

Public Sector  
Performance  
Conference  
2004

# **Developing Supervisors:** **Inspiring Excellence in Organizational Performance**

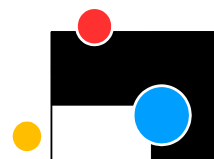


**Employment  
Security  
Department**

**Office of  
Quality and  
Organizational  
Performance**

Presented by

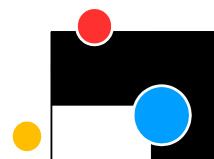
**Gail D. Swanson & Patricia M. Durston**



## STRUCTURED TRAINING DESIGN SYSTEM

Model adapted from work of G. Swanson and R. Robinson,  
GO Associates/Creative Dimensions

DEVELOPMENT PHASE	DESCRIPTION OF ACTIVITIES	OUTCOME
Phase 1	<b>Conceptual Framing:</b> <ul style="list-style-type: none"><li>Proposed Topical Area</li><li>Other available resources</li><li>Similar or supporting offerings by the organization</li><li>Drivers –</li><li>Need - Organizational Challenges</li><li>Anticipated outcomes</li><li>Possible costs<ul style="list-style-type: none"><li>Research</li><li>Delivery</li></ul></li><li>Anticipated Timeline</li><li>Targeted Audience – Marketing strategy</li></ul>	<ul style="list-style-type: none"><li>Organizational Support</li><li>Move to Phase 2</li></ul>
Phase 2	<b>Training Design:</b> <ul style="list-style-type: none"><li>Learning Objectives</li><li>Anticipated Time Frames - Window Schedule</li><li>Methodology – Best Guess</li><li>Selected support materials</li><li>Projected chargeback costs</li><li>Projected organizational costs</li><li>Facility Requirements</li><li>Organizational challenges</li></ul>	<ul style="list-style-type: none"><li>Organizational Support</li><li>Move to Phase 3</li></ul>
Phase 3	<b>Pilot Test</b> <ul style="list-style-type: none"><li>Conduct 3 offerings in close timeframe to selected participants</li><li>Hold firm to design unless critical explosion</li><li>Modify or re-design based on participant feedback</li></ul>	<ul style="list-style-type: none"><li>Move to Implementation</li></ul>
Phase 4	<b>Implementation:</b> <ul style="list-style-type: none"><li>Offer monthly for 1<sup>st</sup> year</li><li>Offer statewide on LIMITED basis by solicited invitation</li><li>Year-end review – update and modify as necessary</li></ul>	<ul style="list-style-type: none"><li>Continue in Production based on organizational need – minimum bi-monthly schedule or</li><li>Remove from Production</li></ul>

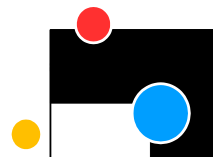


## IN PERSPECTIVE

This workshop was designed to provide participants with the opportunity to assess their own supervisory strengths and capabilities, and to help them plan for future development. These skill sets are based on organizational competencies that are outlined in management text and performance requirements

Throughout the time, he or she participates in activities designed to enhance current skills. Participants have the opportunity to discuss challenges faced as a supervisor and explore options and strategies to address a variety of issues

The **Participant Guide** was designed to support and expand upon the workshop activities, and to be a reference guide when the participant returns to his or her unit.



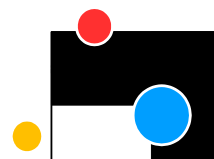
## WORKSHOP OBJECTIVES

The State of Washington is committed to improving management at all levels. Management is recognized as a "profession". Employees appointed to supervisory or management positions are required to successfully complete an approved management program within nine months of their appointments. The state's commitment to management and supervisory development extends beyond the minimum requirements established by Merit System Rule and Washington Management Services.

**SUPERVISORY SUCCESS: Inspiring Excellence in Performance** is a unique blending for the Employment Security Department of theories and concepts that have practical applications appropriate for all levels of management. This program was designed to enhance performance both in the current position and increase managerial potential within the organization.

Upon completion of this course, participants are able to:

- \* Describe his or her role as a supervisor.
- \* Identify his or her primary leadership style and relate it to the work environment.
- \* Apply communication principles and skills to achieve increased productivity and team member effectiveness.
- \* Apply the principles of individual performance management to achieve excellence for self and the work team.



## BUILDING THE FOUNDATION [Day One]

Role of the Supervisor Functions and Skills of Managing Pitfalls of Supervision	3.5 hours designed to create an understanding of the skills and abilities inherent in the role
Leadership & Followership	4.0 hours provides a practical model to assess style; determine needs of follower and learn how to match needs and style

### Table of Contents Reflecting Day One

#### WELCOME

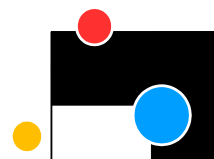
Welcome .....	1-1
Workshop Objectives .....	1-2
Your Journey .....	1-3
Getting Started .....	1-4

#### LAYING THE FOUNDATION

What is a Supervisor? .....	2-1
It's in the Action .....	2-2
Supervisory Skills, Knowledge and Abilities .....	2-4
All the Same...All Different .....	2-7
Successful Supervisors .....	2-9
Five Attitudes for Successful Supervision .....	2-10
Great Expectations .....	2-11
Making the Transition .....	2-12
Pitfalls of Supervision .....	2-14

#### BUILDING WINNING STRATEGIES

Leadership: The Art of Influence .....	3-1
Followership... Understanding Developmental Levels .....	3-8
Leadership... Understanding Situational Behaviors .....	3-9
Situational Leadership Model .....	3-11
Delegation: A Key to Success .....	3-13



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## ENHANCING INTRAPERSONAL COMMUNICATION [Day Two]

Communication Strategies	3.5 hours designed to build and understanding of communication strengths of self and others
Stages of Group Development Group Problem Solving	4.0 hours in which team members explore and apply the principles of group dynamics and effective problem solving strategies to group performance

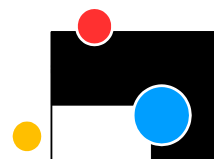
### Table of Contents Reflecting Day Two

#### COMMUNICATING EFFECTIVELY

Five Components Contributing to Effective Interpersonal Communication .....	4-1
Seven Steps to Improved Self-Concept .....	4-7
Communication Effectiveness: Active Listening .....	4-9
A Summary of Guidelines for Clear Interpersonal Communication .....	4-16
Assessing Your Approach .....	4-17
Assessing Your Strength Based Interactions .....	4-18
Capturing the Head and Heart .....	4-20
Understanding Strength Based Interactions .....	4-21
Interaction Strategies .....	4-23

#### SOLVING PROBLEMS

Group Decision Making .....	5-1
Stages of Group Development .....	5-3
Is It a Problem or a Condition? .....	5-5
Problem Solving: 4 Key Questions .....	5-6
Steps to Effective Problem Solving .....	5-7
Lost at Sea .....	5-8
Reflecting on the Process .....	5-12
Performance Based Feedback .....	5-14



## INDIVIDUAL PERFORMANCE MANAGEMENT [Day Three]

Personnel Primer	3.5 hours designed to address issues and concerns of the supervisor around general HR topics. Overview level only...avoiding the most common pitfalls or traps
Conflict Management Performance Coaching	4.0 hours designed to assess style and apply resolution strategies to a variety of organizational applications

### Table of Contents Reflecting Day Three

#### MANAGING PERFORMANCE

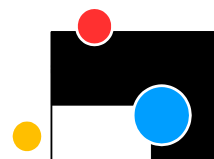
The Ongoing Performance Management Process .....	6-1
Why Are Regular Reviews in the Best Interest of Supervisors? .....	6-2
Why Are Regular Reviews in the Best Interest of Employees? .....	6-4
Employee Development and Performance Plan .....	6-5
Performance Appraisal .....	6-8
Evaluation Process .....	6-9
Performance Expectations – A Sample .....	6-11
Operating Procedures – A Sample .....	6-13
Professional Development Summary .....	6-17
Performance Appraisals in a Legal Context .....	6-19
Setting Goals: The Nine-Point Test .....	6-22
Five Essentials to Ensure a Productive Evaluation Meeting .....	6-24
How to Structure an Effective Meeting .....	6-25
A Guide to New Employee Orientation .....	6-27

#### UNDERSTANDING AND MANAGING CONFLICT

Supervising: The Helping Role .....	7-1
Organizational Conflict .....	7-6
Conflict Styles .....	7-7
Integrating Approach .....	7-8
Supervisor's Guide to Corrective Action .....	7-15

#### CREATING A CLIMATE FOR SUCCESS

Putting It All Together .....	8-1
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Office of Quality and Organizational Performance  
**SUPERVISORY SUCCESS:**  
Inspiring Excellence in Performance

**Reviewing Your Experience**

This workshop is designed to help you better meet the challenges of supervising today.

<i>Content Highlights</i>	How helpful was this area for you? (1 low – 10 high) Please Indicate Your Response
1. Supervisor's role and skills	1 2 3 4 5 6 7 8 9 10
2. Leadership and followership	1 2 3 4 5 6 7 8 9 10
3. Communication	1 2 3 4 5 6 7 8 9 10
4. Problem Solving	1 2 3 4 5 6 7 8 9 10
5. Performance management	1 2 3 4 5 6 7 8 9 10
<i>Learning Climate</i>	To What Degree Did Each Of The Following Contribute To Your Workshop Experience?
6. Facilitator(s)	1 2 3 4 5 6 7 8 9 10
7. Your Participation	1 2 3 4 5 6 7 8 9 10
8. Participant Workbook	1 2 3 4 5 6 7 8 9 10
9. Facility	1 2 3 4 5 6 7 8 9 10
10. What was the overall effectiveness of this experience for you in helping you better understand the dynamics of effective supervision?	1 2 3 4 5 6 7 8 9 10

I am currently a supervisor. YES NO I am currently a lead worker. YES NO

What was Most Helpful?

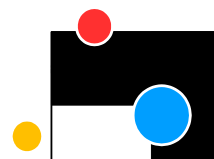
What was Least Helpful?

Other Comments or Suggestions for Enhancing your Learning Experience:  
(If you would like more space please use the back of this form)

Name \_\_\_\_\_

Phone: \_\_\_\_\_

*Thank you for your commitment to inspiring excellence in performance as you model the skills of supervision or aspire to the profession of supervision!*



## WORKING WITH DATA

Microsoft Excel - Evaluation Calculations - Supervisory Success

File Edit View Insert Format Tools Data Window Help Acrobat

Type a question for help

100% 12 B

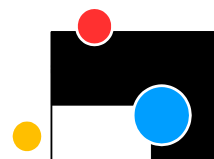
Reply with Changes... End Review...

A23

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	
2	<b>SUPERVISORY SUCCESS - CLASS EVALUATIONS</b>																												
3	(Scroll down to view summary and enter comments)																												
4	<b>!!! NOTE - BEFORE ENTERING DATA:</b>																												
5	1. Click EDIT menu / Move or Copy Sheet.																												
6	2. Click most recent date or "(move to end)." Click checkbox for "Create a copy". Click OK button.																												
7	3. Double-click the name of the sheet tab [e.g., "Copy & Enter Class Date(2)"]. Type Date of Class. Press ENTER key.																												
8																													
9	Participant # >>>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
10	Content Highlights	1	10	9	10	10	10	10	10	10	10	10	10	10															
11		2	10	9	10	10	10	8	10	9	9	9	7	10	10														
12		3	10	8	10	10	9	9	9	9	10	10	10	10	10														
13		4	10	8	10	10	9	10	9	10	9	10	10	10	10														
14		5	10	9	10	10	9	10	9	9	10	10	10	10	10														
15	Learning Climate	6	10	9	10	10	10	10	10	10	10	10	9	10	10														
16		7	10	10	10	9	10	9	9	6	9	10	7	8	10														
17		8	10	9	10	9	10	10	10	10	10	10	10	9	10	10													
18		9	7	7	8	10	9	7	5	7	6	10	5	4	3														
19	Overall	10	10	9	10	10	10	10	10	10	10	10	10	10															
20																													
21																													

September 21-22, 2004 August 3-5, 2004 July 13-15, 2004 June 15-17, 2004

Ready CAPS NUM



## DATA RESULTS

Microsoft Excel - Evaluation Calculations - Supervisory Success

File Edit View Insert Format Tools Data Window Help Acrobat

Type a question for help

100% 12 B

Reply with Changes... End Review...

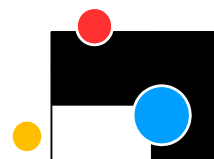
A23

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
23																												
24	<b>TOTALS PER RESPONSE</b>										<b>AVERAGE</b>																	
25	<b>RESPONSE&gt;&gt;&gt;</b>	1	2	3	4	5	6	7	8	9	10																	
26	<b>Content Highlights</b>																											
27	1. Building a framework: role, functions and skills of supervising/managing																											
28	2. Becoming a situational leader																											
29	3. Building communication and problem solving skills																											
30	4. Developing performance management skills																											
31	5. Creating a climate for success																											
32	<b>Learning Climate</b>																											
33	6. Facilitator(s)																											
34	7. Your Participation																											
35	8. Participant Workbook																											
36	9. Facility																											
37	<b>Overall</b>																											
38	10. What was the overall effectiveness of this experience for you in helping you better understand the dynamics of effective supervision?																											
39	TOTAL PARTICIPANTS																											
40	Number of Supervisors	13																										

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Ready CAPS NUM

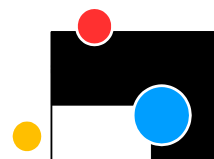


## NARRATIVE

The screenshot shows a Microsoft Excel spreadsheet with the following content:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
43	<b>MOST HELPFUL</b>																											
44	Table work, sub group work; hearing personal challenges																											
45	Models/exercises and the info on performance appraisal																											
46	Developmental learning; conflict resolution; leadership styles and practice interview																											
47	I have the helpful tools to operate my job. Thank you very much!																											
48	EDPP discussion - entire class was a good refresher																											
49	Understanding steps of skill development and situational leadership																											
50	Situational leadership model - developing the chart with style and development behaviors.																											
51	I enjoyed the "assessing your strength based interactions"																											
52	Today's exercises where we role played different situations.																											
53	The use and display of the model, how they completed the picture. Role playing.																											
54	Work we did on EDPP																											
55	Direction on performance management; situational leadership model.																											
56	Understanding situational leadership - behavior of supervisor and followers (role play situation)																											
57																												
58	<b>LEAST HELPFUL</b>																											
59	All helpful																											
60	The different theorist styles																											
61	I did not see anything bad in this training class.																											
62	Survival exercise (good exercise for group interaction and consensus)																											
63	The models got confusing for me towards the end.																											
64	It was all helpful																											
65	I felt everything was very helpful.																											
66	It was all very helpful information, thoughtfully prepared.																											
67	Skill practice																											
68	It was all helpful. Excellent class. Thank you.																											
69	N/A - all the time was used effectively.																											
70																												
71	<b>OTHER COMMENTS</b>																											
72	Would like more real scenarios from class members, work through them together (not mention names, etc).																											
73	Would have liked more time spent on appraisals to ensure that I improve the ones that I submit to Personnel.																											
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## **MEET THE PRESENTERS:**

### **GAIL D. SWANSON**

Gail has over 20 years of experience and more than 20,000 hours in organizational consulting, training, and development activities. She brings extensive experience in designing and managing results-producing training/development programs and organizational effectiveness interventions for public and private sector organizations, both locally and nationwide. Her work has included leading public and private sector executives in strategic and human resource planning and with managers and supervisors at all organizational levels to improve their human relations skills. Her work in the area of experiential-based learning has resulted in her being a contributing author to GAMES TRAINERS PLAY II. She has worked in educational environments with teaching experience at the, secondary and undergraduate and graduate levels.

Gail has a B.A. in Theatre Arts/Education and a M.A. in Applied Behavioral Science with an emphasis in organizational consulting and leadership.

### **PATRICIA M. DURSTON**

Patricia Durston has devoted most of her 29-year career with the Employment Security Department to increasing the knowledge and skills of ESD staff. Pat has provided technical training and human relations training, provided consulting services to ESD program divisions to assist in the implementation of major automated systems and program initiatives. Pat's consulting services extend to supporting agency initiatives and to helping resolve human resource development issues for teams, supervisors, managers and individual staff members.

