



"Engaging U"

Supervisory Certificate Program

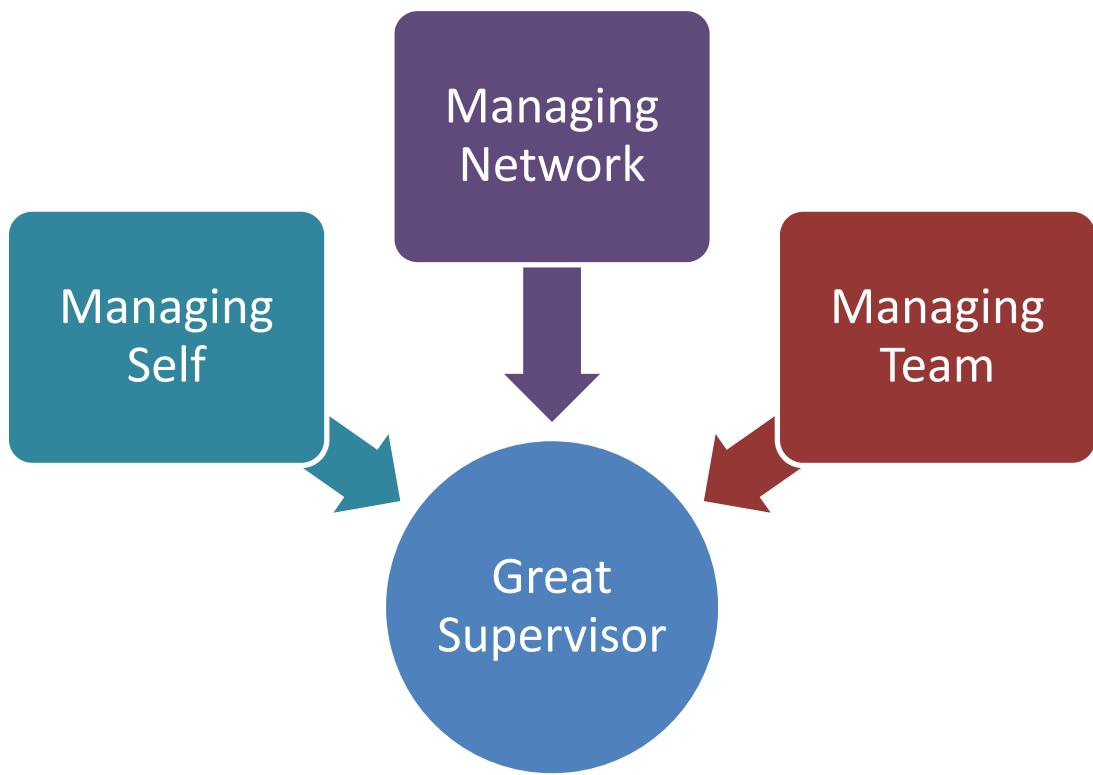
Fundamentals of Supervision



Participant Workbook

Presented by Learning & Development, Human Resources - a Division of Student Life and Administrative Services

Supervisory Certificate Program and The Three Imperatives of Management



Source: Are You a Good Boss – Or a Great One? Hill & Lineback, Harvard Business Review, 2011.

Fundamentals of Supervision - Agenda

- Opening activities
- Best supervisory experience
- HBR article review
- Lunch
- Supervisory concepts, knowledge and skills
- Closing activities

**short breaks are planned for morning and afternoon*

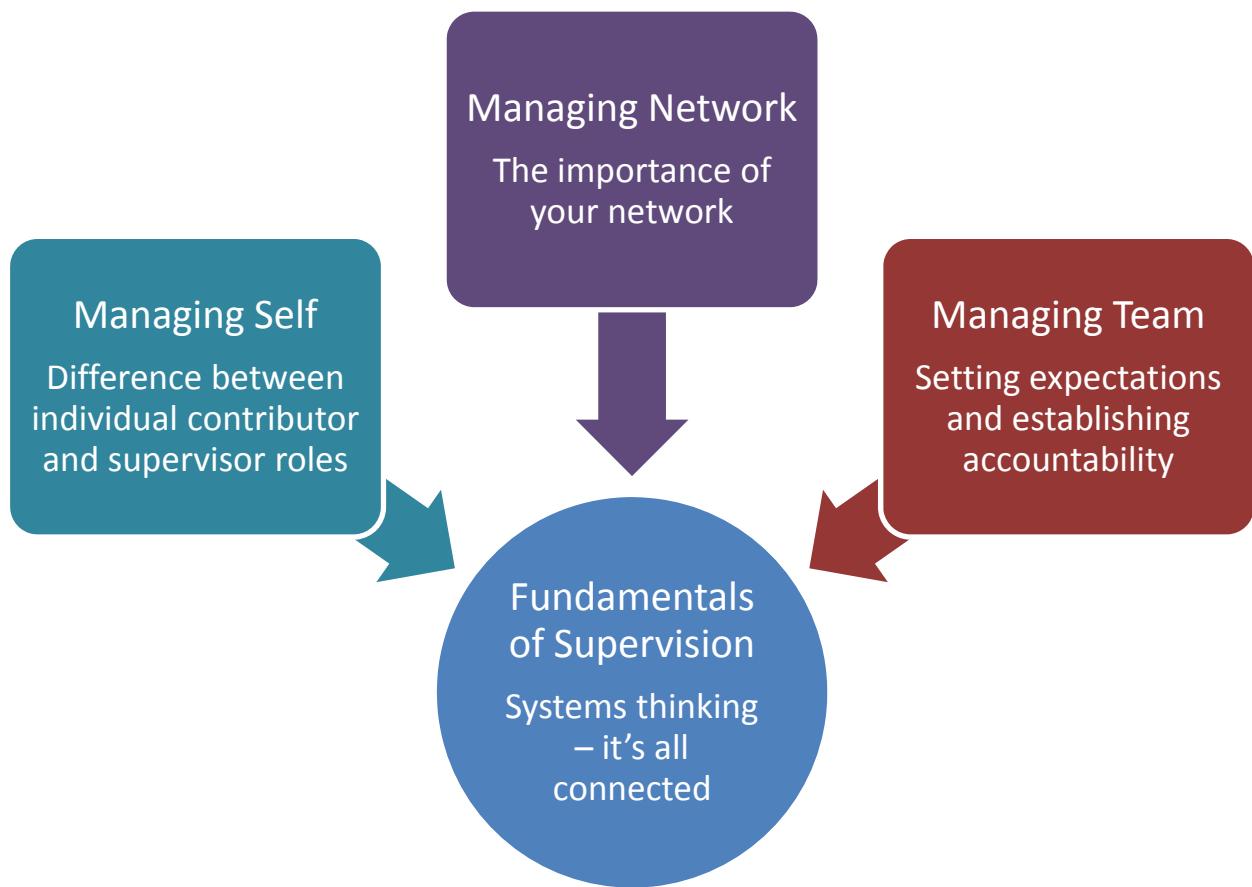
Outcomes

Given the complexity of the supervisory role, participants will describe, understand and begin to apply:

- The three imperatives of management (managing self, managing team, managing network)
- Concepts for managing themselves
- Fundamental skills for managing their teams
- Knowledge about how to manage their networks

Fundamentals of Supervision and

The Three Imperatives of Management



Exceptional Supervisory Experiences

1. Pairs interview each other, using the Interview Guide.
2. Each pair joins with another pair to form a foursome. During the next 15 minutes:
 - Introduce your partner to the group, NOT by re-telling the entire story, but by describing what moved you, struck you or impressed you in what your partner said.
 - If there are “quotable quotes,” share them with the group.
 - Take 2 minutes or so per person.
 - As others listen, pay attention to common themes or particularly striking quotes or comments.
 - Discuss themes and impressive quotes and write them up on your flipchart.
 - Present these to the whole group in less than one minute.

Notes:

Are You a Good Boss – or a Great One?



From Your Group's Conversation About the HBR article:

- What is important about the topic?
- What could happen if someone ignores the importance of this?
- Provide an example of this – positive or negative.
- Were you surprised by anything in the HBR article that relates to this topic?

Systems Thinking

A group or organization is a social system or collection of parts that interact with each other to function as a whole.

Groups generate their own system dynamics and culture. To be effective in the system requires openness to learning about oneself and one's impact on the system, as well as about the system itself.

Some attributes of a system:

- Dynamic
- Complex
- Interdependent
- Synergistic (the whole is greater than the sum of its parts)
- Leverage (small changes can have big effects)



Sources: *The Skilled Facilitator Fieldbook*, Roger Schwarz et al, Jossey Bass, 2005
The Fifth Discipline Fieldbook, Peter Senge et al, Doubleday, 1994

Transition from Individual Contributor to Supervisor

Individual Contributor Skills and Knowledge	Supervisor Skills and Knowledge

Source: *The Leadership Pipeline: How to Build the Leadership-Powered Company*. R. Charan et al. 2001. Jossey-Bass.

The Importance of Your Network

Considerations for managing your network:

1. Who should be in my network?

2. How can I build relationships with those people?

3. How can I leverage the strength of my network?

4. How can I help others in my network?

Setting Clear Expectations

Ensure that those you supervise have the same goals and expectations that you do. Unclear direction can cause wasted time and undesired or unintended results.

- Determine **level of involvement** others will have in deciding the specifics. More experienced employees should be more involved with setting expectations surrounding projects and assignments.
- Come to a **mutual understanding** about goals, scope, success criteria, deadlines, parameters, others who can help, etc.
- Clarify the **level of authority** for doing the work. Here is a list of options, from the lowest level of authority to the highest:
 - 1) Carries out the project after you state exactly what to do.
 - 2) Comes to you with recommendations and you make the final decision.
 - 3) Makes recommendations; the two of you decide on the course of action.
 - 4) Makes decisions; tells you before acting.
 - 5) Makes decisions and does the work; informs you of the outcome.
- Communicate required **progress reports and final reports**.
- Discuss assignment and **answer questions**.
- Ask person to describe assignment in their **own words**.
- Keep track of instances of **unclear or inadequate direction**. You may wish to ask employees for feedback on your direction and guidance.

Establishing Accountability

- Establish **measurable outcomes** for each objective.
- Discuss acceptable and unacceptable **levels of performance**.
- Remember that you are **ultimately responsible** for your team's results.
- Learn the difference between holding people accountable and **micromanaging**. Focus on **results**, not on the way they were achieved or whether it was done your way.
- Rely on progress reports to make sure goals are being met.
- If goals slip, work with the person to establish a plan to get back on track rather than taking the task away.
- Recognize work that is well done. Spend as much (or more) time **recognizing good work** as you spend focusing on problems.

Notes:

Scenario One

You have recently hired a new assistant who is replacing someone who held the position for ten years but suddenly became ill and could not help transition the work to the new person. You have been given a project to accomplish by the end of the year, which consists of creating a plan for implementation of a procedural change the following year and must include representation from two other areas in the division. You would like your new assistant to lead this project.

Using the workbook, take a few minutes to construct a conversation with the “new assistant” that demonstrates both clear expectations and accountability.

Notes:

Scenario Two

You were recently promoted from within a team to the role of supervisor. One member of the team had lunch with you when you were peers 3-4 days a week. You are concerned that others will think you might be unfair if you continue to have lunch together so frequently. You realize that you need to clearly establish expectations with this person within your new role, while maintaining a positive work relationship and work climate within the team.

Scenario Three

You have recently been hired to manage an existing team. Unlike the prior supervisor, you would like to monitor progress on projects weekly, given that you are unfamiliar with the University and the work of your department. One member of your team has been visibly annoyed with your weekly meeting requests and feels that you are “micromanaging” unnecessarily. This person has cancelled your last two meeting requests.

Notes:

Observer Worksheet

When you give observations:

- Be specific. Say what you saw and heard.
- Avoid blaming, labeling or judging - describe what happened.
- Use "I" language such as "What I heard was ..." or "What I saw was ..."
- Avoid starting a sentence with "You ..."
- Avoid generalizations. Do not use words like "always" and "never"

When observing, watch out for:

- Judgmental approach
- Anger
- Defensiveness/justification

Clear Expectations and Accountability –

To what extent/how did the manager:

<i>Ensure mutual understanding of goals, etc.</i>	<i>Come to agreement on progress reporting</i>	<i>Ensure that both parties understood the project in the same way</i>	<i>Display appropriate nonverbal behavior</i>
<i>Establish measurable outcomes</i>	<i>Recognize good work</i>	<i>Foster trust in the relationship</i>	<i>Clarify what was acceptable or unacceptable</i>

Supervisory Certificate Program

Schedule of Upcoming Sessions

Topic	Date	Time	Location
Understanding Your Style (core component)	November 10 or November 15 2011	9:00am – 12:00pm	Skyview Room MacAlister Hall 6 th Floor
Delegation (elective)	December 6 or December 14 2011	9:00am – 12:00pm 1:00 – 4:00pm	Skyview Room MacAlister Hall 6 th Floor



Resources

Being the Boss, Hill & Lineback (2011)

Driving Fear Out of the Workplace, Oestrich & Ryan (1998)

The Fifth Discipline: The Art and Practice of the Learning Organization, Senge (1990)

The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization, Senge et al (1994)

First, Break All the Rules, Buckingham and Coffman (1999)

Habits of a Systems Thinker, Waters Foundation, retrieved from <http://www.watersfoundation.org/index.cfm?fuseaction=search.habits>

The Leadership Pipeline: How to Build the Leadership-Powered Company, Charan, et al (2001)

The New Supervisor's Survival Manual, Salmon (1999)

The Skilled Facilitator Fieldbook, Schwartz et al (2005)

Successful Manager's Handbook, Davis et al (2004)

What Did You Say?, Seashore et al (1992)

Linkage, Inc., Workshop: High Impact Relationships (2006)

Providing Meaningful Feedback to Employees, Lucas (2009)

