



Supervision: Helping People Succeed

Part Two

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NONPROFIT SERVICES

Warm up –

Since taking Supervision Part 1 . . .

- What have you tried?
- What have you shared?
- What have you thought about (differently)?
- What learning have you sought out?
- What have you tried to change in your team and/or organization?

Supervision: Helping People Succeed Part 1

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Supervision Roles and Responsibilities

ORGANIZATION
Mission, Priorities, and Goals

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

Performance Review

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

Expectation Setting

Regular Communication

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

MUTUAL

ONGOING

NO SURPRISES

Strengths-based
Multiculturalism
Organizational Culture
Political Framework
Leadership Beliefs
Field or Mission

Upon completion, participants will:

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

Supervision Part 2 Agenda

- 9:30 – 10:10am Welcome, Introductions, Agenda Review, Agreements, Warm Up
- 10:10 – 10:20am Review Supervision Framework
- 10:20 – 12:00pm Delegation (15 minute break included)
- 12:00 – 1:00pm Lunch
- 1:00 – 2:45pm Performance Reviews
- 3:00 – 4:45pm Performance Problems – Process for Solutions
- 4:45 – 5:00pm Close, Next Steps, Evaluation

“CompassPoint – We’ve got frameworks & matrices”







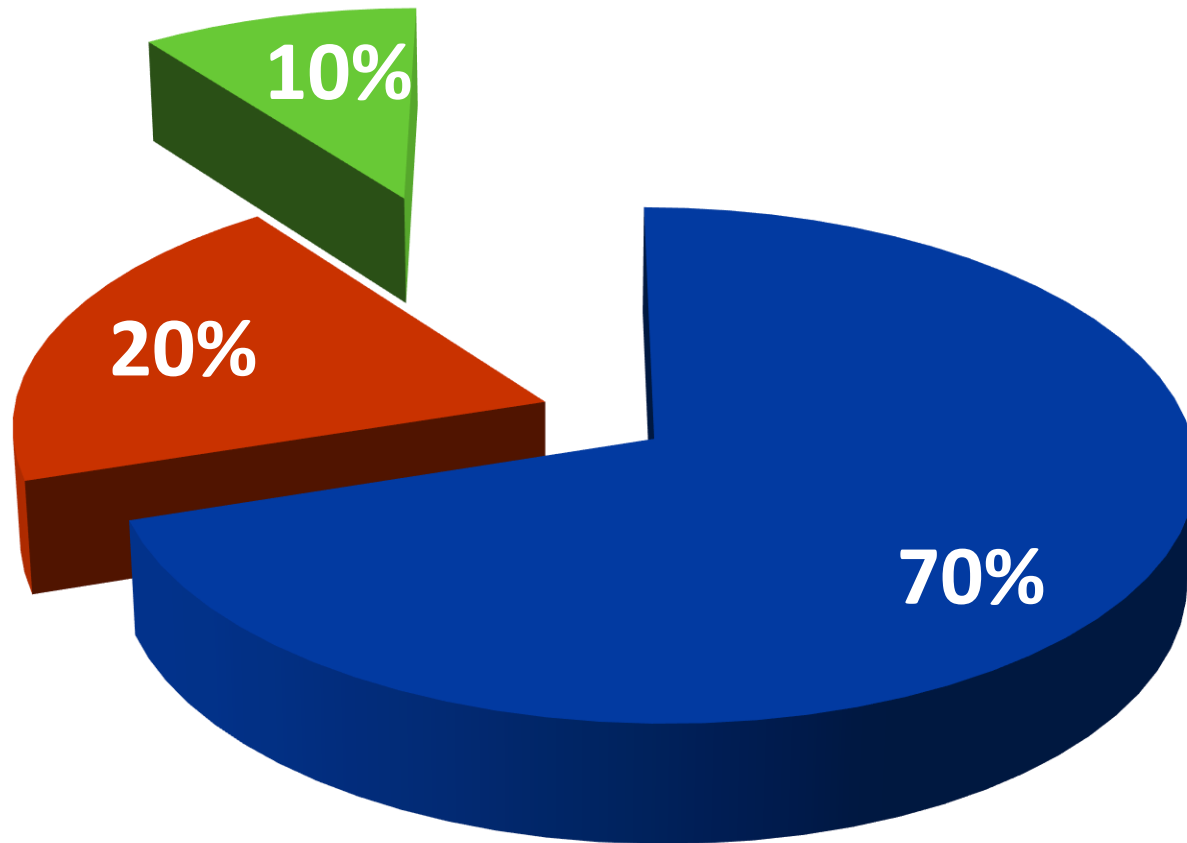
Photo: St. Gallen Symposium, Flickr

Note:

- Focus on communications, management skills and interpersonal components
- Does not cover technical HR aspects (e.g. disciplinary action, employment law, policy)
- Familiarize yourself with personnel policies, consult your HR staff or outside expert when needed

Professional Development

■ On the Job ■ Peer/Mentor ■ Formal



Supervision Roles and Responsibilities

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Organizational Culture

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ONGOING

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.

DELEGATION

Why should you delegate?

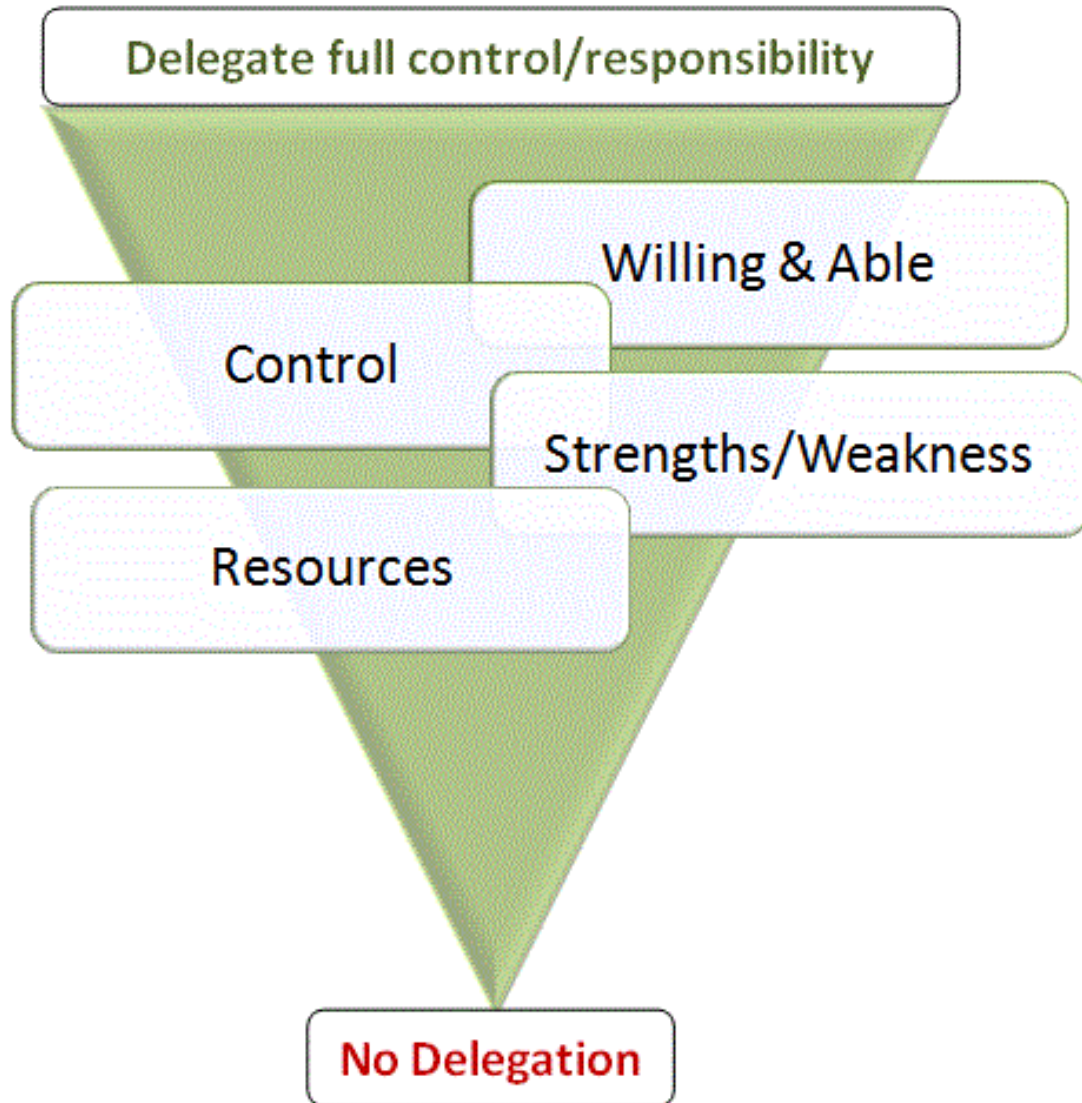
What prevents you from delegating?

Framework for Delegation



Framework for Delegation





The Delegation Continuum

-
- What?
 - Who?
 - How?
 - When?

Not in your manual

The Story of Regina and the Newsletter



She tried to delegate the newsletter to her program director, Jan . . .

. . .but that didn't really go that well.



A woman with a red headscarf and a large hoop earring is pointing her right index finger upwards. A blue speech bubble originates from her hand, containing text about delegating goals. The background is a blurred outdoor scene with a stone wall.

What are my goals for delegating?

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

Delegation: Asking the “What”?

- What do I want to delegate?

Example: Writing and producing the quarterly newsletter

What are my goals for delegating?

Example:

- *Make more time for me*
- *Some redundancy*
- *Build skills – professional development for staff*

More Delegation “What” questions.

- **What is the result needed?**

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

More “What” Questions

What are the main components?

- *Gather stories and/or ideas for focus*
- *Write initial drafts*
- *Edit and revisions*
- *Layout*
- *Final proof*

What are the most time consuming ?

What skills & talents might be necessary?

Who?: Willing & Able



Willing and Able – Being Directive vs. Supportive

- Directive behavior is used to build competence. 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:
 - Gives specific work direction: what, when, and how
 - Supervises, monitors, and evaluates

Willing and Able – Being Directive vs. 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
 - Facilitates self-reliant problem solving

How detailed?

- *Gather stories and/or ideas for focus*
 - **More directive:** *Here's the theme for this newsletter - Go to Ray & Jan to get some story ideas, put together a list of recommended stories, send them to me by August 27 for me to review, I'll give you feedback and then and we'll discuss and make a decision on our check in on September 9.*
 - **Less directive:** *Come up with some recommendations on a theme AND story ideas – to support that theme - let's discuss them on our check-in meeting on September 9th.*

What is a strength?

STRENGTH =
TALENT × KNOWLEDGE/PRACTICE

- Rapid learning
- Comes easy
- Great satisfaction, enjoyment

Finds Ways to Apply Those Strengths

Exercise: List YOUR strengths and weaknesses

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

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

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?



What Control Can Look Like: The What AND How to delegate?

- *Gather stories and/or ideas for focus*
 - *Check in before drafts*
- *Write initial drafts*
 - *Feedback point*
- *Edit and revisions*
- *Layout*
 - *Final review*
- *Final proof*



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

Types of Resources

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

Your To-do list

- Clarify the tasks and timeline
- Clarify authority and check-in points
- Plan for any training, mentoring, and resources needed.

Your Turn: Practice, Practice, It's a Practice!

Create a Delegation Plan
*Or your own "To Do" list for
delegating*

Your Performance Review System

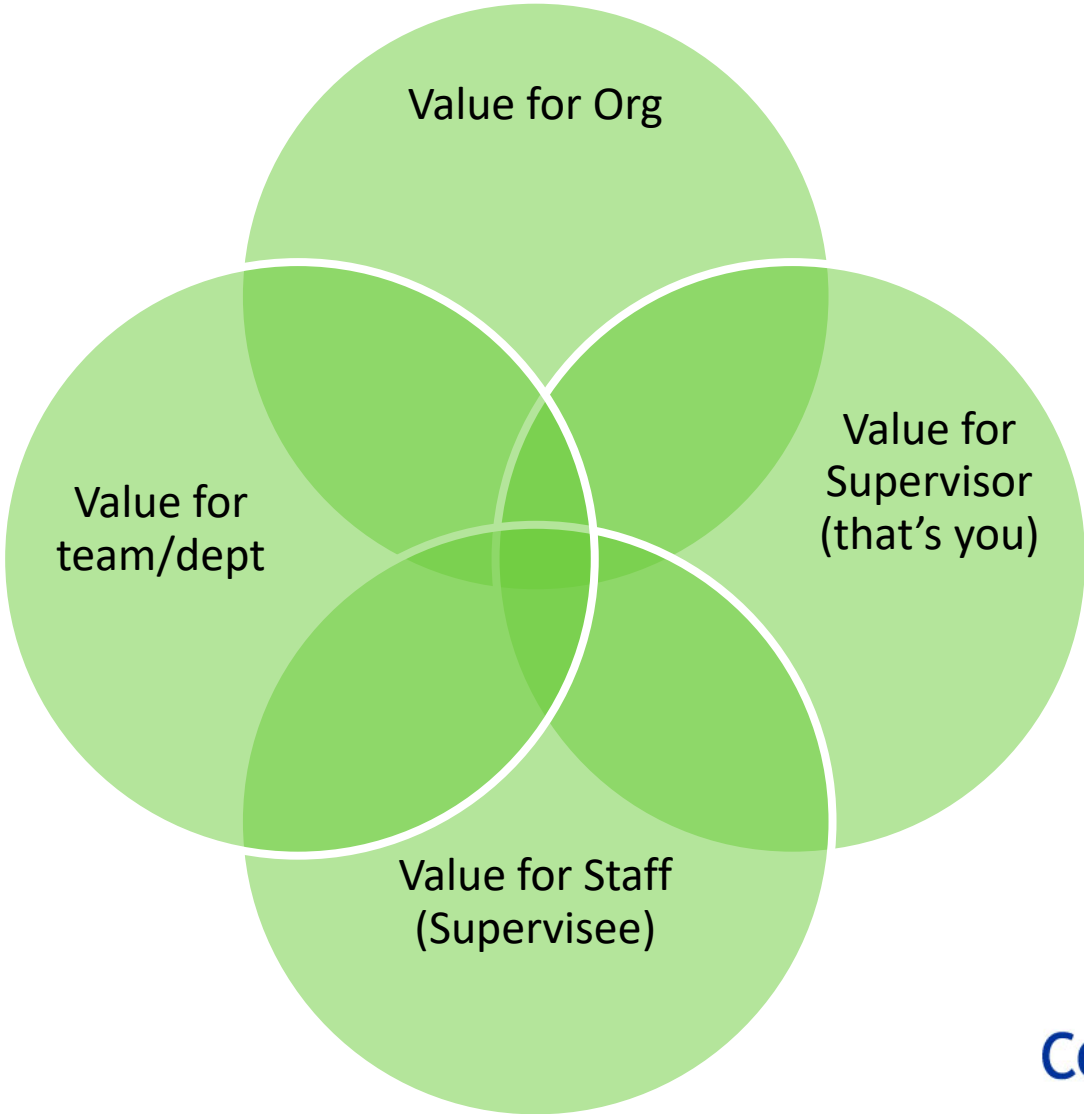
Organizationally:

- What are some things that are working well with your current performance evaluation process?
- What are some things that you feel don't work well with your current performance system?

Individual Practice:

- Do you find doing performance evaluations difficult? If yes, why?
- What improvements do you need to make?

Purpose of Performance Evaluations



Elements of an Effective Evaluation Process

- **Credible** - Based on communicated expectations (performance workplan).
- **Reliable** – Staff understands the process and it happens.
- **Fair** - All staff are being evaluated in a similar fashion (not necessarily equally).
- **Practical** - NOT just paperwork, but matters. Also, not difficult to understand and complete (correctly).

Elements of an Effective Evaluation Process

- **On Going** - Staff is evaluated throughout the year (even if the paperwork just happens quarterly/annually).
- **Transparency** - Everyone understands the process, and how, who, when, and what performance is based on.
- **Collaborative** - Requires points of view from you, the staff person and others who work closely with staff.

Sample Performance Review

Key Result Areas:	Desired Outcomes: (SMART Goals or Standards)	Rating & Comments
1. <u>Manage After School Program</u>	<ul style="list-style-type: none"> • Schedule workshops; at least 2 workshops in each of the following topics: <ul style="list-style-type: none"> ○ 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. • Decrease attrition; maintain returning youth attendance at or above 85%. 	<p>4</p> <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"> • Respond to information requests within at 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. 	<p>4</p> <p>Comments</p> <p>Maria's is very detail oriented and ensures that the I&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"> • Regularly contact each primary school during school year • Distribute newsletter to all schools • One in-person presentation at each school 	<p>3</p> <p>Comments</p> <p>Maria has met the baseline goals in this area.</p>
4. <u>Admin and Operations</u>	<ul style="list-style-type: none"> • Ensure timesheets are timely and accurate • Attend monthly staff meetings • Attend quarterly program managers meetings • Employee work plans are completed and annual reviews conducted 	<p>4</p> <p>Comments</p> <p>All standards have been met.</p>

Professional Development	Desired Outcomes: (SMART Goals)	Rating & Comments
1. <u>Increase conflict resolution knowledge</u>	<ul style="list-style-type: none"> • Attend conflict resolution seminar • Conduct train-the-trainer for rest of program staff 	<p>3</p> <p>Comments</p> <p>Maria completed the course but has not yet done the train the trainer work she planned.</p>
2. <u>Enhance knowledge about nonprofit boards</u>	<ul style="list-style-type: none"> • Attend organization's board meetings • Debrief with program director about observations, questions, etc. • Get mentor match with current board member 	<p>5</p> <p>Comments</p> <p>Maria not only completed the goals she has already joined a board and has increased her organizational knowledge of governance and strategic leadership. This will position her well for a larger leadership role in the future.</p>

Organizational Standards	Examples when demonstrated standard	Rating
Relationship management	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.	4
Collaboration	An example of Maria's collaboration work is the conference she planned this year with our sister organization in the Peninsula.	4
Innovation	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.	5
Project management	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.	3

Writing Performance Evaluations

- **Efficient:**

Maria achieved or exceeded all of the goals in her workplans, many were accomplished ahead of schedule which allowed us to plan for the next cycle more easily.

- **Effective:**

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.

Maria is very detail oriented and ensures that the I&R database is up to date and error free.

Preparing for the Performance Evaluation Conversation

Pages 23-28

- Review the written review.
- Use the sample reflection questions
 - Use the
 - I like . . . (bright spots)
 - I wish . . . (areas to improve or address)
 - I wonder . . . (what should we do moving forward).

Managing Supervision Problems

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

Problem Solving Exercise – Self Reflection

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

Identifying Solutions

Practice!

- In your group one person will present a challenge.
- The other members of your group will (using some of the questions as a guide) help identify the cause and possible solutions
- Refrain from giving advice until near the end **AND** only if the presenter asks for the advice.

Action Plan for Improved Supervision

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

1.

2.

3.

Wrap up & Evaluation

- Resources will be emailed after workshop
- Complete your evaluation



Thank you!

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