounds for termination?
3. Has this issue been addressed appropriately? Was there feedback given (if appropriate)?
4. Do you need more information to come to understand the problem or identify the underlying issues causing the problem?
5. Do you have a process/policy in place to address this issue?
6. Do you need support/help to address this problem?

A good solution to a well-posed problem is almost always a smarter choice than an excellent solution to a poorly posed one.

Hammond, Keeney & Raiffa, Smart Choices

# Exercise: Problem solving reflection

What is the expectation? (use the skill of expectations as a set of behaviors or outcomes)

What's happening now?	Where do you want to be?

What's the impact? Or what can/will be the impact of this continuing?

What do I . . .

know	believe	assume

## Exercise: Identifying Causes & Solutions

*Getting input from others. Widen your options.*

Often, the person with the problem is the expert on the problem. Your role can be to facilitate the person's understanding of the situation and identify a solution on her or his own. Try some of these questions:

### Causes

1. How far are you from that goal?
2. How else might you look at this situation?
3. What other perspectives could there be?
4. What else might be going on?
5. How is power and privilege involved in this situation? (also race, gender, culture, age)
6. What do (skills, knowledge, ability, information) is important here?
7. What part is getting in the way?
8. What should we be talking about that will help this situation?
9. How is this issue important?
10. What do you mean by that? What are you really saying?
11. How can I be of most use to you in this conversation?
12. How is this different than \_\_\_\_\_ ?

### Solutions

1. What are the options? What else?
2. What have you not tried yet?
3. Which options seem to be more relevant?
4. What other way is there?
5. Which option seems to be less obvious but might actually work?
6. How do you see the path to where you want to go?
7. What needs to shift for something different to happen?
8. What support do you need (from me)? Others?
9. What are the obstacles in your path?
10. What attitude might you need to adopt to make this happen? What attitude might you need to let go of?



# Action Plan for Improved Supervision

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

1.

2.

3.

# Thank you!

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

**For questions:**

Nelson Layag: [info@layag.com](mailto:info@layag.com)

CompassPoint Workshops: [workshops@compasspoint.org](mailto:workshops@compasspoint.org)