I-TECH
International
Training & Education
Center for Health

ESSENTIAL SUPERVISORY SKILLS

Supervisor's Toolbox

Second Edition 2013

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INTRODUCTION TO THE 2ND EDITION

Welcome to the second edition of I-TECH's Supervisor's Toolbox. We've added a new Chapter 7 on Effective Hiring and made some minor changes and corrections to other chapters. Most notably, we've revised Tool 3.5 How to Build on Strengths in Chapter 3 Performance Evaluation.

The original purpose of the Toolbox remains unchanged: To provide a convenient resource supervisors could turn to when dealing with the myriad of issues that come their way. These tools, drawn from decades of work with supervisors in a variety of industries and countries, are meant to sharpen the skill with which supervisors guide and encourage the people they supervise.

Special thanks to Alissa Dunloy, I-TECH's Global HR Specialist and principal recruiter, for Chapter 7 and to Kate Riley, manager of the University of Washington's Global Support Project, for her stellar editing of our drafts.

How you supervise employees directly effects the difference they make, the quality of their lives, and the impact I-TECH has on global health. My hope is using these tools will contribute to your success and the success of those whose lives you touch.

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CHAPTER 1:
CORE CONCEPTS OF SUPERVISION

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1.4 Five Traits of a Great Boss

1.1 SIX KEY SUBJECTS OF SUPERVISION

Mastery of the following six subjects is central to every supervisor's success. The resources in the Supervisor's Toolbox provide practical ways to put these six subjects into practice.

Accountability
see chapter 2

- Setting quarterly team goals fosters focus, accountability, and teamwork.

Performance Evaluation
see chapter 3

- "Lack of feedback is the number one reason for performance problems." *-Leigh Branham, author*

Correcting Performance Problems
see chapter 4

- Treat others as you would like to be treated when you've made a mistake.

Helping Staff Grow
see chapter 5

- "Learning is not a spectator sport." *-D. Blocher*

Your Management Style
see chapter 6

- "Nearly anyone can stand adversity, but if you want to test a person's character, give them power." *-Abraham Lincoln*

Effective Hiring
see chapter 7

- "I am convinced that nothing we do is more important than hiring and developing people. " *-Lawrence Bossidy, Former COO of GE and author*

1.2 FIVE KEY WORDS OF SUPERVISION

The five words in the tool below describe critical attributes of effective supervisors. Supervisors must demonstrate:

- **clarity**, so that their encouragement, direction, and feedback can be clearly understood by others;
- **empathy**, so they can fully understand what others are experiencing;
- **courage**, to tackle the practical and emotional challenges they must face;
- **attention**, because the work that others do matters; and
- **persistence**, so that they stay focused on what they are striving to achieve and don't give up despite distractions and setbacks.

Clarity	Empathy	Courage	Attention	Persistence
Clear, understandable, simple	Understanding, appreciation, compassion, insight	"Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen." *-Winston Churchill*	Concentrated direction of the mind; • awareness • consciousness • watchfulness • mindfulness	To continue steadfastly or firmly in purpose or course of action

1.3 THE HEART OF SUPERVISION

This chart of supervisory behaviors ties together the three core duties of supervisors and the three key motivators* of knowledge workers. To use this chart:

- Place a star next to the areas where you shine
- Circle the areas you want to try
- Place a check next to the areas where you'd like to improve

	Autonomy	Mastery	Purpose
Listen	1. Know your employees 2. Pay positive attention 3. Put yourself in their shoes 4. Ask for feedback	1. Encourage career aspirations 2. Identify relevant learning opportunities	1. Keep current 2. Scan the horizon 3. Serve as a sounding board when difficult situations arise
Set Goals	1. Delegate intentionally 2. Build trust—listen, inform, follow-through, advocate when appropriate 3. Help prioritize 4. Foster teamwork	1. Give challenging assignments and the chance to learn something new 2. Support learning 3. Provide technical support, guidance, and feedback	1. Connect the work to the mission 2. Walk the talk 3. Cultivate self-awareness 4. Clarify your values and seek to understand the values of your staff 5. Admit your mistakes
Cultivate Accountability	1. Clarify responsibilities, authority, expectations 2. Encourage problem-solving. Ask: "What would you do?" 3. Paint a picture of success 4. Establish regular communication routines 5. Reward good work 6. Be candid about work that is sub-par	1. Be alert to coachable moments 2. Encourage learning from the work 3. Give timely, specific feedback 4. Connect to mentors	1. Ask: What best serves I-TECH's mission? 2. Identify and discuss the ethical dimensions of our work.

*Adapted from Daniel Pink, Drive, NY: Penguin, 2009

1.4 FIVE TRAITS OF A GREAT BOSS*

In a recent Fierce, Inc. survey of more than 1,700 corporate executives, employees, and educators, some 70 percent said they have a "positive" working relationship with their boss.

Here are five key traits that make a great boss:

1. **Value what employees say.** Eighty percent of respondents who identified a positive relationship with their boss said that one of the top factors in the relationship's success is that their employer values their input. When your employee comes to you with an idea, it's important to sit down, actively listen, and explore the idea even when it seems unrealistic at first. If you miss the opportunity to process their input you will not only short-change yourself, you will diminish the relationship.
2. **Solicit diverse opinions.** Forty percent of people who claimed a poor working relationship said that the relationship was failing in part because their manager never solicited their input in the decision-making process. Not all employees will volunteer their opinions, especially early in the relationship. Actively solicit diverse opinions and feedback, and draw out all perspectives. This will help ensure that employees feel heard and valued, keeping them engaged and encouraging them to grow.
3. **Offer constructive feedback.** Almost 40 percent of survey participants who reported a good relationship felt that it was important for managers to offer constructive feedback. While listening is important, supervisors must also play an active part in staff development by offering perspectives on their ideas. This takes extra time and effort, but it is well worth it to ensure that employees are prepared to take on new responsibilities and roles.
4. **Be honest.** More than 33 percent of respondents also cite honesty as a key component of a successful relationship. Employees crave transparency and candor. Trust that your employees are capable of handling the truth, whether it's in reference to their performance or the company's overall trajectory. When reality is presented in a non-threatening manner, people can rise to the occasion while gaining the opportunity to play a more meaningful role in their individual and collective success.
5. **Keep everyone informed.** More than 40 percent of those surveyed who claimed a bad working relationship with their manager felt their boss failed to keep them in the loop. Once a decision is reached, leaders often fail to communicate the decision effectively to those who are affected by it. Keep your employees informed so they clearly see the impact they have on the organization and your decision-making process. Few things can be more frustrating than being left in the dark. People crave high levels of candor, collaboration, and curiosity from their managers. While it may require leaders to slow down, building relationships that foster engaged employees and improved decision-making on both sides is more than worth it.

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* Halley Bock, *Ragan's HR Communications*, 14 October 2011, used with permission

Halley Bock is the CEO of Seattle-based Fierce, Inc., a leadership and development training company that drives results for businesses by improving workplace communication.

CHAPTER 2: ACCOUNTABILITY

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2.1 Quarterly Accountability Routine

2.2 Quarterly Accountability Routine, Simplified

2.3 Prioritization Process

2.4 Prioritization Grid

2.5 Goal Format

2.6 Example of Team Goals

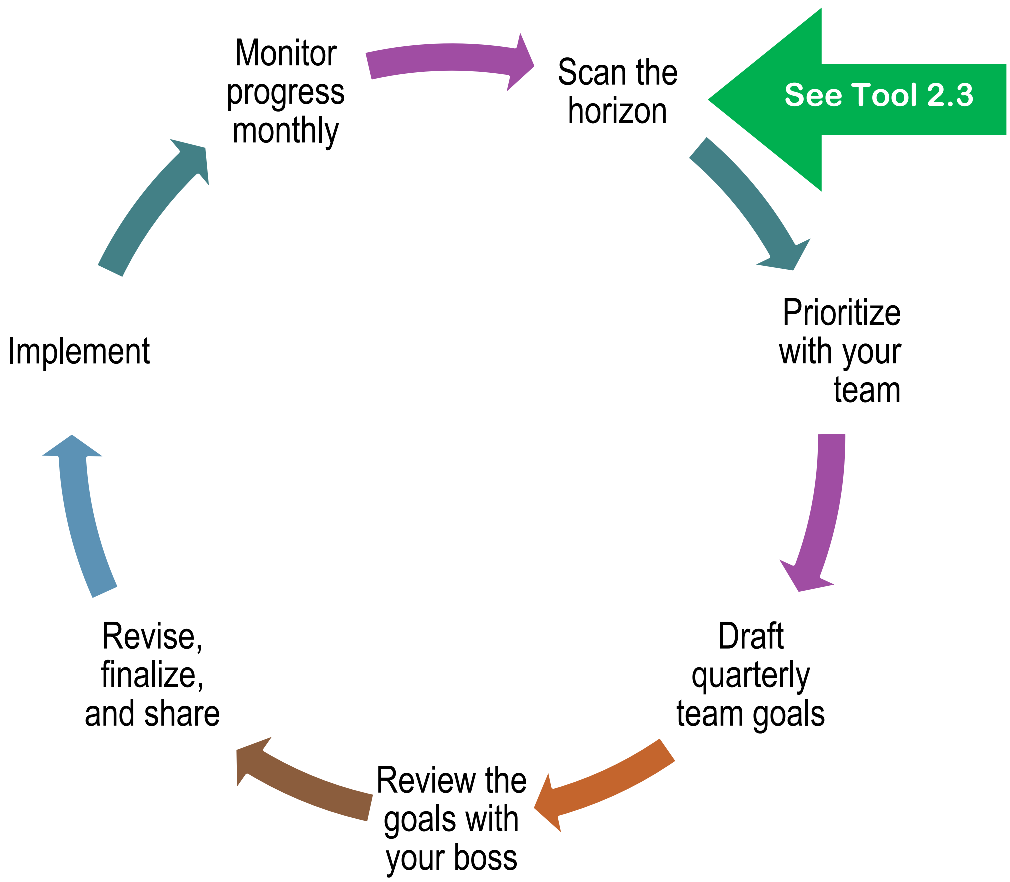
2.1 QUARTERLY ACCOUNTABILITY ROUTINE

Attention to results is central to team and organizational success. Setting clear team goals each quarter brings focus to team efforts and alignment with leadership priorities.

Over the years I have become increasingly passionate about the importance of being clear with others about what you intend to accomplish. Doing so answers the question of what the organization is getting for their investment in you and your team.

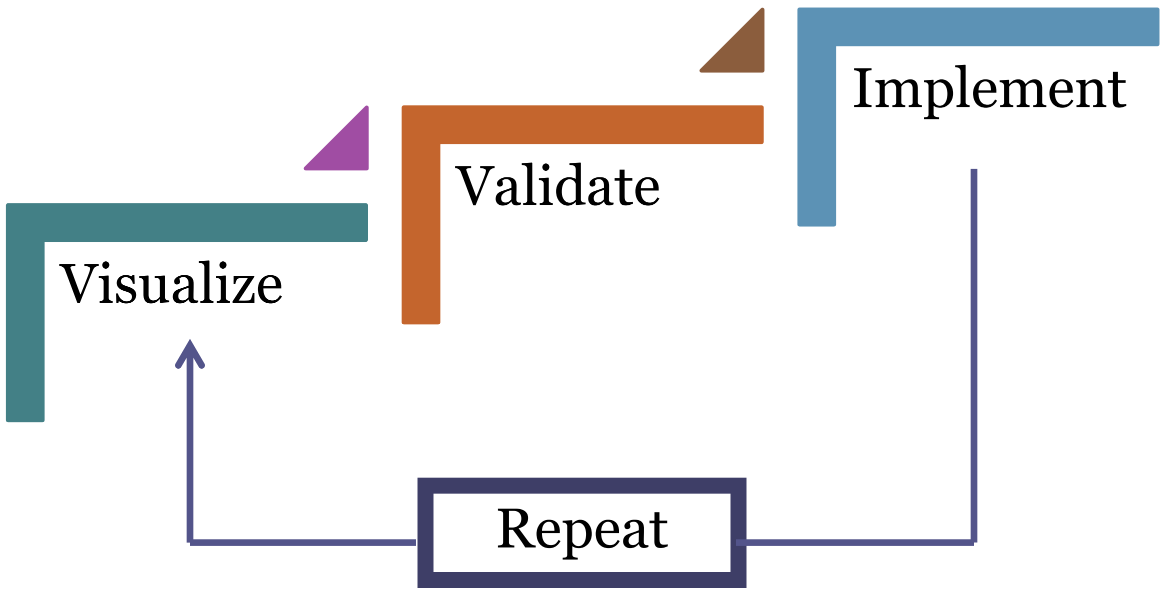
The goal-setting process itself creates the opportunity to simultaneously educate team members on one another's work and to tap their insights about what needs to get done. Agreeing on goals channels collective energy towards what matters most and provides a means to assure leaders have a say in guiding team contributions towards organizational success.

Why quarterly? The future is unpredictable. Planning quarterly provides focus in the short term while allowing flexibility to adapt to unexpected events and new priorities that are bound to arise over time.



2.2 QUARTERLY ACCOUNTABILITY ROUTINE, SIMPLIFIED

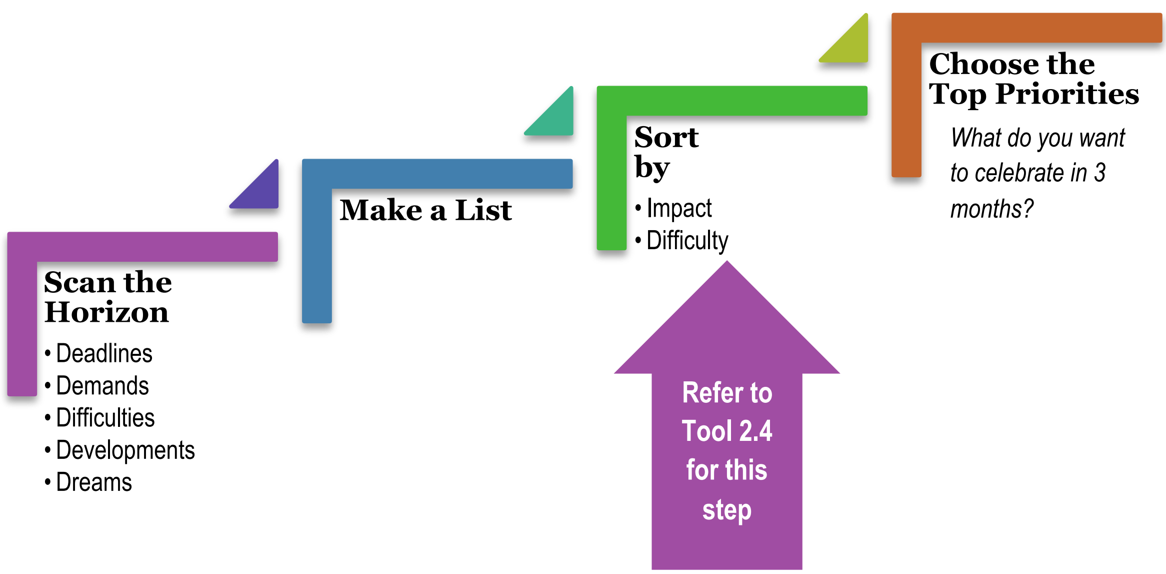
Here's a simpler version of the same quarterly goal setting routine described in Tool 2.1: Visualize the future you hope to create; validate the vision by working with team members and by checking with your boss; then implement. Repeat quarterly.



2.3 PRIORITIZATION PROCESS

There are always more things to do than there is time to do them. Sorting through the many tasks so that you and your team can concentrate on the most consequential activities takes prioritization. The steps below, along with the prioritization grid in Tool 2.4, will help you decide where to focus your energy and attention in the coming quarter.

In the first step, Scan the Horizon, you consider the deadlines your team is facing for various projects, the demands others are expressing that may have emerged during the quarter, difficulties you and your team are encountering in achieving your assignments, developments in your discipline or field, and dreams of a compelling future that you and your team are hoping to create. Make a list, sort it, and choose the top five (or so) priorities to further develop into quarterly goals.



2.4 PRIORITIZATION GRID

Look at the list of things you and your team need to accomplish. One way to prioritize is to sort each item on your list by assigning one of these letters to each task. A's and B's should predominate. If most of your goals are B's—that is, high impact but very difficult to achieve—reassess!

In evaluating "impact," consider the consequence of the work in fulfilling your team's role and the difference it will make to your team's key stakeholders. The broader and more significant the impact, the higher the priority.

"Difficulty" gets at how easy or hard it will be to achieve what you are hoping to achieve. What obstacles will likely be encountered? How complex is the task? How dependent is the accomplishing the goal on the actions of others outside the control of the team?

←Impact→	Hi Impact / Low Difficulty **A**	High Impact / High Difficulty **B**
	Low Impact / Low Difficulty **C**	Low Impact / High Difficulty **D**
	←Difficulty→	

2.5 GOAL FORMAT

Make your top priorities actionable by translating them into formal. Here is a reliable, simple format for writing clear and concise goals.

$$\underbrace{\textbf{Hire}}_{\textit{What will you do?}}\ \underbrace{\textbf{a driver}}_{\textit{About what?}}\ \underbrace{\textbf{by 15 June}}_{\textit{By when?}}\ \underbrace{\textbf{to fill a vacancy}}_{\textit{Why?}}.$$

2.6 EXAMPLE OF TEAM GOALS

This is an example of quarterly goals for the I-TECH headquarters' human resources team.

Q3 PRIORITIES

Complete by September 30, unless otherwise noted

POSITION REVIEWS—By September 3 [Alissa]

- Complete the analysis and submit for position review, the updated job description of the QI job family.
- Collaborate with the Finance Director in preparing and submitting a position review request for the CFL position.

PROFESSIONAL DEVELOPMENT—[Richard, Alissa, Donna]

- Clarify and obtain leadership endorsement for new guidance and direction for employee professional development.

RECRUITMENT PROCESS IMPROVEMENTS—[Alissa]

- Implement improvements in the flow and documentation of the hiring process so that the time of hiring managers is maximized and the success of selection processes enhanced.

ESSENTIAL SUPERVISORY SKILLS—[Richard]

- Complete a report that summarizes the content and evaluation of the Essential Supervisory Skills series.

NEW EMPLOYEE ORIENTATION—[Donna]

- Finalize and then announce the refreshed approach to new employee orientation once the online session is ready.

CHAPTER 3: PERFORMANCE EVALUATION

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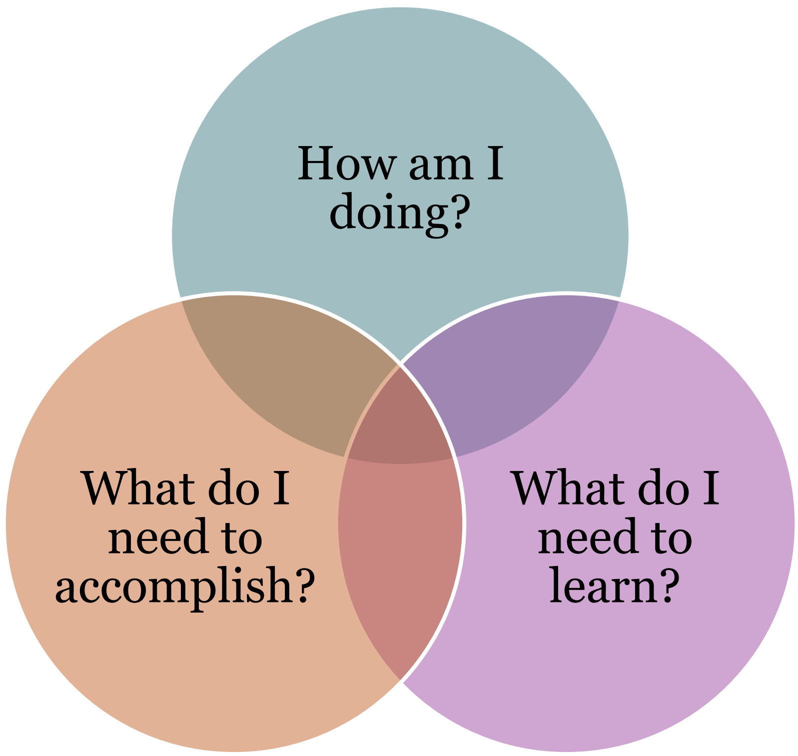
3.1 THE SECRET TO SUCCESSFUL PERFORMANCE REVIEWS

I designed my first performance review form in 1974. Over the years many other forms have followed. What I've learned is that the form may facilitate or complicate communication, but in the end it is the commitment of the supervisor to the employee's development and success that matters most. Successful performance evaluations are about dialogue between two people with the aim of taking stock and planning ahead.

3.2 THE 3 CORE QUESTIONS OF PERFORMANCE REVIEWS

The essence of the performance review process is to answer these three questions for the employee.



3.3 PERFORMANCE REVIEW STEPS

Here are the basic steps to completing a performance review. Making an appointment with the employee gives you a deadline for getting the review done. The key here is that the written review isn't final until AFTER you meet with the employee. Only after the review is revised following that meeting with the employee can it be said the review process is completed.

Writing the performance review is the supervisor's responsibility. In the end, the review captures the supervisor's perspective of the employee's performance based on three key elements: the employee's self-evaluation, input from co-workers*, and the supervisor's own experience in working with the employee.

*Here are four good questions to ask the employee and others about the employee's performance:

1. What are the employee's strengths?
2. How skillful is the employee in working effectively with others?
3. What could the employee do to increase their effectiveness?
4. What would you advise the employee to prioritize for their professional development?

3.4 TIPS FOR SUCCESSFUL PERFORMANCE REVIEWS

Write

- List the employee's accomplishments and strengths.
- List 1 or 2 concerns, if any. What would happen if the employee didn't address them?
- List two or three goals for the coming year.
- List one or two professional development priorities.
- Give the employee a copy the day before or morning of the meeting.

Meet

- Set a warm and collaborative tone.
- Describe how the meeting will proceed.
- Explain the process as a chance to assess the past and plan for the future.
- Encourage employee participation. The employee should do most of the talking.

Discuss

- Ask: "How do you think the year has gone?" Pause and listen.
- Ask for their view on the points you've made in the review. Pause and listen.
- Identify together three to five accomplishments/improvements for next year.
- Ask: "What do you need or want to learn this year?" Pause and listen.
- Ask: "How can I help you reach your career goals?" Pause and listen.

Close

- Clarify the plan for next year.
- Decide together how you will follow-up.
- Ask the employee to summarize what he or she heard.

Revise

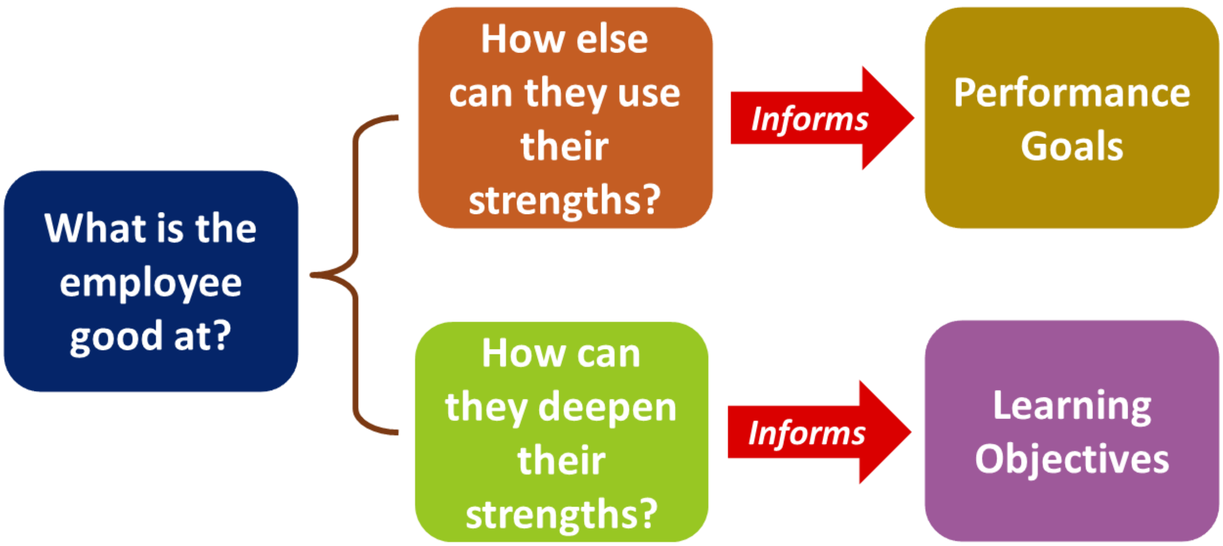
- Revise the review based on the discussion.
- Send a copy to the human resources team and a copy to the employee.

Follow up

- Set appointments to follow-up as agreed.
- Create folders to keep track of notable moments of the employee's performance during the coming year. One folder in Outlook and one on your personal drive.
- Compliment successes and discuss concerns during the year.

3.5 HOW TO BUILD ON STRENGTHS

Helping an employee identify and build on their strengths is the surest way to fully tap their talent and maximize their contribution to I-TECH's success. Follow this sequence of questions from left to right. It will help you and the employee identify specific ways to use the employee's strengths more fully and learning objectives to deepen their strengths even further.



3.6 HOW TO STOP WEAKNESSES*

Here's a fresh way for you and the employee to tackle personal weaknesses in ways that are practical and constructive.

Stop *doing this activity*

- Is this activity critical to your success?
- If not, can you stop doing it?
- If it is, can you reduce the amount of time you spend on it?

Team up *with others who are strengthened by this activity*

- Who do you work with who really likes this activity?
- Can they teach you a trick or technique for how to do this more efficiently?
- Can you trade activities?

Offer up *a strength and steer your job toward it*

- Which of your strengths can you use to get this activity done more easily?
- How can you carve a new role for yourself by regularly offering your strengths?

Perceive *your weakness from a different perspective (reframe)*

- How can you make this activity more fun to do?
- What connection can you make between this activity and something that interests or is really important to you?
- How can you view this activity through the lens of your strengths?

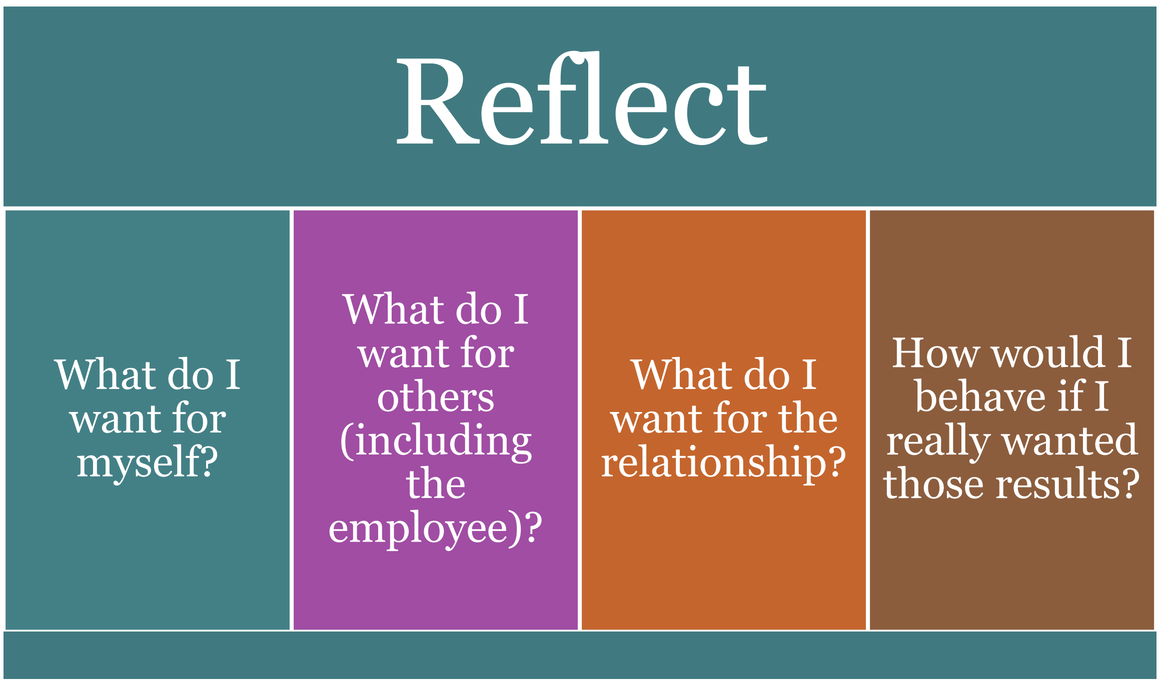
*From Marcus Buckingham, Go Put Your Strengths to Work: 6 Powerful Steps to Achieve Outstanding Performance, NY: Free Press, 2007.

3.7 CLARIFY YOUR CONCERNS AND APPROACH

Success in sharing concerns with an employee begins with your own preparation. Reflecting on these questions will help point you to the best way of communicating a concern to the employee so that the message is clear and the relationship is strengthened.*

Take a moment to write down your answers to these questions as you consider the concerns you want to raise with the employee and how you want to approach the conversation.

This is an especially helpful tool where emotions are strong and opinions differ, such as issues involving performance. I have used this tool on many occasions, for example, in working through a change of job responsibilities when I worked for a previous employer.



* Adapted from Kerry Patterson, et al, Crucial Conversations, NY: McGraw-Hill, 2002, pg. 34.

3.8 HOW TO SHARE CONCERNS

Listening well plays a central role in sharing your concerns.

In the bestseller, 7 Habits of Highly Effective People, author Steven Covey captures this notion well when he writes, "Maturity is the balance between courage and consideration. Seeking to understand requires consideration; seeking to be understood takes courage."

The two approaches below both get to the same end. The first one begins with the supervisor clearly expressing their concern and then asks for the employee's point of view.

The second approach reverses the order, with the supervisor beginning by asking for the employee's point of view, followed by the supervisor expressing their point of view.

OR

3.9 LISTENING ASSESSMENT

Use the following scale to rate how well you listen.
Feeling bold? Have others assess your listening skills, too.

	Never	Rarely	Sometimes	Often	Always
1. I give the impression that I am fully listening.	1	2	3	4	5
2. I make the speaker feel as if he or she is the center of the conversation.	1	2	3	4	5
3. I give the speaker plenty of time to talk.	1	2	3	4	5
4. I refrain from interrupting the speaker.	1	2	3	4	5
5. I look at the speaker with encouraging eye contact.	1	2	3	4	5
6. I do not fidget with objects or otherwise act distracted.	1	2	3	4	5
7. I help keep the speaker on track with paraphrasing.	1	2	3	4	5
8. I probe for deeper understanding.	1	2	3	4	5
9. I do not finish the speaker's sentences.	1	2	3	4	5
10. I convey an attitude of openness and sincerity.	1	2	3	4	5
11. I put the speaker at ease, encouraging deeper sharing.	1	2	3	4	5
12. I ask questions that open up the discussion.	1	2	3	4	5
13. I ask questions to direct more discussion to a particular point, when helpful.	1	2	3	4	5
14. I ask questions to draw out emotions as much as fact.	1	2	3	4	5
15. I do not insert humorous remarks when the speaker is serious.	1	2	3	4	5
16. I refrain from 'sneaking a peek' at my watch.	1	2	3	4	5
17. I smile at the speaker and lean forward to convey interest.	1	2	3	4	5
18. I do not give the impression of 'listening just for show.'	1	2	3	4	5
19. I create an atmosphere of trust and connection through listening.	1	2	3	4	5
20. I demonstrate empathy through listening.	1	2	3	4	5

CHAPTER 4:
CORRECTING PERFORMANCE PROBLEMS

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4.1 BASIC PRINCIPLES

Fairness, good faith, and timeliness are fundamental to addressing employee performance problems. These three principles apply to the all interactions between supervisors and employees over performance problems, whether it is performance counseling or formal discipline. Though termination procedures vary widely from country to country, the basic sequence of progressive discipline seems to hold true in most locations.

Fairness

Clearly inform an employee of deficiencies in their performance and give the employee a chance to correct them.

Good Faith

Give an employee a fair chance to respond to concerns about their performance. You do not have to agree with their point of view; you do need to seek it out.

Timeliness

Raise concerns with the employee as soon as feasible after an occurrence.

Progressive Discipline

Also called "corrective action," progressive discipline means giving a person formal notice of deficiencies and a chance to correct them. Progressive discipline begins with milder forms of discipline after informal means have proven insufficient to correct the problem behavior. If problems persist, the level of discipline escalates in severity and consequences.

The sequence of progressive discipline is not absolute. Steps can be skipped or combined, based on the circumstances, and need not be taken in situations where termination is immediately warranted.

Progressive discipline follows this sequence

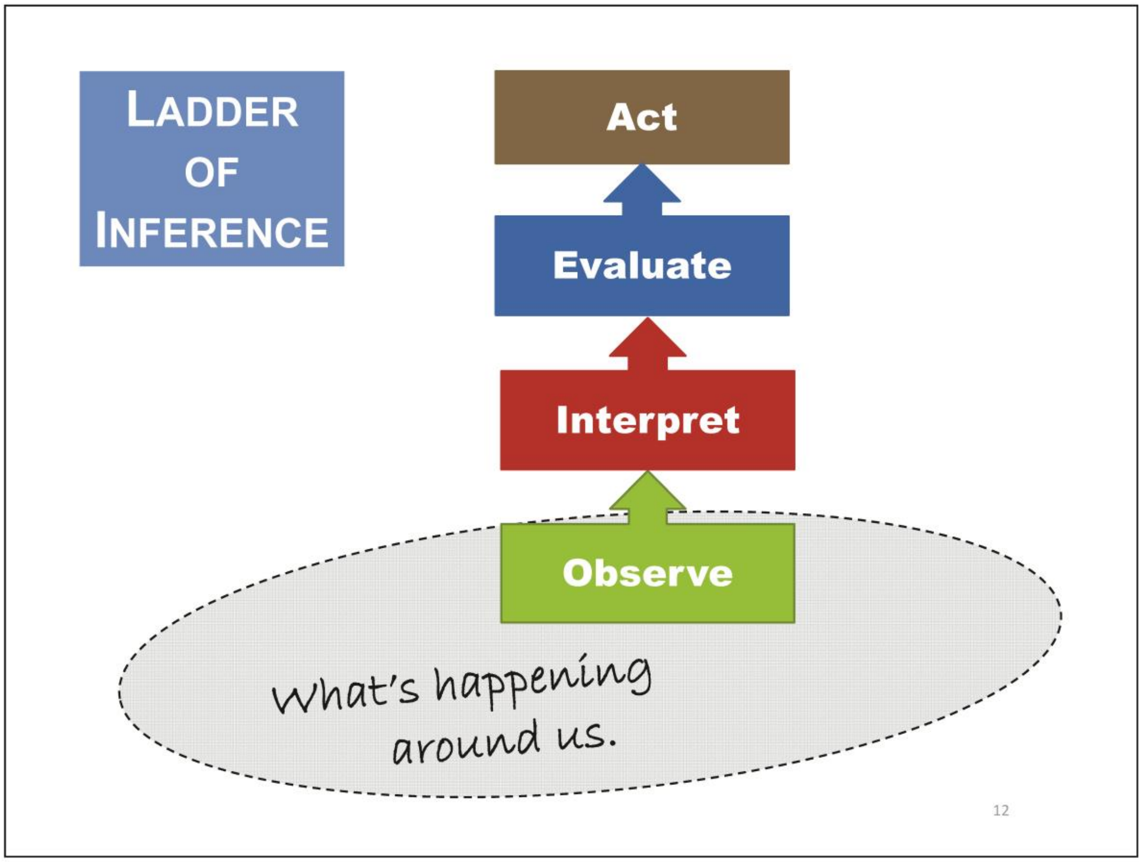
1. Oral warning (documented)
2. Written warning
3. Termination*

*Note

At I-TECH, all terminations must be approved by the country director following consultation with I-TECH's HR director at headquarters.

4.2 LADDER OF INFERENCE

The Ladder of Inference* is included here to draw attention to the way each of us decides what we will focus on when assessing the behavior of others. We begin with what's happening around us. From this sea of activity we observe the behavior of others. We interpret that behavior through the lens of our own experience. We then evaluate the behavior—good, bad, something else—and act on that conclusion. Staying lower on the ladder longer leads to conclusions and actions that are more fair and informed.



*Adapted from Peter Senge, Rick Ross, et al. The Fifth Discipline Fieldbook, NY: Doubleday, 1994

4.3 THE 4-STEPS TO ADDRESS PERFORMANCE PROBLEMS

For details on each step, see Tool 4.4.

4.4 THE 4-STEPS IN DETAIL

Most discussions between supervisors and employees about performance problems are best described as performance counseling. Most often such discussions succeed in alerting the employee to the seriousness of the concern and the employee is able to get their performance back on course. Only when the employee fails to improve their performance is it time to move into formal, progressive discipline.

Plan

- Analyze the problem (Tool 4.5)
- Clarify what you want for yourself, others, and the relationship (Tool 4.6)
- Anticipate the employee's point of view (Tool 4.7)
- Get help, if you need it

Meet

- Set the stage for a successful meeting. (Tool 4.8)
- Be specific about the problem, the desired performance, and the consequences of improving or not improving. (Tool 4.9)
- Listen actively and patiently to the employee's point of view.

Reflect & Decide

- What did the employee say?
- How does what they say influence your expectations for changes in their performance? (Tool 4.10)

Follow-up

- Send an email summarizing the conclusions of your meeting and the expectations for improved performance. (Tool 4.11)
- Document the meeting for your file. (Tool 4.12)
- Set check-in appointments, if appropriate

4.5 ANALYZING PERFORMANCE PROBLEMS

The first step in successfully helping an employee correct their performance is to plan the conversation. And the first step in planning is analyzing the true nature of the performance problem.

This framework has proven itself time and again in sorting through often emotional and frustrating situations to identify exactly what is going on and what needs to change. You will see that it follows closely Tool 4.2, which introduces the Ladder of Inference. That is, it begins with observing behavior, then moves to interpretation and evaluation, and then to action.

There are many sources of help available to you in completing this step. You may want to consult your boss, HR, a trusted peer, legal counsel, or even a family member or friend.

SEE	FEEL	SEEK	CONSEQUENCES
What do you see the employee doing that concerns you? Describe the behavior you observe as if it were seen through a video camera.	How do you feel about what you see? Describe the impact of the behavior on yourself and others; decide if the problem is worth solving.	What specifically do you want the employee to do differently in the future? Describe the desired behavior with the same level of specificity with which you described the problem.	What happens to the employee if they change or fail to change their behavior? Describe what the employee gains by correcting their behavior and what they lose if they don't.

4.6 CLARIFY YOUR CONCERNS AND APPROACH
[same as Tool 3.6]

Success in sharing concerns with an employee begins with your own preparation. Reflecting on these questions will help point you to the best way of communicating a concern to the employee so that the message is clear and the relationship is strengthened.*

Take a moment to write down your answers to these questions as you consider the concerns you want to raise with the employee and how you want to approach the conversation.

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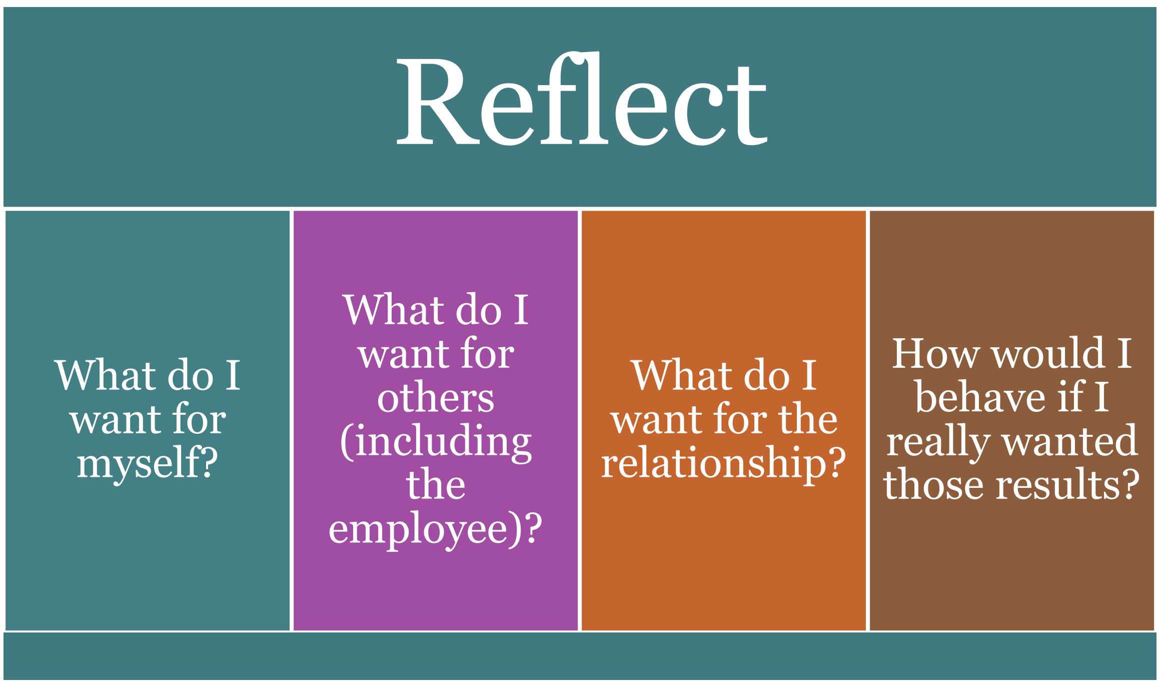
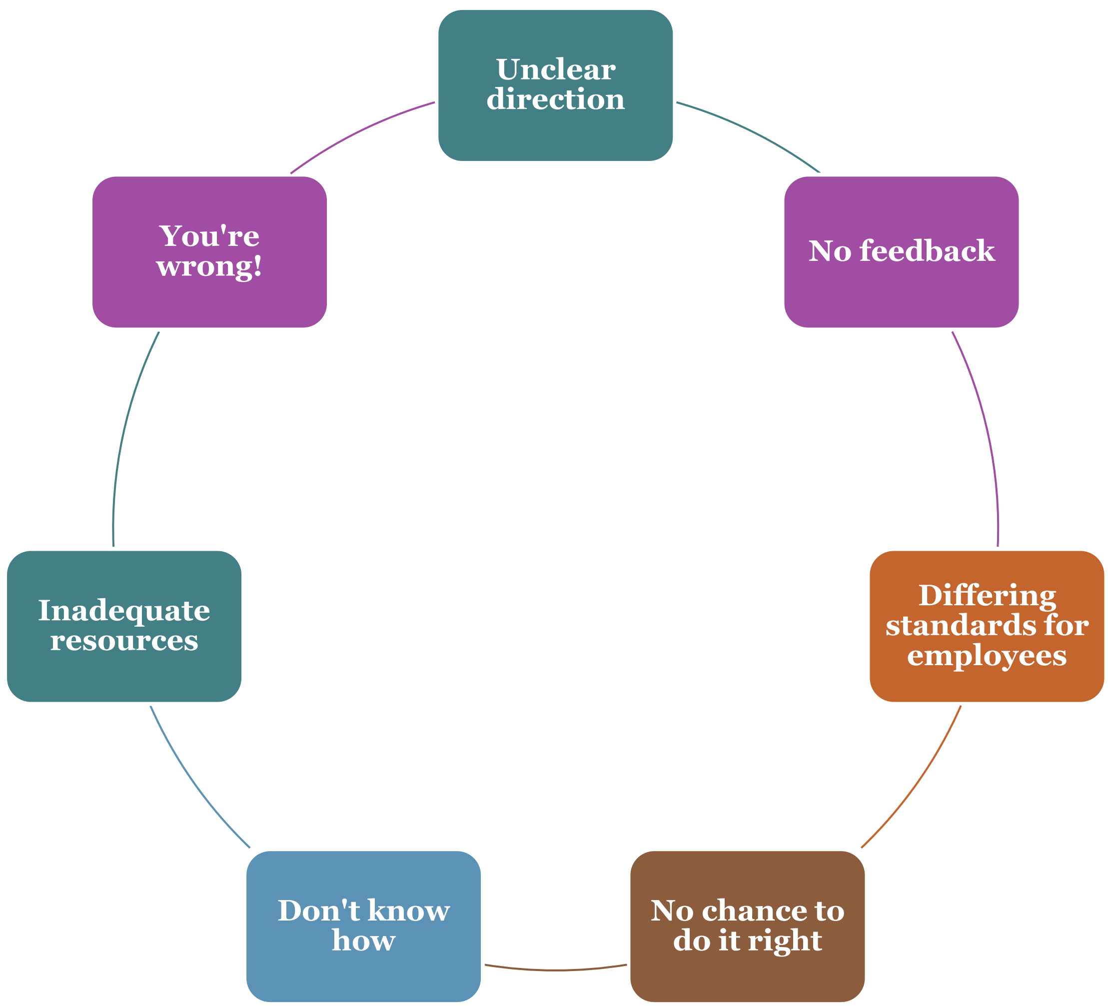


* Adapted from Kerry Patterson, et al, <u>Crucial Conversations</u>, NY: McGraw-Hill, 2002, pg. 34.

4.7 CONSIDER THE EMPLOYEE'S POINT OF VIEW

Conversations with employees about performance problems typically involve some combination of the employee listening intently, asking clarifying questions, and, often, defending their actions in some way.

Factor into your planning what you anticipate the employee will have to say on their own behalf. Which of these common defenses is the employee most likely to use? How legitimate is that perspective? How will you respond if one of these issues is raised?



4.8 MEET

Discussions about performance concerns are difficult. Supervisors must manage themselves and their emotions when meeting with the employee.

- Show respect
- Be specific
- Be patient
- Listen
- Stay calm

4.9 HOW TO SHARE CONCERNS
[same as Tool 3.7]

Listening well plays a central role in sharing your concerns.

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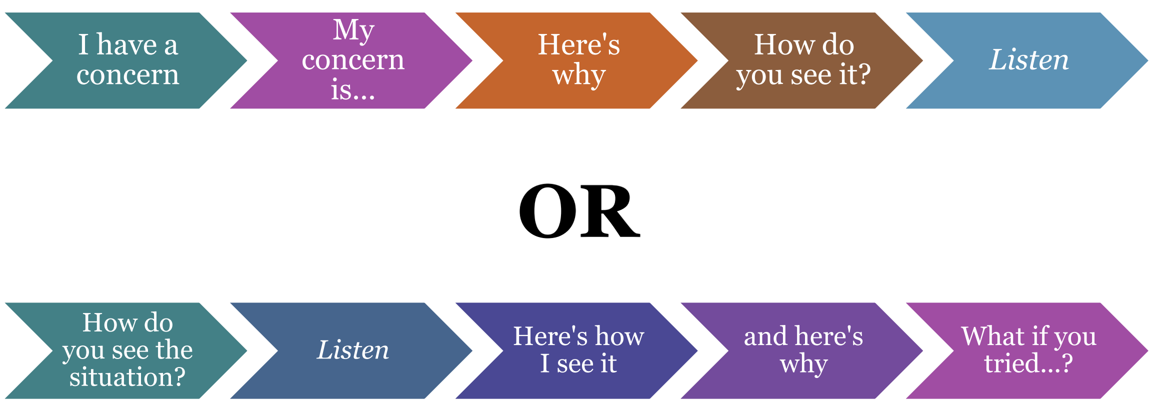


4.10 REFLECT AND DECIDE

Give yourself time to think. You can pause during the meeting to reflect on what you heard; take a break and reconvene later in the day; or schedule a follow-up meeting.

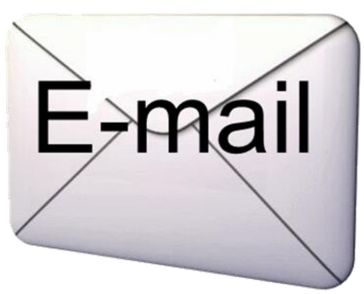
The point is to take the time to consider what the employee has said and then decide what you will do. Have their comments changed in any way the course of action you feel is most appropriate given the performance concern?

4.11 FOLLOW UP

Following up with the employee is a three-step process:

1. Complete a record of the meeting using Tool 4.9.
2. Document what you have concluded and the expectations for future performance in an email to the employee.
3. Make whatever appointments are necessary in light of what you have concluded. Often more frequent meetings with the employee are needed for a period of time to provide feedback and reinforce progress.

To record what happened (See Tool 4.9)



To confirm expectations

To provide feedback and encouragement

4.12 CREATE A MEETING RECORD

Complete this record as soon after the meeting with the employee as possible. This is for the supervisor's personal file. It will serve as an important reminder of the commitments made by the employee to improve. It will also help in dealing with future discipline should the employee prove unable or unwilling to improve their performance.

EMPLOYEE PERFORMANCE MEETING RECORD

Use this format to document a meeting with an employee about performance. File for future reference.

Names of Individuals Present

Date, Time, and Location of Meeting

Overall Nature of the Problem (as described to the employee)

Outline of Main Points of the Conversation (including employee's response)

Consequences Communicated to the Employee

Commitment made by the Employee

Follow-up Plan

CHAPTER 5: HELPING STAFF GROW

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5.1 Many Ways to Delegate

5.2 Delegation Worksheet

5.3 Example of Effective Delegation

5.4 What is Coaching?

5.5 Coach Using G-R-O-W-S

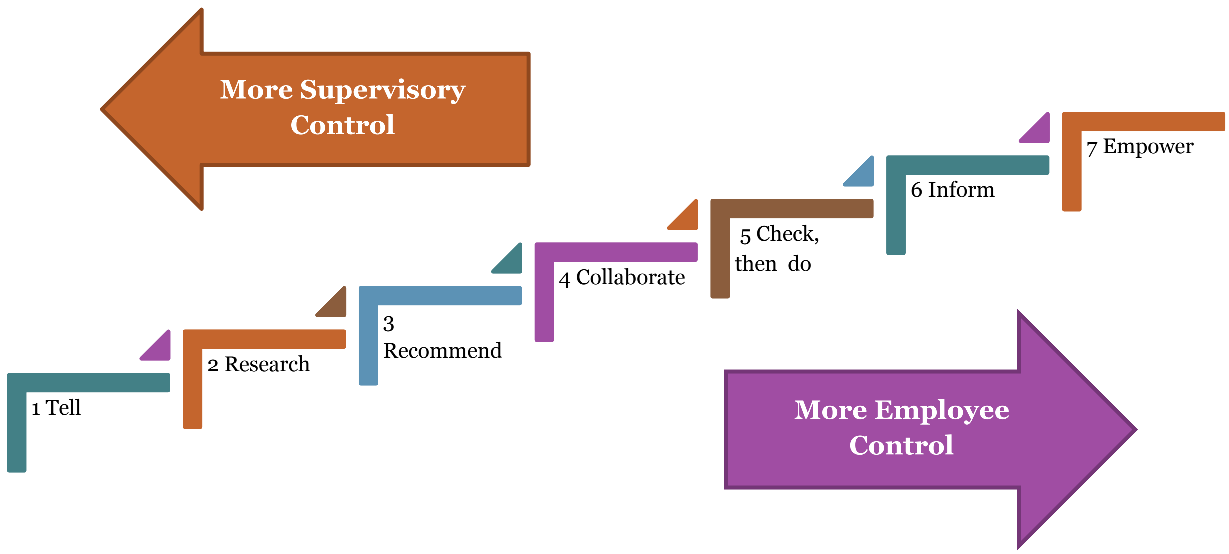
5.6 How to Plan for Employee Development

5.7 Menu of Professional Development Options

5.1 MANY WAYS TO DELEGATE

In addition to distributing work, delegation can play a central role in developing employees. There is no consistently right level of authority to delegate. It depends on the experience and track record of the employee and the urgency, complexity, and impact of the assignment.

Each of the seven levels in the continuum of delegation* is appropriate given the circumstances. I find myself most often using levels 2 to 5, with level 4 the most common—that is, collaborating with the employee in exploring various options based on research the employee has completed.



1 Supervisor tells the employee what to do; employee may ask clarifying questions

2 Employee researches issue; supervisor decides what to do

3 Employee researches an issue and makes a recommendation on the best course of action; supervisor decides what to do

4 Employee and supervisor collaborate in exploring options and developing a solution to an issue

5 Employee decides on the best course of action, but checks with the supervisor for the go-ahead before implementing it

6 Employee implements the decision, but keeps the supervisor informed along the way

7 Employee is fully empowered to manage the issue as they see fit

*Adapted from Leadership Continuum published by Robert Tannebaum and Warren Schmidt (1973)

5.2 DELEGATION WORKSHEET

Using this worksheet will guide you through the steps needed to delegate effectively. You can use the worksheet as is, or reference it as you write an email to an employee in delegating an assignment, or use it as the agenda for meeting with the employee to discuss the work that needs to get done.

Tell the employee…

DELIVERABLE: The result you want and why it matters

DEADLINE: When you want it

CHECK-IN: How frequently you want to be updated

AUTHORITY: How far the employee can go on their own

Ask the employee…

What OBSTACLES they anticipate encountering?	**How this task fits with their other PRIORITIES?**
What RESOURCES they need?	**How confident they are in completing the task on TIME?**

5.3 EXAMPLE OF EFFECTIVE DELEGATION

Here is an example of clear delegation that follows the first part of the worksheet in Tool 5.2. Remember that delegation is not complete until you've asked the employee the questions listed at the bottom of Tool 5.2 and factored their answers into the scope and content of the assignment.

What	Interview hiring managers and prepare a report on how to better support them
Why	To strengthen the efficiency and effectiveness of our hiring processes
When	31 July
Check-in	Show me the interview questions before interviewing the managers, then let me know what you're learning along the way
Authority	I'll decide on next steps based on your recommendations. [Level 3 in Tool 5.1]

5.4 WHAT IS COACHING?

Coaches bring out the best in others.

COACHING *defined*

A supervisor-led dialogue aimed at increasing an employee's effectiveness.

5.5 COACH USING G-R-O-W-S*

Follow this proven sequence in coaching an employee. This order of discussion also works for many meetings and retreats!

In the Options step below, you'll notice that I suggest you come up with seven ideas. Why so many? I suggest this many because the more creative and unexpected ideas often begin to emerge after the first, obvious solutions are expressed. The initial ideas may be preferred (the Will step), but they are best evaluated in the context of a broad view of what actions could help make meaningful progress towards the goal.

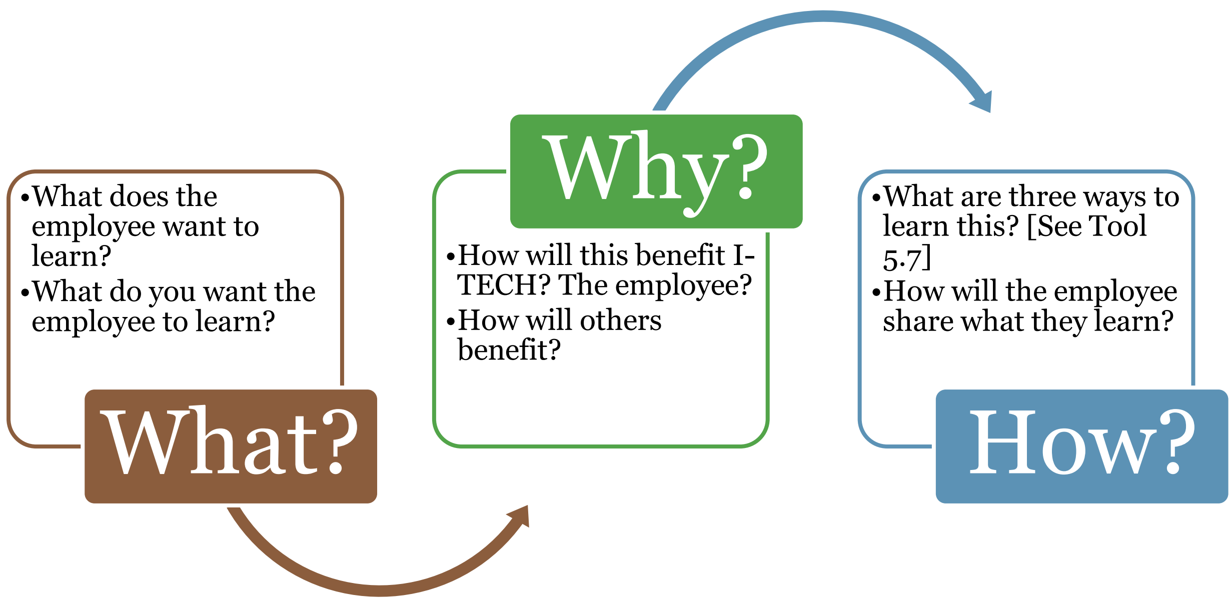
Goal	What do you want to have happen? What would success look like?
Reality	What is going on now? What factors favor success? What obstacles might be encountered?
Options	Given your goal and the current reality, what options could you try? What choices do you have? [Generate at least seven options!]
Will	Which of the options will you pursue? When?
Support±	What support or encouragement will help you implement your decision?

* The GROW coaching model was originally conceived by John Whitmore. See Coaching for Performance, London: Brealey, 2009.

± The "Support" step was the inspiration of a PATH staff member in India—Kishore Bajaj. He felt Whitmore's original "GROW" model was incomplete without encouragement. PATH is a global health non-governmental organization based in Seattle, Washington.

5.6 HOW TO PLAN FOR EMPLOYEE DEVELOPMENT

Professional development is ultimately the responsibility of the employee with the support and encouragement of their supervisor. This simple framework will give you the basis for a productive conversation with the employee about their learning and balances employee interests with those of I-TECH.



5.7 MENU OF PROFESSIONAL DEVELOPMENT OPTIONS

This chart is meant to spark creative thinking in deciding how best to foster employee development. There are many low- or no-cost options that can lead to powerful learning.

Learn from the Work Itself	Learn from Colleagues	Learn through Teaching	Reflective Learning	Learn with Others
• Take on stretch assignments *(assignments at a higher level of complexity and skill)* • Participate in a cross-division or office working group • Develop or improve a process, procedure, or practice • Learn and apply a new method or technique	• Join or start a study group, journal club, or community of practice • Find a mentor for yourself • Join a LinkedIN group at www.linkedin.com • Network *(meet periodically with other professionals to learn about their experiences and challenges)*	• Mentor others • Read and report to your team on what you read • Teach a workshop or course • Present at a conference • Share what you learn with your team	• Write case studies and articles • Solicit feedback • Keep a journal • Read a book • Create your personal vision and mission statement • Clarify your values	• Join online discussion groups • Take an online course or workshop • Attend workshops, seminars, and conferences • Volunteer in your community • Participate in professional associations

CHAPTER 6: YOUR MANAGEMENT STYLE

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6.1 The Guardian Lions of the New York Public Library

6.2 What Are Your *Two Guardian Lions?*

6.1 THE GUARDIAN LIONS OF THE NEW YORK PUBLIC LIBRARY

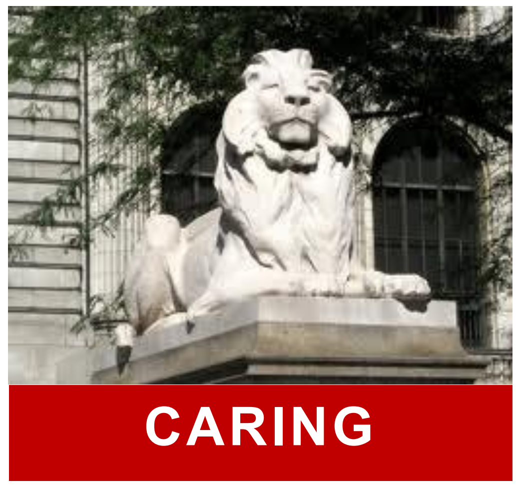
Metaphors have power. During the 1930s, New York City Mayor Fiorello LaGuardia named the guardian lions in front of the New York Public Library for the qualities he felt New Yorkers would need to survive the economic depression. These names have endured ever since, capturing two important touchstones needed for navigating life's challenges.

In front of the New York Public Library stand two lions...

6.2 WHAT ARE *YOUR* TWO GUARDIAN LIONS?

What are the touchstones for your management practice? What two ideas are most important to you, that you most want to inform your day-to-day interactions with others? Keeping these two ideas in mind will help simplify and clarify your management values and reliably guide your actions in ways that meet your personal aspirations for excellence.

Here are the Guardian Lions of my management practice. I want the qualities of being clear and caring to inform my work with others.



Note your two Guardian Lions here:

CHAPTER 7:
EFFECTIVE HIRING

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7.1 Hiring Process Overview

7.2 Best Practices

7.3 Position Review & Planning

7.4 Recruiting & Advertising

7.5 Candidate Ranking

7.6 Interview Question Development

7.7 Interviewing Process

7.8 Reference Checking

7.9 Select & Offer

7.10 Onboarding

7.1 HIRING PROCESS OVERVIEW

The key to hiring good employees is effective planning during the recruitment process. At I-TECH, we strive to have a process that is welcoming, clear, fair, efficient, timely and thoughtful.

7.2 BEST PRACTICES

I-TECH Best Practices for Hiring

Planning	Recruitment & Advertising	Ranking	Interviewing	Select & Offer	Onboarding
Use COP and Strategic Plan as guide	Utilize the I-TECH network	Use requirements from JD to set up criteria	State starting salary; benefits equate to 30% of salary	Consider technical and non-technical competencies	Use orientation checklist for pre-arrival preparations
Start early	Use I-TECH website	Utilize weighted criteria	Job analysis precedes question development	Consider candidate's characteristics	Welcome the employee their first day (supervisor)
Use "How to Fill Staffing Needs" document	Assess candidates using measurable requirements	Avoid assumptions	Use behavioral based questions	Consider candidate's experience	Set clear expectations; Define success at 60 days
Design annual hiring plan (but be flexible)	Market the position, organization, environment, etc.	Create a ranking sheet to keep track of candidates	Set the Stage - outline the process - let the candidate ask questions - create a welcoming environment	Conduct reference checks. Pay attention to hesitations, ask follow-up questions	Orient and introduce to key departments
Use Recruitment Plan Worksheet	Announce to I-TECH staff and appropriate partners	Select top 2 – 4 for one opening	Discuss candidates immediately	Consider fit in the organization	Provide timely feedback
Update Job Description (JD)	Provide Informational Interviews	Notify candidates not selected for interview	Schedule up to three interviewers per round	Set a realistic start date	Plan first day, week, month, 90 days
Hire for multiple positions at the same time	Use LinkedIn; reach out to colleagues	Look for gaps, inconsistencies, changing jobs	Reel them in. Describe why they should work at I-TECH	Document decision; Debrief	Outline HR policies, procedures, vision, mission
Start to prepare for new employee	Send candidates I-TECH's "Operating Principles"	Utilize cover letter as a writing sample	Follow up with all intvd. candidates personally	Be consistent and fair	Provide On-The-Job Training

7.3 POSITION REVIEW & PLANNING

One of the first steps to recruiting is to conduct a review of the position, including updating the job description and defining the critical abilities that you need in a candidate. This preparation will be essential in creating the screening and selection tools to find the best match. Define the position in terms of what is really needed and the possibilities of the new position/employee rather than going with status quo or what you don't want.

Secondly, start to plan for the actual recruitment process. Last minute logistics issues can delay the recruitment process, and can poorly reflect the organization to candidates. Consider the hiring process the beginning of a candidate's relationship with the organization.

Step 1: Spend quality time evaluating the following:

- Job Descrption
- Key Competencies
- Behaviors/Characteristics
- Critical Abilities
- Experience Level

Step 2: Plan ahead for the following:

WHO will be involved?
- Ranking
- Interviewing
- Reference Checking
- Selecting

WHEN will process steps take place?
- Create a recruitment timeline
- Reserve time on calendars and rooms for interviewing

WHERE will you post the position?
- Newspapers and other customarysitess
- LinkedIn Groups
- Affiliation & Association websites
- Partners
- I-TECH and UW public websites

7.4 RECRUITING & ADVERTISING

A clear and fair hiring process starts with an open and competitive recruitment. Finding the right candidate is more about the quality of applicants than the quantity. This means it is less about casting a broad net, and more about targeting a specific talent pool.

Experiment

- Experiment with different tools and websites such as LinkedIn®, local papers and field-specific organizations.
- Contact principal recruiter, Alissa Dunloy, at amhb@uw.edu for tips on using LinkedIn® and other websites.

Track

- Track where top candidates learned about the position and save data for future openings.
- Keep track of money spent on each advertising mechanism.

Utilize

- Utilize current resources, such as the I-TECH and UW websites, staff referrals, listservs and the networks of other hiring managers and HR personnel.

Communicate

- Communicate key functions of the position, minimum qualifications, application deadline and other pertinent information.
- Maintain a consistent look and feel to all advertisements, using the organiztion's logo when appropriate.

7.5 CANDIDATE RANKING

A ranking sheet is a useful tool to score resumes, keep track of candidate information and to document the decision. Criteria on the ranking sheet should be based on the requirements for the position. Weighting important criteria can help differentiate top candidates.

Sample ranking sheet:

Applicant	Education (Masters = 1 pt, Ph.D. = 2 pts)	International Experience (1 pt)	Comparable Work Experience (1 pt)	Score	Meets Min. Quals?	Interview?
Joe Husky	1	0	1	2	No	No
Jane Doe	2	1	1	4	Yes	Yes

Other areas to consider:

Spelling & Grammar

Bonus Skills

Previous History with I-TECH/UW

Relocation

7.6 INTERVIEW QUESTION DEVELOPMENT

To get the best indication of how a candidate will perform in the position, use behavior based interview questions. Behavior based questions ask the candidate how they have handled situations in the past similar to things they would encounter in this position. Questions that are theoretical or can be answered with a Yes or No do not give much insight as to how a candidate will perform in the position.

Behavior based interview questions will ask the candidate to describe:

1. **The situation** "Tell me about a time...."
2. **The outcome** "What was the outcome?"
3. **What they learned** "What would you do differently next time?

Here is an example of critical abilities for a Human Resources Recruiter, and possible interview questions to address them.

What behaviors are critical	Possible Question
1. Patience; keeping cool under pressure	Tell me about a time when you worked effectively under pressure.
2. Flexibility; open to exploring	Tell me about a time when you had to change work midstream because of changing organizational priorities.
3. Skilled recruiter	Tell me about a difficult recruitment, and how you went about finding the best candidate in the time frame the hiring manager needed.
4. Highly motivated and energetic; enjoys the work and learning	Tell me about a goal that you set that took a long time to achieve or that you are still working toward.
5. Superior communication skills, both interpersonally and in writing	Tell me about a time when you had to present a proposal to a person in authority and were able to do this successfully.
6. Superior analytical, people, and problem solving skills	Tell me about a time when you had to analyze facts quickly, define key issues, and respond immediately or develop a plan that produced good results.
7. Excellent organizational skills	Describe your responsibilities for planning and organizing in your current position.
8. Technical expertise	Describe your experience and background in ____. What have been your biggest challenges and what have you learned to help you in your most recent role?

7.7 INTERVIEWING PROCESS

The interview process is the introduction to the future employee's relationship with the organization. The following list is adapted from the most popular training video ever produced, "More Than a Gut Feeling III" by Dr. Paul Green (2000).

Introduce

- Ask rapport-buidling questions to put the candidate at ease
- Describe the process and timeline for the recruitment
- Discuss the job at the begining of the interview
- Provide a description of the team and work environment
- Ask the candidate what questions they have about the position

Support

- Take notes and explain why you are taking them
- Maintain control
- Be patient
- Allow silence
- Clarify intent of questions, if needed

Interview

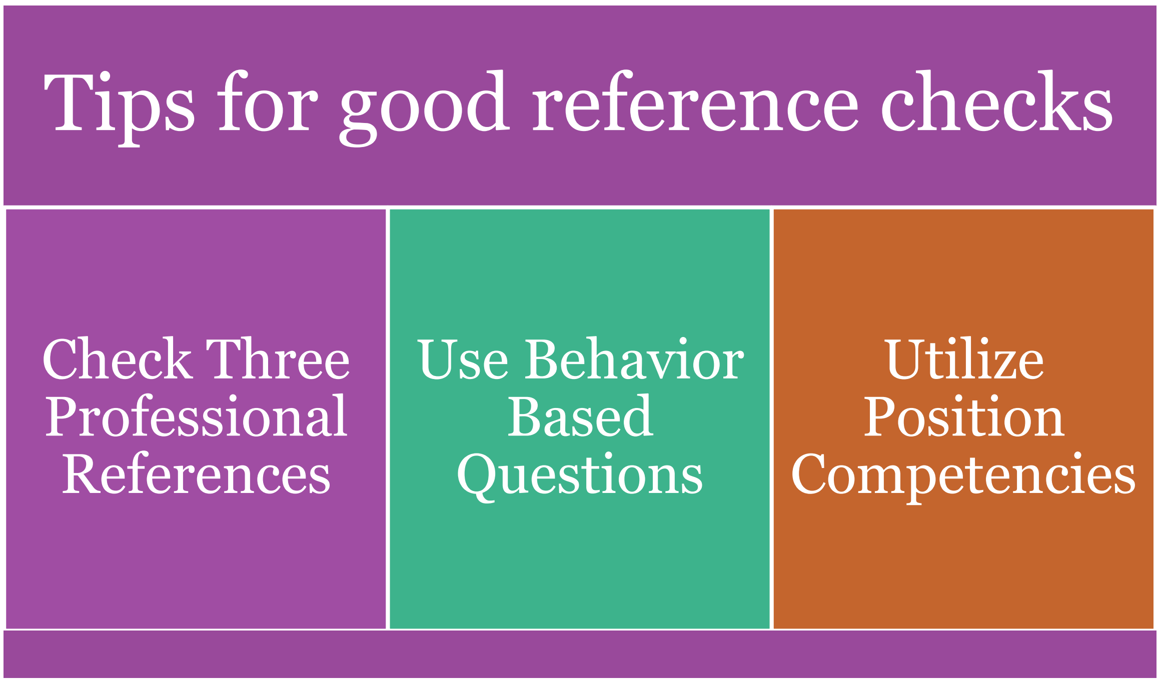
- Ask behavior based questions about job-related experience
- Ask the candidate questions about their resume
- Press for specifics
- Thank them, without offering feedback on performance

Assess

- Ask yourself: "Have I conducted this interview in a way that will contribute to the needs of I-TECH and the dignity of the candidate"
- Thinking about the candidate, ask yourself about their:
  - Fit?
  - Experience and Qualifications?
  - Characteristics and abilities?

7.8 REFERENCE CHECKING

References should be from professionals, and should not be from family members. Similar to interviewing, reference check questions should ask the reference how the candidate behaved. Questions should be driven by the position competencies.



<u>Example</u>

Competency: Works well under pressure

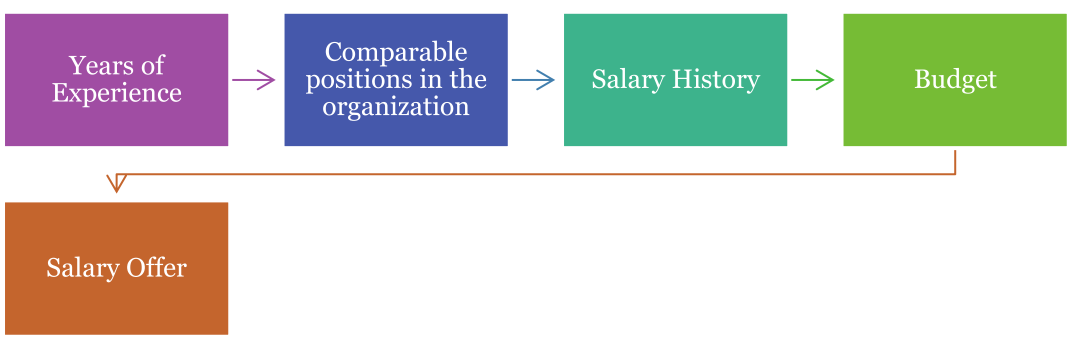
Question: "Please provide an example of how Joe Husky demonstrated the ability to work in a fast paced, ever changing environment."

7.9 SELECT & OFFER

Here are some helpful tools and tips to guide you through the selection and salary offer process.

Factors to consider when selecting the final candidate:

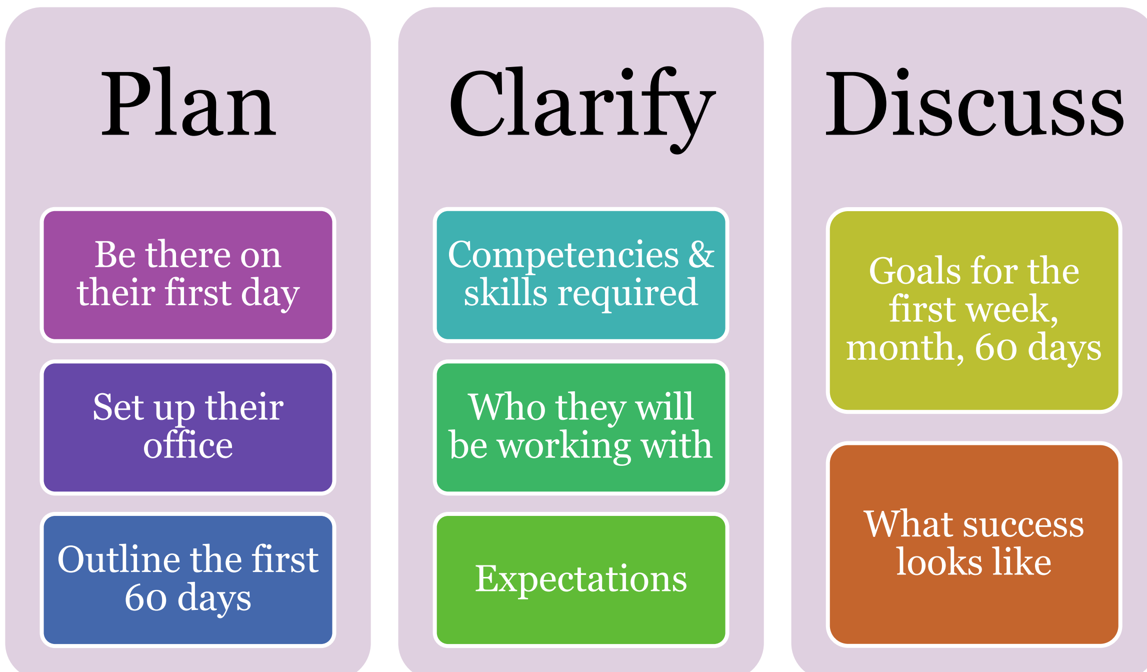
Factors to consider to determine salary:



Salary Negotiating Tip: If a candidate asks for more money highlight the benefits, working environment and professional development opportunities the position offers. Check with Human Resources and be sure not to promise more than you can give.

7.10 ONBOARDING

Setting a new employee up for success is the main goal of a good onboarding process. An employee should know what is expected of them in their first 60 days. These expectations should be realistic and encourage growth in technical aspects of the position as well as relationship building.



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