Strategic Supervision
Providing training solutions to governments and industry

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Agenda

• Your Role and the L.E.A.D. Model

• Situational Leadership Model – Applying it to the Workplace

• Motivation – What’s New These Days

• Coaching & Communication – Your Top Skill Set for Today's Workplace
Foreword

This workshop is all about you and what your work group can do!

Welcome to Strategic Supervision! As you participate today, you will build upon your basic skills towards a better understanding of supervisory and leadership learning. The team-based, self-managing workplace that results from your creation of true empowerment will enhance the way you deliver your services, products or programs.

You will visit the stages of team formation in depth, which will allow you to:

- Understand the interdependent relationships between empowerment, communication, motivation and delegation
- Provide staff with what they need when they need it in order to make quality frontline decisions
- Increase team effectiveness and establish a collaborative working environment
- Learn to get better results

Congratulations on making staff empowerment a dedicated objective. You’re on your way to trusting in the abilities of your staff, sharing power and responsibility by developing the core skills of all team members, including your own. You’ll be able to apply what you learn today immediately when you return to work!

Main Entry: em·pow·er
Pronunciation: im-'pau(-&)r
Function: transitive verb
1: to give official authority or legal power to
2: ENABLE 1a
3: to promote the self-actualization or influence of <women's movement has been inspiring and empowering women -- Ron Hansen> - em·pow·er·ment /-m&nt/ noun
Strategic Supervision

The thinking has turned upside down

Traditionally, when people spoke about organizations, they usually thought of them in terms of a four-level hierarchy:

- the executive at the top
- the managers
- the supervisors
- the front-line staff on the bottom

It looks like a pyramid.

It used to be that everyone in an organization focussed on upper management almost exclusively.

Current management thinking sees this pyramid upside down!

It is now recognized that since the purpose of organizations is to provide a product or service, and the front-line staff is the group who do this, everyone in the organization should be supporting them.

It is a manager/supervisor’s job to help employees be successful in their work.
# Leadership Models

<table>
<thead>
<tr>
<th>Old Bureaucratic Model</th>
<th>New Progressive Model</th>
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<tbody>
<tr>
<td><strong>Management Focus</strong></td>
<td></td>
</tr>
<tr>
<td>Operation with</td>
<td></td>
</tr>
<tr>
<td>- Poverty of aspiration</td>
<td>- Clear vision of success</td>
</tr>
<tr>
<td>- Objectives and targets defined by function</td>
<td>- Objectives and targets defined by strategic issue</td>
</tr>
<tr>
<td>- Management viewed as a line responsibility</td>
<td>- Management viewed as a strategic and line responsibility</td>
</tr>
<tr>
<td>- Planning horizon restricted to 3 years</td>
<td>- Planning horizon extended to 5+ years</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
</tr>
<tr>
<td>- Centralized with rule based uniform procedures</td>
<td>- De-centralized with unity achieved through a broad framework and shared values</td>
</tr>
<tr>
<td><strong>Power</strong></td>
<td></td>
</tr>
<tr>
<td>- Concentrated at the centre</td>
<td>- Devolved to all managers</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td></td>
</tr>
<tr>
<td>- Viewed as risks which require countermeasures</td>
<td>- Viewed as valuable assets</td>
</tr>
<tr>
<td>- Source of error</td>
<td>- Source of creativity</td>
</tr>
<tr>
<td><strong>Management Style</strong></td>
<td></td>
</tr>
<tr>
<td>- Supervisory, checking for quality after the event</td>
<td>- Supportive leadership, building in quality from the front</td>
</tr>
<tr>
<td>- Detailed definition of duties</td>
<td>- Defining the task in terms of objectives and targets</td>
</tr>
<tr>
<td>- Relying on rules to ensure conformity and compliance</td>
<td>- Providing frameworks to allow freedom to respond to challenges</td>
</tr>
<tr>
<td>- Placing trust in systems</td>
<td>- Placing trust in people</td>
</tr>
<tr>
<td>- Assessing performance in terms of process</td>
<td>- Assessing performance in terms of results</td>
</tr>
<tr>
<td>- Rewarding length of service</td>
<td>- Rewarding achievement</td>
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</table>
Team Development

The group process model, developed by psychologist, Barry Tuckman, says that as a team develops, it will progress through four stages: forming, storming, norming and performing. The model testifies that building a team is a process that requires time before the team will actually function or perform on its own. As you can imagine, the needs of the team and therefore the leadership style you use to fulfill them will be different in each stage.

1. Forming  
   During forming, directing is an appropriate leadership style.

2. Storming  
   During storming, coaching is an appropriate leadership style.

3. Norming  
   During norming supporting is an appropriate leadership style.

4. Performing  
   When the person/team is performing, delegating is an appropriate leadership style.

Keep in mind that team development is task specific. The team may be ready for delegation in some tasks, but still require direction to accomplish others.
Here’s a brief profile of what to look for in each stage.

<table>
<thead>
<tr>
<th>They norm, you support</th>
<th>They storm, you coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff have:</strong></td>
<td><strong>Staff have:</strong></td>
</tr>
<tr>
<td>• Involvement</td>
<td>• Increase in team tension</td>
</tr>
<tr>
<td>• Mutual respect</td>
<td>• Decreased morale</td>
</tr>
<tr>
<td>• Collegiality</td>
<td>• Unfulfilled expectations</td>
</tr>
<tr>
<td>• Advanced thinking skills</td>
<td></td>
</tr>
<tr>
<td>• Ability to self-evaluate</td>
<td></td>
</tr>
<tr>
<td><strong>Supervisors:</strong></td>
<td><strong>Supervisors:</strong></td>
</tr>
<tr>
<td>• Support and facilitate</td>
<td>• Model how to problem solve</td>
</tr>
<tr>
<td>• Gradually relinquish control</td>
<td>• Explain reasons</td>
</tr>
<tr>
<td>• Protect the integrity of each team member</td>
<td>• Initiate frequent dialogue</td>
</tr>
<tr>
<td></td>
<td>• Begin employee development plans</td>
</tr>
<tr>
<td></td>
<td>• Show how to seek solutions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>They perform, you delegate</th>
<th>They form, you direct</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff have:</strong></td>
<td><strong>Staff have:</strong></td>
</tr>
<tr>
<td>• Self direction</td>
<td>• Enthusiasm</td>
</tr>
<tr>
<td>• Empowerment</td>
<td>• High morale</td>
</tr>
<tr>
<td><strong>Supervisors:</strong></td>
<td><strong>Supervisors:</strong></td>
</tr>
<tr>
<td>• Continue delegation</td>
<td>• Give direction</td>
</tr>
<tr>
<td>• Consult as needed</td>
<td>• Clarify all expectations</td>
</tr>
<tr>
<td>• Monitor and develop projects</td>
<td>• Develop staff skills</td>
</tr>
<tr>
<td>• Find the next challenge to be met</td>
<td>• Establish good habits for all</td>
</tr>
</tbody>
</table>
Building Teams for Success

Most (but certainly not all) of today’s Canadian workers prefer to work in team-based organizations. Team-based organizations focus on success. Efficiency and effectiveness are measured by successful task completion.

Teambuilding is viewed as taking place in four distinct phases:

1. **Forming** – This phase introduces the team concept. Usually, there is enthusiasm and willingness to accept the idea. Employees see teams as being more open to creative ideas and less restrictive in how things are done in the workplace. This phase develops expectations about the benefits of a team-based workplace, and can create expectations about more training and a broadening of knowledge, skills and abilities.

2. **Storming** – This phase kicks in when the initial enthusiasm fades, often because team members feel nothing has really changed. There may actually be more conflict – they may be unsure of their team roles and may be disappointed that their expectations have not been met.

3. **Norming** – Things begin to settle down in this phase. Members begin to see where they fit and what their team roles are. Rules or norms are established to guide behaviour. The supervisor encourages and rewards supportive (rather than competitive) behaviour and communication, and listens to suggestions and makes necessary changes to the work processes. Trust becomes a norm. Training is valued, and increased knowledge, skills and abilities are encouraged and utilized wherever possible.

4. **Performing** – This is the ideal phase. The workplace is efficient and effective. Delegation is a constant. The supervisor maintains morale and a supportive workplace by ensuring there are sufficient resources and knowledge, skills and abilities within the team to ensure success.

A fifth phase is often described in team-building literature. It is termed **dissolving**. This applies to teams formed to accomplish a specific task (such as an annual competition). This phase is often accompanied by a sense of loss and let down, and can happen in more stable teams when there are reorganizations or key team members resign or retire.
SL II: The Model

The Four Leadership Styles

High Supportive and Low Directive Behaviour

High Directive and High Supportive Behaviour

S3

S2

S4

S1

Low Supportive and Low Directive Behaviour

High Directive and Low Supportive Behaviour

DELEGATING

SUPPORTING

COACHING

DIRECTING

Directive Behaviour

(High)

(Low)

Supportive Behaviour

High

Moderate

Low

Development Level of Follower(s)

Developed

Developing

D4

D3

D2

D1
Motivation –
Getting to the “Getting To It”

The issue of motivating the unmotivated is one that is on every manager’s agenda. Most people with frontline leadership experience have indulged in complaining about unmotivated and unwilling staff.

But how many managers and supervisors have taken the time to talk honestly with staff members about what they need both from work and their leaders?

The climate you create will depend on the beliefs you hold about people and empowerment.

Modern supervisors assume the following:

- The workplace is best served by an empowered, self-directed workplace team
- Motivation can be developed by adapting to the “context” or situation
- Self-direction, commitment and empowerment can and will be developed in the workplace
- The ability of employees to be self-directed, committed and motivated depends on the situation – the employee may be well-motivated and committed with respect to one task or group of tasks and be dependent in others

Find out from staff what they need from their work and from you to be motivated.

Ask people what meaning they find in their work.

Remember . . . Your staff are people first, employees second.
While guiding employees to move from being “dependent” team members to being an empowered team, you will adapt your leadership style to fit each situation. It is this adaptability that allows you to develop a climate that’s appropriate for motivation.

At some point in the process, you will realize that the more you delegate decision making authority and engage staff members in the goal setting process, the more motivated your staff will be.

When you adapt to meet the motivational needs of each person as an individual, you’ll avoid making the wrong kind of assumptions - stereotypical ones.

Many staff members are not the stereotypical, new to the workplace, fresh out of school new employee. Many “new” employees have extensive previous work experience; often with the same organization, and they bring with them their own experiences and attitudes about the nature of the job and work in general. Many staff members bring with them years of experience from both school and work.

Each person’s needs will be unique.

Motivation can vary specifically by task.

Motivation increases when:

- Delegation of decision making authority increases
- Participation in planning increases
## Motivate & Develop Employees

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Tips to get them going and keep them going</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Create an organized and orderly work environment.</td>
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<tr>
<td></td>
<td>• Clearly state goals; specify what is to be done, where and when.</td>
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<td></td>
<td>• Reward incremental steps.</td>
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<tr>
<td></td>
<td>• Break work into small manageable chunks.</td>
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<td></td>
<td>• Provide positive reinforcement and closure at the end of training and work events.</td>
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<td></td>
<td>• Model enthusiasm for the job.</td>
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<td></td>
<td>• Provide personal attention to staff.</td>
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<td></td>
<td>• Foster participative development of competence.</td>
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<td></td>
<td>• Challenge, and make sure the challenge is realistic and attainable.</td>
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<tr>
<td></td>
<td>• Attribute success to their ability and effort.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Level 2</th>
<th>Tips to coach them along and keep them going</th>
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<tbody>
<tr>
<td></td>
<td>• Increase staff involvement in meetings.</td>
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<tr>
<td></td>
<td>• Encourage collaborative problem solving.</td>
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<tr>
<td></td>
<td>• Provide staff opportunities to select some tasks/assignments.</td>
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<td></td>
<td>• Have staff relate work to organizational goals/objectives.</td>
</tr>
<tr>
<td></td>
<td>• Have staff relate their job and competencies to their own future goals.</td>
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<td></td>
<td>• Openly discuss issues of non-performance and coach to develop excellence and competence.</td>
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<tr>
<td></td>
<td>• Be problem and task focused and help/coach to develop problem solving strategies.</td>
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<td></td>
<td>• Allow staff the opportunity for some self-evaluation.</td>
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<tr>
<td></td>
<td>• Allow staff to exercise new skills as soon as possible.</td>
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<tr>
<td></td>
<td>• Continue to reward incremental steps towards larger goals.</td>
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<tr>
<td></td>
<td>• Offer training and development opportunities that relate to the esteem needs of staff.</td>
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<tr>
<td></td>
<td>• Explain criteria for evaluation &amp; standards.</td>
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<tr>
<td></td>
<td>• Provide positive reinforcement.</td>
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<tr>
<td></td>
<td>• Ask staff for assistance in setting goals and standards/ targets.</td>
</tr>
<tr>
<td></td>
<td>• Explain rationale for mandatory requirements.</td>
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</table>
Level 3  
**Tips to facilitate engagement & keep them going**

- Provide staff with the opportunity to select interesting task assignments.
- Assign staff to work on team projects.
- Ask, “What do YOU think?”
- Provide opportunities for self-directed development of competencies.
- Provide personal choices for organizing work, if possible.
- Provide positive recognition and reinforcement for working independently.
- Collaborate with staff in problem solving and act as devil’s advocate.
- Use peers as guides and mentors.
- Debrief both successes and failures with staff members and identify lessons learned.
- Encourage self-evaluation at the start of the feedback process.
- Set a timetable for feedback on delegated tasks.
- Provide self-evaluation tools.
- When staff come to you for help, have them identify the problem and develop potential solutions that will produce positive outcomes.

Level 4  
**Tips to keep them empowered**

- Pose tasks in the form of problems and questions, and ask for solutions and plans for the work.
- Be a sounding board.
- Provide resource material, such as information, expertise and other available resources.
- Review project management plans.
- Network staff members with others.
- Encourage staff to develop their own performance and development plans.
- Have staff members assist others who are in earlier stages of the development process.
- Let staff fail, if possible.
- **Have staff report and share lessons learned and the benefit of experience.**
- Ask staff for advice in their area of expertise.
- Ask staff for their opinion on the major problem areas which exist in the workplace.
- Give undivided attention when an employee approaches to discuss progress.
- Permit staff to represent the work unit at meetings and on committees.
- Monitor quality of staff decisions and discuss/mentor when necessary.
- Give infrequent feedback, mainly at the conclusion of work.
Building Trust – Get to Know Your Team Members

As a supervisor or team leader, work is completed through the actions of others, and in turn, judgement will be passed on how well the assigned outcomes were achieved. So, it is incumbent upon supervisors at all levels to know the strengths and weaknesses of their employees. An inventory of the capabilities of your team members will help in the decision to pass an urgent and important item for completion to an employee with the requisite skills for the job when a crisis arises. It will also assist to see when and where coaching opportunities will help develop and improve skills.

Each of your team members is unique in some respects. Some are better at starting things than finishing them, while others are better at finishing things than starting them. Some prefer to maintain and inspect things, while others prefer to promote and develop them. The manager or supervisor is in the key position to link the efforts of employees to use their strengths to accomplish outcomes and to correct weaknesses.

When individuals or groups don’t get what they feel they need, conflict is inevitable and it is the manager or supervisor who must recognize the symptoms of conflict and resolve the disruption expeditiously. The early indicators are:

- Lack of communication
- Negativity
- Disrespect
- Disruptive behaviour

The techniques supervisors need to employ are goal setting, increased communications, effective task assignment, delegation and feedback to get past the problem, even if there are areas that two individuals agree to disagree on. The causes of conflict can be more difficult to determine, but they usually stem from dashed expectations, personality differences, and false assumptions or perceptions between two or more individuals.
Building collaboration and reaching consensus can be a time consuming activity. There will be times when an uncooperative individual makes life miserable for everyone in the workplace and your best efforts to mitigate the situation appear to be failing. Stick to being predictable in the leadership role you play to complete the action plan as originally announced to fulfill your declared expectations. In this manner, the consistency of your approach with a clear articulation of the desired end state will assist the uncooperative individual to unequivocally see both the goal and the boundaries.

Avoiding a confrontation because the work an employee has passed to you is unacceptable can be a source of much frustration for supervisors. While often easier to redo the work yourself, the feelings of anger and resentment toward the individual who passed you the shoddy work will manifest themselves overtly at some point in time. Remember, employees who aren’t encouraged to improve will lose interest in the long run. Take the time to give constructive feedback as you hand it back to them and reiterate your expectations of the quality expected.
Here’s What Leaders Say About Empowerment

Empowerment means placing ourselves in the position of being creators of the organization to which we belong. Empowerment is embodied in the act of standing on our own ground, discovering our own voice, making our own choices.

Empowerment carries with it an obligation, and that we commit ourselves. It requires an emotional investment.

We will experience our freedom the moment we take our assignment, our job, and make it our own . . . It is everybody’s task to create a vision and translate these intentions into concrete practices. – Peter Block in Stewardship: Choosing Service Over Self-Interest

Right now the word “empowerment” is a very powerful buzzword. It’s also very dangerous. Just granting power, without some method of replacing the discipline and order that come out of a command-and-control bureaucracy, produces chaos. We have to learn how to dispense power so self-discipline can largely replace imposed discipline. That immerses us in the area of culture: replacing the bureaucracy with aspirations, values and visions – Peter Senge, et al in The Fifth Discipline Fieldbook

Empowerment is the third link in Honda’s chain aligning the individual and the corporation. Values and trust (the first two links) establish the preconditions that encourage individuals to think, experiment and improve. It follows that learning organizations share, above all else, an abiding commitment to people and a faith in the human capacity to find a better way. Once employees know what an organization stands for, and believe that it is sufficiently trustworthy to warrant their commitment and effort, they begin to truly extend themselves. If management provides employees with the tools, understanding and latitude to make a difference, great things are possible. – Richard Pascale in Managing on the Edge

Empowering is the opposite of control. Empowering managers create the climate for innovation in their organizations. They see their most important work as enabling the men and women working with them to succeed – to develop as individuals. Empowering only works in organizations that drive decision-making to the people closest to the problems, closest to the issues, and that encourage taking risks. And it only works if the empowering leaders then get out of the way. – Robert Rosen in The Healthy Company
Four components of empowerment:
1. Significance of the chance to make a difference in the world
2. Competence meaning development and learning on the job
3. Community or feeling joined in a common purpose, a sense of family
4. Enjoyment or just plan fun

This plan for implementation includes four strategies:

- Attention to vision
- Meaning through communication
- Trust through positioning
- Deployment of self – which includes the learning organization

Empowerment means
*that we each have the right to define purpose for ourselves.*

— Leadership academic Warren Bennis
We are empowered because of who we are,
Not because of our relationship to others.

Empowerment comes from inside, not outside.
When guided by high intention this power is used for the good of all.

Competition leads us to believe that resources are limited.
When we turn within, we recognize that creativity is unlimited,
Leading us to unlimited resources.

We compete with a belief in limited power.
We are empowered by unlimited power.

Today, help someone else to be empowered.
Such an act might help you find your own power.

*By Jeanie Marshall, Marshall House Journal, October, 1994*