

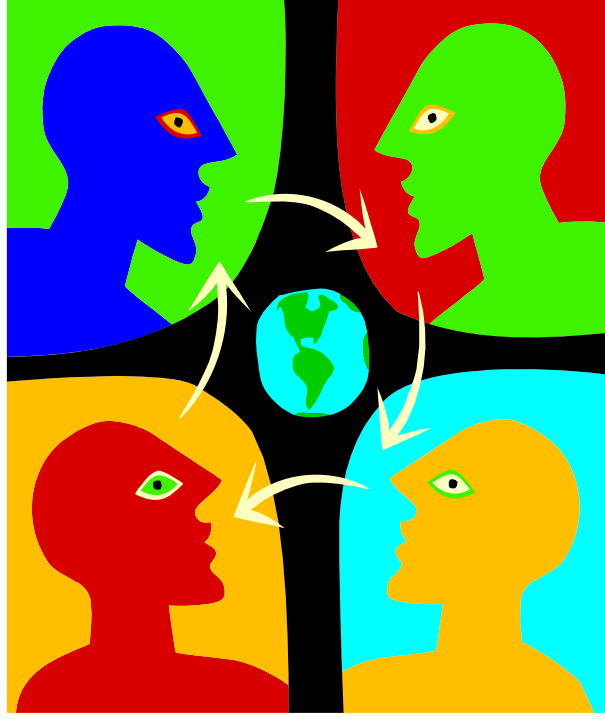
Supervisory Skills Training

PARTICIPANT GUIDE



supervisory skills training:

participant manual



Training and Learning Policy

The Organization's training and learning policy is based on the principle that building and maintaining the professional and managerial competence of staff is an important priority, as it represents a critical investment in the Organization's future. Among the key elements of the policy are the following:

- The goal of staff development is to meet organizational needs, and allow individuals to fulfill their individual career aspirations;
- Development programmes are geared to supporting the Secretary-General's reform programme by contributing to organizational culture change and building the human resources capacity required for the future;
- Development activities are based on defined organizational core and managerial competencies; on-going needs assessment is carried out to assess organizational requirements and identify gaps where skills and competencies need to be built or strengthened;
- Staff development is a responsibility shared by the Organization, its managers and staff; the dialogue that takes place in the context of the Performance Appraisal System is an important means of assessing needs and establishing accountability in this regard;
- Development needs are addressed through a combination of centrally organized programmes aimed at building core and managerial competencies and promoting a shared organizational culture and values, and decentralized programmes to address specific technical and substantive needs in departments and Offices;
- Development opportunities should be made available equitably to all staff at all levels;
- Staff are encouraged to think of training in the broadest sense, including participation in self-study programmes, professional reading, cross-training provided by other colleagues, on-the-job training, coaching and developmental assignments;
- Increasingly, focus will be given to expansion of alternative methods of training delivery such as technology-based self-study programmes;
- The United Nations System Staff College will be used in cross-programmatic areas where staff can benefit from interaction with staff from other organizations of the system;
- Evaluation is an integral part of all development activities to ensure that programmes continue to meet priority organizational needs in an effective and efficient manner.

Supervisory skills Training:

Foundations for Excellence

	Day One Effective Communication in a Diverse Workforce
	Day Two (morning) The Role of the Supervisor: Managing and Leadership
	Day Two (afternoon) Recognizing and Motivating People
	Day Three Feedback for Recognition and Performance Improvement
	Day Four Work Assignment and Delegation

supervisory skills training:

Effective Communication in a Diverse Workforce



Participant Manual

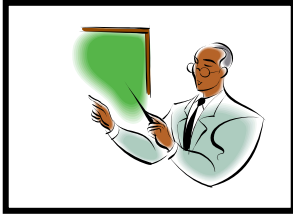
Effective Communications in a Diverse Workforce

Programme Outline



- Welcome, Overview of Full Training
- Check-In, Review Programme Purpose and Outline
- Overview of OASIS® Model
- Case Study Vignette
- Observable Data
- Assumptions
- Suspend Acting on Judgment and Inquire
- Identify Needs and Common Ground
- Effective Listening – REHEAR Model
- Select Behaviour
- Practice
- Self-Assessment and Personal Development Action Plan
- Check-out and Journal Entry

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Purpose and Learning Outcomes

Purpose

To learn and practice effective communication skills for more productive work relationships.

Learning Outcomes

Upon successful completion of this module, participants will:

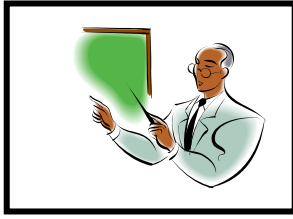
Understand that strong communication skills will greatly increase their effectiveness as supervisors

Know and use a model for effective communication.

Learn the value of giving clear feedback based on observable data.

Practice the art of active listening.

Incorporate an effective communication component into a personal development plan.



Facilitator Assumptions

Everyone needs to take responsibility for his/her own learning.

*I hope you will engage in each day, ask questions, and enjoy the process.
Please use this workshop as an opportunity to practice your skills.*

You bring with you a lot of experience and knowledge about this subject.

More than a workshop where you open your heads and we pour information in, this is an opportunity to experiment, learn from one another, discuss, and experience the processes.

Different points of view are critical in solving challenging problems.

Diversity of ideas leads to innovative and creative solutions.

Listen for understanding rather than evaluation.

For the most part, we automatically evaluate what others say. We quickly decide whether we agree or disagree, whether they are right or wrong, etc. Instead, concentrate on listening for understanding, to experience reality through the perception of others in the room, and to be open to new ideas.

One of the most valuable ways to learn is experientially.

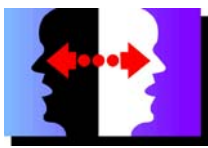
Pay attention to your responses and view each activity as a learning opportunity. It is not possible to be "wrong" in this community. We are all learners.

Make this a laboratory not only for skills but also for creating a supportive learning community where all people feel equally heard.

As a group let us pay attention to and share where we note gender and culture-based interactions.

OASIS[®] Model for Effective Communication

AWARENESS

<u>O</u>	Observable Data	
<u>A</u>	Assumptions & Feelings <i>[Optional: Background]</i>	
<u>S</u>	Suspend Acting on Judgment and Inquire	
<u>I</u>	Identify Needs & Common Ground	
<u>S</u>	Select Action	



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OASIS[®] Model for Effective Communication

AWARENESS

O	Observable Data Describe behaviour, facts and impact. <i>I notice that... When I see, hear...</i> <i>That results in...</i>
A	Assumptions & Feelings Examine and/or share thoughts. <i>I assume, believe, interpret...</i> Share feelings <i>I feel...</i> Optional: Examine and/or share your background, experience, standards, values.  <i>Because I... or The impact is...</i>
S	Suspend Acting on Judgment and Inquire Notice your signal. Become open and curious. <i>How do you see the situation?</i>
I	Identify Needs & Common Ground Be open. Explore through active listening to identify shared needs, interests and purpose. <i>What do you need? What do I need? What do we need? What are our options?</i>
S	Select Action Make requests, offers, promises. <i>I would like you to...</i> <i>I will...</i> <i>You would like me to...</i>

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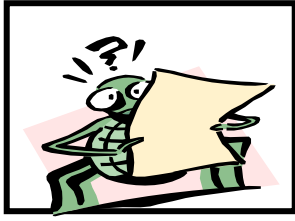
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Observing Behaviour Exercise

Read each of the following statements. Determine if they are describing behaviours observed (facts) or if they incorporate assumptions and interpretations. Please re-write the statements that are not exclusively observations.

1. Alysha is not committed.
2. Sam did not ask for my opinion in the meeting.
3. Roosie always talks too much.
4. I read in the attendance report that Donna exceeded her allotted sick days.
5. Lela is not very intelligent.
6. Last week when I came to work late he said, "What's the matter can't you afford an alarm clock?"
7. Sasha is overly emotional.
8. Caleb did not write and distribute the report within the required timeframe of two hours.
9. They are too competitive.



Feelings

Words Related to Anger

aggravated	cruel	incensed	steaming
cranky	hostile	resentful	bitter
furious	outraged	annoyed	frenzied
irritated	angry	exasperated	infuriated
agitated	enraged	indignant	vicious

Words Related to Happiness

amused	fantastic	joyous	tickled
cheerful	thrilled	charmed	excited
soothed	calm	elated	happy
blissful	ecstatic	gratified	proud
delighted	glad	pleased	contented

Words Related to Hurt

upset	slighted	awful	ignored	rejected
trapped	abandoned	desperate	dreadful	terrible
oppressed	hassled	cheated	snubbed	forsaken

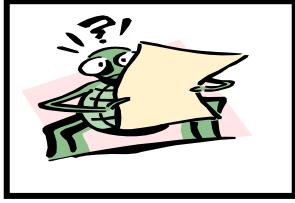
Words Related to Belittled

betrayed	incapable	intimidated	useless	helpless
insulted	unworthy	foolish	inferior	unfit
deflated	inept	powerless	worn out	persecuted

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Feelings

Words Related to Loving

affectionate	passionate	gentle	gracious	Heavenly
aroused	tender	vivacious	Amorous	sensitive
charming	bewitched	loved	beloved	

Words Related to Embarrassed

anxious	humbled	silly	disgraced	Doomed
ridiculous	conspicuous	overwhelmed	Regretful	chagrined
Awkward	humiliated	troubled	thwarted	perplexed

Words Related to Disgust

disgusted	revolted	sickened	wary	Repulsed
loathsome	nauseated	obnoxious		

Words Related to Energetic

assured	eager	lively	Determined	inspired
strong	confident	potent	Bold	vigorous

Words Related to Lonely

Abandoned	forsaken	scorned	empty	Excluded
rejected	deserted	ignored	Lost	slighted

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Feelings

Words Related to Surprised

astounded	jarred	shocked	confused	puzzled
startled	astonished	mystified	stunned	flustered

Words Related to Sad

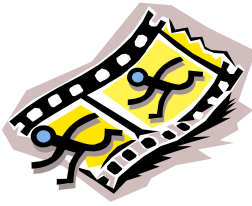
Blue	gloomy	downcast	Frustrated	melancholy
let down	troubled	depressed	weary	low

Words Related to Fear

alarmed	threatened	frightened	terrified	boxed in
uneasy	nervous	fearful	scared	jumpy
troubled	bullied	cornered	jittery	petrified

Words Related to Helpful

agreeable	helpful	compassionate	cordial	gentle
caring	obliging	supportive	cooperative	amiable



Suspend Acting on Judgement Video Vignette

Car Park

A long-term and new employee discover they have a difference over a parking spot.

Recognition Meeting

Cheryl, a new supervisor, has an idea that can improve and streamline services. She asks to meet with Marjorie, the supervisor of Internal Communications to recommend a new software programme.

Late Report

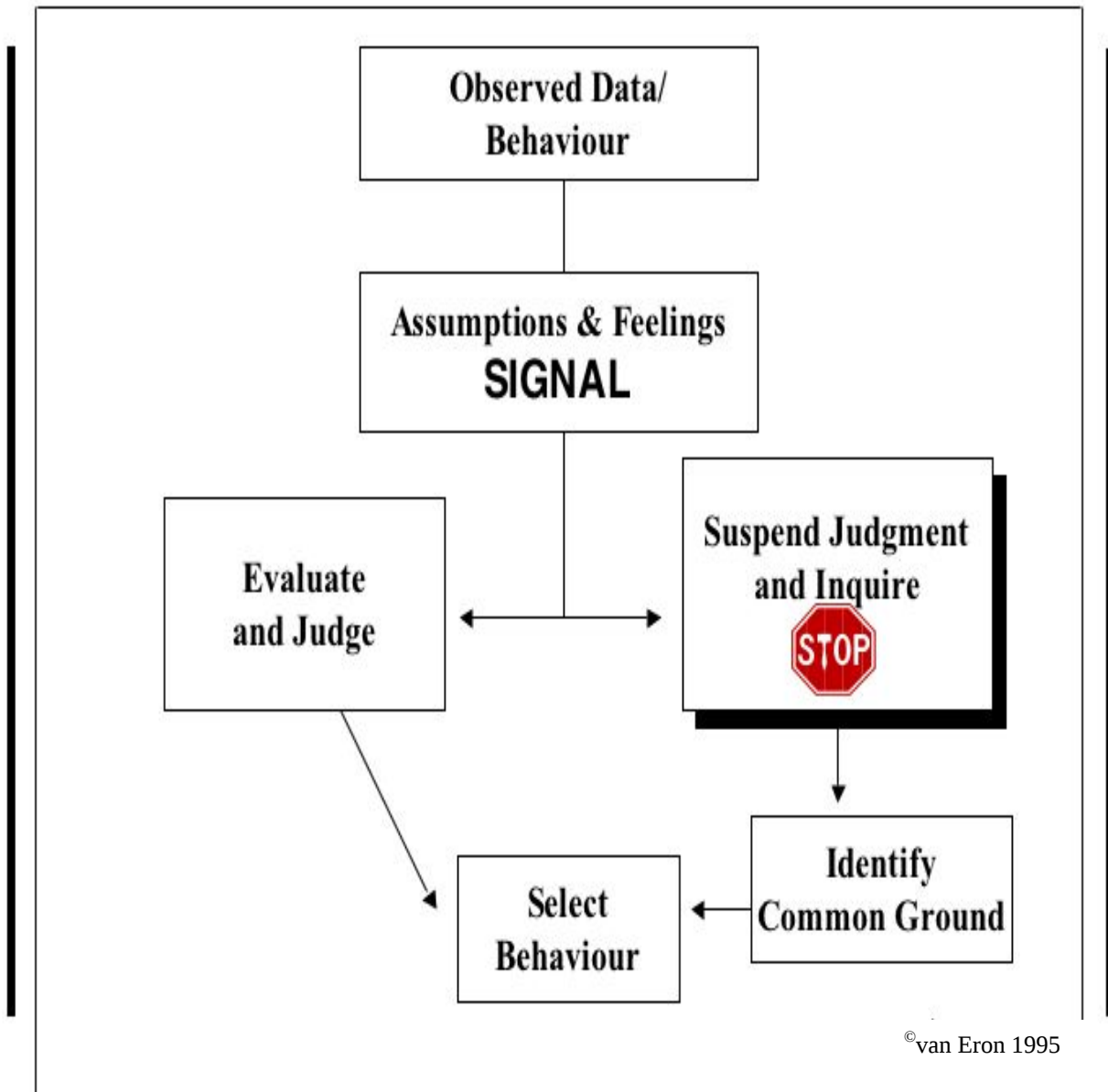
Carol—having promised to get her reports in on time each Friday afternoon—is getting ready to leave without doing the report. Her supervisor, Diane, is upset and confronts her.

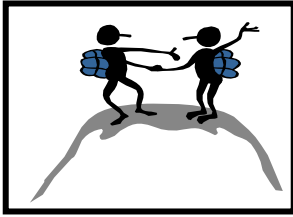
Some questions to consider:

What did you notice?	
What assumptions might each be having (about the request and the other person?	
What feelings may be affecting the communications?	
What judgments might each be having about the other?	

NOTES ON JUDGEMENT:

Suspend Acting on Judgment Signal Model





Identifying Needs & Common Ground

First seek to understand, then to be understood. Covey

The key to this phase is searching for the needs that are motivating an action or request and the areas of common needs and interests.

Express your needs. Uncover the needs of the other party. Look for areas of agreement and discover common goals. The focus moves from differences to similarities so that you can begin to focus on options.

Common ground also can represent the higher goals shared by both persons. By stating the common or shared goal explicitly, the parties establish an objective to move toward.

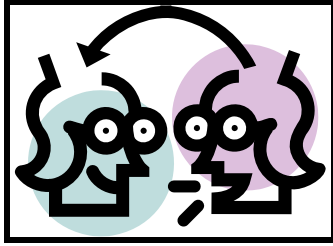
Four Key Questions

- What are my needs?
- What are the other's needs?
- What are our shared needs?
- What are our options?

Three skills to help you explore needs and common ground.

1. Active Listening
2. Effective Questions
3. Perspective Taking

Tips for Effective Listening



REHEAR

Repet the message you just heard by paraphrasing and summarizing.

Empathize with the speaker, observe his/her feelings and attitude as well as the words being spoken.

Help the speaker by asking clarifying and probing questions.

Eempty your mind, concentrate on the words you are hearing.

Attend to the speaker's body language and tone

Read between the lines; Listen for the meaning behind the message.

If possible and needed, put the message and meaning in hard form -- a tape, memo or note to yourself or the speaker.

Be patient, don't complete the speaker's thoughts either mentally or verbally.

Takes notes then or right after if appropriate.



Active Listening Skills

Repeating

Summarizing and/or restating in your own words the thought expressed by the other. The primary focus is on obtaining a clear, accurate picture or idea of the other's situation rather than an evaluation or judgment.

Paraphrasing will result in demonstrating to the other that you are paying attention and trying to understand what they said. It can help clarify problems for both you and the other. It can also evoke further elaboration. Some call this "mirroring."

Paraphrasing...

Some common stems to begin paraphrasing are:

"So what you are saying is..."

"It sounds like..."

"If I hear what you are saying..."

"It seems like..."

Some common ends to paraphrasing are:

"Is that right..."

"Is that close..."

"Did I understand you correctly..."

"Is that what you meant..."

An example would be:

Sender: "Robert needs the financial reports by Wednesday. I requested a personal day off for Tuesday several weeks ago and now you tell me you need this new project completed immediately."

Receiver: "It sounds to me like you are being pulled in several directions at once. You seem to be saying you are being asked to do too much and not having your personal request for time off respected."



Active Listening Skills

Empathizing/Reflecting feeling

This summarizes in a word or short phrase what the other is feeling.

Use the person's name in the sentence or use the pronoun "you."

Label the emotion. For example:

"Carla, you seem upset."

"You sound pleased..."

"Are you worried?"

Mention the context. For example:

"You sound excited about the project."

"You seem anxious about your presentation."

"You are pleased about the promotion."

Check for accuracy (occasionally). For example:

"Am I right?"

"Do you feel that way?"

Help with Clarifying Questions or Statements

Clarifying questions or statements aim at getting a clearer sense of the other's point of view and increase the listener's understanding of the issue.

"Do you mean...?"

"Could you explain...?"

"Tell me more about..."

"Could you give me an example?"

"I am not clear about what you mean; could you say it another way?"



Active Listening Skills

Attending

Attending skills are verbal and nonverbal signals that acknowledge the person, their point of view, and encourage them to talk. Four primary attending skills are:

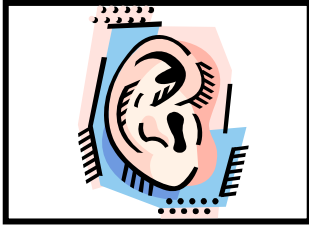
Lean slightly forward with your upper body: This encourages the other person to talk; it demonstrates your interest in what they are saying.

Maintain eye contact: This indicates you are paying attention.

Speak in a warm, natural voice: Do not let your voice trail off and avoid sudden outbursts; both of these actions will discourage the speaker from continuing.

Use encouragers: Provide signals to the other person to continue talking such as "yes," "I see," "really," "mm-hmm," and "I understand." Nodding your head and also repetition of key words is useful, for example "the customer?" or "the deadline." Also phrases like "interesting," or "tell me more," are encouraging.

[Some of the active listening lecture was adapted from J. Kiloski and J. Letterer, "Effective Communication" *Public Personnel Management Journal*, 1983.]



Effective Questioning

Oakley and Krug in their book, *Enlightened Leadership* (1991), identify the following characteristics of effective questioning:

Effective questions are open-ended.

Open-ended questions give people the opportunity to search within for answers. Closed-ended questions call for people to give a "yes" or "no" answer.

Effective questions ask "what" or "how" instead of "why."

"Why" questions are more likely to generate resistance and defensiveness because they appear to be looking for someone to blame. A "what" or "how" question is more likely to support openness and lower resistance.

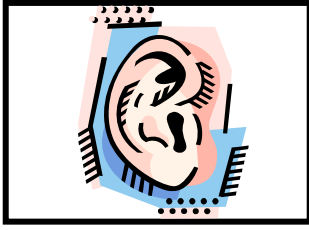
Effective questions help people learn through the process of answering.

A benefit of effective questions is that both parties learn -- the questioner and the responder.

Effective questions are "you-oriented."

Effective questions place the focus on the person answering. They ask "What do you think we should do?" "What is your opinion?" "How do you feel about doing it this way?"

By asking "you" questions, we do not make the other person wrong or judged.



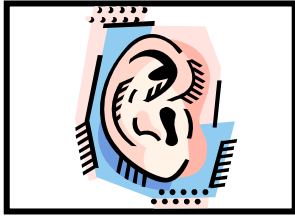
Effective Questioning

Effective questions give the answerers credit for knowing the answers whether they do or not.

Asking people questions demonstrates our confidence that they know the answers

Effective questions help managers/supervisors to become effective listeners.

By asking effective questions, supervisors can begin to listen significantly more than they talk.



Active Listening Skills Observer Feedback Form

Put a "+" for each time the skills are used. Note examples or outcomes when possible.

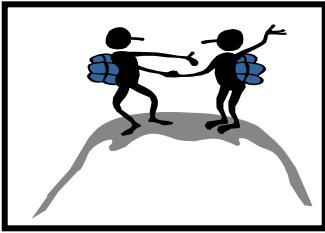
Repeating/ Paraphrasing:

Empathizing /Reflecting Feelings:

Helping with Clarifying/Probing Questions:

Attending Skills:

Other Comments:



Perspective Taking

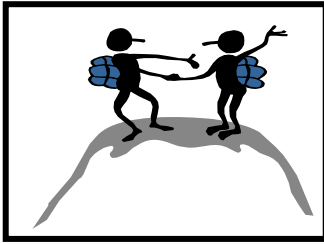
In perspective taking, we are attempting to see the situation from different vantage points. We begin to look for the middle ground, or third alternative that can incorporate the priority needs of all parties. We do this by being willing to listen and to speak.

Separate positions from tangible and psychological needs.

What do you need? (Discover the underlying needs of the other person.)

What do I need? (Express your own needs.)

What are our shared needs? (Find an outcome that satisfies both sets of needs - the common ground.)



Framing the Common Ground

Common ground questions:

How can we satisfy your need for “x” and my need for “y” in a way that achieves our larger goal (or shared purpose)?

Would you be willing to search for a solution that is better than what either one of us has proposed? (Covey)

Example of a common ground statement/question

“We are both committed to the work of this mission. How do we make sure we keep my commitment to get this report submitted on time while managing the competing demands on your time.”



Select Action

Having reached a point of understanding by identifying needs and common ground, we explored several options for reaching a mutually satisfying outcome. We now are faced with selecting one or more of those options. We must:

Make a Request – ask others to do something. For example, “I would like you to finish that report by Monday.”

Make a Demand – declare emphatically a goal, action, or attitude you want. For example, “Anyone who smokes in this office will pay a fee. That’s what I insist on from now on.”

Make a Promise – committing to do something (or refusing). For example, “I promise to seek the input of my colleagues before publishing my findings.”

It is very important to reflect carefully on requests, demands on promises to make sure they are achievable and that the costs of achieving them warrant the time and effort **BEFORE** committing.



Applying OASIS[®]



Carol—having promised to get her reports on time each Friday afternoon—is getting ready to leave without doing the report. Her supervisor, Diane, is upset and confronts her.

OASIS [®] STEP		STATEMENT	ANALYSIS
OBSERVABLE DATA	It's 5PM. Report not given to Diane. Carol putting on her coat to leave for the weekend.	<i>Carol, It's 5 o'clock and I noticed that I don't have the weekly report. (Silence)</i>	Neutral statement. Uses the "I have noticed" rather than an accusatory "you are late." Helps to reduce defensive response.
Diane's ASSUMPTIONS Carol's	Carol forgot. Carol doesn't care about Diane and her goals. Carol thinks the report is a waste of time. <u>Carol doesn't see the report as a priority.</u> Diane doesn't listen to her suggestions for improving the reporting process so Diane isn't interested in her as a person with a mind. Diane is unreasonable in her demands. Diane doesn't care about her.	<i>(I might be wrong but...) When you are late, I assume that you don't view the reports as a priority.</i>	It is important <i>to become aware of your assumptions</i>. You can then decide whether/how to share those assumptions. Sharing assumptions can serve to deepen the other person's understanding of the impact of their actions on you.
FEELINGS	Carol: angry, disappointed, apathetic, vengeful, sad, hurt, etc. Diane: angry, <u>disappointed</u>, vengeful, hurt, worried, distrustful, etc.	<i>I am disappointed...</i>	Connects the other's action more powerfully to a relational consequence.
BACKGROUND (OPTIONAL)		<i>Because (in my background) not following through on commitments is a sign that a person doesn't care about my needs.</i>	Helps the other person understand why it affects you the way it does.

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OASIS [®] STEP		STATEMENT	ANALYSIS
STOP. SUSPEND ACTING ON JUDGEMENT	Diane begins to wonder what how Carol might be seeing the situation. She becomes curious.	<i>How do you see the problem Carol?</i>	Gives the other person a chance to bring more information for clarity. Shows respect and value for the other.
IDENTIFY NEEDS & COMMON GROUND	What do I need? What does she/he need? What are our shared needs? What are our options?	<i>Carol, it seems like we both want the unit to be respected and produce valuable work. You also need to be included in decision making about your work. I need to feel reassured that work gets done as committed to whether I'm present or not. How can we work together to ensure that our unit's work is respected and valued while making sure your input is fully considered and the decisions made are carried out as promised?</i>	Focus on similarity to help reduce animosity. Separate the problem from the person as much as possible. Solutions come from meeting each other's priority needs.
SELECT ACTION	What requests, offers, or promises will move us to our goal?	<i>Let's meet next Monday at 10AM to review both your ideas and mine about how to get the reports back on track.</i>	Gain mutual agreement on action and follow-up. Show appreciation for the effort to resolve problem.

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Applying OASIS®

Find two new partners you haven't worked with yet. This role play is very brief. Assume a desire to both strengthen the relationship and get the task done in time.

Scenario 1: You have a monthly report due on Friday. You are waiting for information in order to finalize it. You asked a staff member for that information on Monday. She promised to get it to you by Wednesday. It's Thursday afternoon and you have not received anything. You have decided to speak with her about this.

Scenario 2: Marjorie and Cheryl – Recognition Meeting. Cheryl wants to recommend new software to Marjorie to ensure that recognition letters go out on time. Cheryl heard that last year the letters went out late. She does not want her career hurt problems in other departments. Marjorie is proud of her unit and is resentful of Cheryl's implication that she is not a good manager.

Scenario 3: One of your staff members leaves the office at precisely 5 p.m. each day regardless of the work requirements. This bothers you and makes you wonder if he/she is committed. Talk to her.

Your goal is to:

1. State the observable data
2. Express your assumption and feelings, as appropriate.
3. Suspend acting on your judgement. Be open and inquire about their perspective.
4. Identify needs and common ground.
5. Agree on actions to solve the problem.

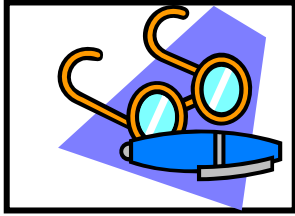
Decide who will be the A – supervisor, B – staff member, C – Observer

If you get stuck, stop the role play and ask each other what's causing the problem and what can get it back on track. Then resume.

Observer – use the Worksheet on the next page to take notes. Before giving your feedback, ask A and B what went well for them and what will each do differently next time.

Rotate roles using another scenario so that at least 2 people in your trio get a chance to use the OASIS® process.

Time: 45 minutes



Observer Worksheet

Observe the person making the OASIS® statement and make some notes using observable data to indicate how he/she is using the OASIS® Model in this exercise.

O	States the Observable Data? <i>"I noticed that..."</i>	
A	Shares his/her Assumptions? Feelings? Background? (Optional) <i>"I am concerned because..."</i> Assumptions... Feelings... Background...	
S	Stop. Suspends judgment and Inquires about the other's perspective? <i>How do you see the situation?</i>	
I	Identify Needs & Common Ground <i>What do you need? I need? What are our common needs?</i>	
S	Select Action. <i>What will I do? You do? By when?</i>	

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Notes:

UN Competency Self-Assessment

Effective Communication in a Diverse Workforce

Core competencies are the skills, attributes and behaviours, which are considered important for all staff, regardless of level. Communications is one of the core competencies. The following assessment will help you to evaluate your communication competency to identify areas for further development. Check the box that best describes your current skill level.

STATEMENT	OUT- STANDING	FULLY COMPETENT	DEVELOPING	UNSATIS- FACTORY
1. I provide clear feedback based on observable data.	1 ☐	2 ☐	3 ☐	4 ☐
2. I empathize skillfully and authentically with my colleagues – including my staff and my manager.	1 ☐	2 ☐	3 ☐	4 ☐
3. I effectively establish common ground and shared purpose with others.	1 ☐	2 ☐	3 ☐	4 ☐
4. I do suspend my judgment to more effectively communicate with others even when I feel strongly about an issue.	1 ☐	2 ☐	3 ☐	4 ☐
5. I tailor my language, tone, and style to match my audience.	1 ☐	2 ☐	3 ☐	4 ☐
6. I show, through my actions, my understanding that feelings are an important part of the communication process.	1 ☐	2 ☐	3 ☐	4 ☐
7. I ask questions to clarify and learn more about other's perspectives.	1 ☐	2 ☐	3 ☐	4 ☐
8. I use paraphrasing, comfortably and effectively, to clarify and to show my understanding.	1 ☐	2 ☐	3 ☐	4 ☐
9. I use active listening skills to demonstrate interest and caring for others especially in situations where the other person is showing defensive behaviours.	1 ☐	2 ☐	3 ☐	4 ☐
10. I understand the relationship between my background, assumptions and behaviour.	1 ☐	2 ☐	3 ☐	4 ☐

Personal Development Action Plan for Effectively Communicating in a Diverse Workforce

Based on your assessment, journal notes and your workshop experience, identify up to three developmental goals that will help you incorporate your learning into your work environment.

Developmental goals can be based on reinforcing the strengths you already possess in addition to strengthening areas that are challenging for you. Before you begin identifying your goals, consider your strengths in this area.

Strengths in this area:

Developmental Goals	Resources and Support	Actions, Benchmarks and Target Dates
<i>For example:</i> To practice using empathy and paraphrasing with staff, family and friends each day.	• Workshop materials and notes • Jose and Eli, staff members • Anna, my supervisor •	I will ask two staff members who I feel will be candid with me to provide me with feedback at the end of each week, after our staff meeting. Positive feedback from both of them will mean I have reached my goal for the week. My first target date is May 14th.

Resources

READINGS

- Tannen, D. 2002. "The Power of Talk: Who Gets Heard and Why." **Harvard Business Review**.
- Goleman, D. 2000. "Leadership That Gets Results." **Harvard Business Review**, March-April.
- Kotter, John P. 1990. "What Leaders Really Do." **Harvard Business Review**, May-June.
- Covey, Stephen R. 1990. **The 7 Habits of Highly Effective People**. NY: Fireside.
- Patterson, Kerry, J. Grenny, R. McMillan, and A. Switzler. 2002. **Crucial Conversations: Tools for Talking When Stakes are High**. NY: McGraw Hill.

INTERACTIONS – OBSERVING AND INFORMATION SHARING

Mentors
Coaches
Supervisors
Colleagues
Staff Members

TRAINING



Putting It All Together

Scenario

Case: Simone and Roaldo

Part A – Supervisor – Simone

You have just been made Officer-in-Charge of your unit for at least one year. The actual unit Supervisor is leaving for another mission on a one-year assignment. As the new OIC, you have asked each staff member to prepare a prioritized list of issues they are currently working on. Everyone except Roaldo, the most senior staff member, has given you his or her list. You have reminded him twice already. Now you will have to talk with him more seriously.

Since you and Roaldo have been friends – colleagues prior to your move into the OIC position – you have some concerns about how to manage this situation.

Planning Worksheet

	Begin with shared goals and with a positive intent to create a common bond and encourage openness.	
O	State the Observable Data. <i>"I noticed that..."</i>	
A	Be Aware of and Share your assumptions and feelings , if helpful Background? (Optional) <i>" I am concerned because..."</i> Assumptions... Feelings... Background... Impact..."	
S	Stop. Suspend judgment and Inquire about the other's perspective. <i>How do you see the situation?</i>	
I	Identify Needs and Common Ground . <i>What do you need?</i> <i>What do I need?</i> <i>What do we need?</i> <i>What are our options?</i>	
S	Select behaviour/ action . <i>What will I do? You do? By when?</i>	
	Use paraphrasing, empathy, helping questions, supportive non-verbals, and read between the lines to understand what is important but not being directly said.	

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Notes



Putting It All Together

Scenario

Part B – Roaldo, Staff member

You are the most senior staff member in your unit. Simone, who was your friend and colleague has just been made OIC. You feel that position should have gone to you as the senior. She has just asked for a list of the current tasks/issues you are working on. You do not want to work for Simone and you feel insulted that you have to give her a priority list of your work projects and tasks.

Planning Worksheet

	Begin with shared goals and with a positive intent to create a common bond and encourage openness.	
O	State the Observable Data. <i>"I noticed that..."</i>	
A	Be Aware of and Share your assumptions and feelings , if helpful Background? (Optional) <i>" I am concerned because..."</i> Assumptions... Feelings... Background... Impact..."	
S	Stop. Suspend judgment and Inquire about the other's perspective. <i>How do you see the situation?</i>	
I	Identify Needs and Common Ground . <i>What do you need?</i> <i>What do I need?</i> <i>What do we need?</i> <i>What are our options?</i>	
S	Select behaviour/ action . <i>What will I do? You do? By when?</i>	
	Use paraphrasing, empathy, helping questions, supportive non-verbals, and read between the lines to understand what is important but not being directly said.	

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Observer Worksheet

Observe the supervisor and make some notes using observable data to indicate how he/she is using the OASIS[®] Model in this exercise.

	Begins with shared goals and with a positive intent to create a common bond and encourage openness?	
O	States the Observable Data? <i>"I noticed that..."</i>	
A	Shares his/her Assumptions? Feelings? Background? (Optional) <i>"I am concerned because..."</i> Assumptions... Feelings... Background... or Impact..."	
S	Stop. Suspends judgment and Inquires about the other's perspective? <i>How do you see the situation?</i>	
I	Identify Common Ground and Shared Purpose. <i>What do you need? I need? We need? What are our options?</i>	
S	Select behaviour/action. <i>What will I do? You do? By when?</i>	
	Uses paraphrasing?	
	Empathy?	
	Helping questions?	
	Attending – nonverbals, tone, Other?	

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Reflection and Journal Entry

supervisory skills training:

The Role of the Supervisor: Managing and Leadership



Participant Manual

Managing, Leadership and Motivation

Programme Outline

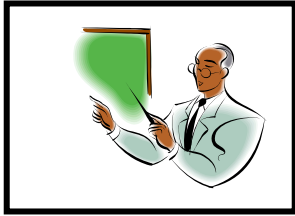
AM Managing and Leadership

- ▶ Check-In, Review Programme Purpose and Outline
- ▶ OASIS© Case
- ▶ Understanding Managerial and Leadership Roles
 - Peace Bridge Project
- ▶ The Social Bases of Power
- ▶ Leadership Styles and Organizational Effectiveness
- ▶ Compliance vs. Commitment
- ▶ Situational Leadership – Model for Team Development
- ▶ UN Values and Managerial Competencies
- ▶ Reflection and Action Planning

PM Creativing a Motivating Environment

- ▶ Understanding Behavioural Styles
- ▶ Versatility at Work
- ▶ Interaction Planning
- ▶ Motivation Models
- ▶ Understanding Interpersonal Needs
- ▶ Assessment Instrument and Personal Development Action Plan
- ▶ Reflection, Journal Entry and Check-out





Managing and Leadership Purpose and Learning Outcomes

Purpose

To demonstrate the effectiveness of leadership styles when working with different teams.

Learning Outcomes

Upon successful completion of this module, participants will:

- Understand some of the major leadership models.
- Analyze their style of leadership.
- Learn to recognize which leadership style is most effective in different situations.
- Know the usefulness of integrating the UN values and managerial competencies into their own development plan.
- Develop a leadership interaction plan for their work teams.



The Peace Bridge Project

Situation

You are part of a design NGO seeking to work with humanitarian organizations using local materials to repair infrastructure damaged in civil unrest. You have presented some proposals to the UN over several years but have not gotten any work from them – until last week.

DPKO has contacted your organization and inquired about your ability and willingness to build a prototype low-cost bridge that can be erected with local materials and labor.

If your prototype is successful, DPKO will want your organization to build 100 of these bridges over the next 2 years.

- Each team will construct a working model of its prototype using the materials your team leader will provide.
- The materials used to construct each bridge will determine the bridge's final cost.
- Any parts not used will not be included in your final cost.
- The workshop facilitator will act as your supplier and will monitor the distribution of material during the activity.
- Your team leader has been chosen by upper management. He/she will provide you with the materials.



Leadership Styles



Autocratic/Coercive Leader

Directive and controlling

“My way or the highway”

No questions – just do it

Pretends to know all

Retains all decision-making authority

Non-trusting

Ignores in-put

Democratic/Facilitative Leader

Creates open environment

Encourages suggestions

Considers all ideas

Active contributor

Maintains focus, guidance

Encourages creativity

Manages both task and relationships

Uninvolved Leader

Hands Off!

Merely a figurehead

Extreme empowerment

Lack of guidance

Lack of direction

Low efficiency

Too much freedom



The Peace Bridge Project

Leader Evaluation Questionnaire

Please read each of the following statements carefully and rate your team leader on his/her actions during the Peace Bridge activity. Use the Rating Scale to rate your leader's performance by circling the number that best represents your feelings about the statement. When you are finished, add the circled numbers to get your Individual score.

Rating Scale:

Strongly Disagree	Disagree	Somewhat Agree/Disagree	Agree	Strongly Agree
1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| A. Our leader gave us clear information about the resources and goals, including budget, time and quality requirements. | 1 | 2 | 3 | 4 | 5 |
| B. He/she contributed to the problem solving in a positive way. | 1 | 2 | 3 | 4 | 5 |
| C. He/she was helpful in improving the way the team worked. | 1 | 2 | 3 | 4 | 5 |
| D. At the conclusion of the activity, I felt a sense of ownership of the Peace Bridge Project. | 1 | 2 | 3 | 4 | 5 |
| E. Our leader encouraged initiative and gave everyone an opportunity to express his/her suggestions. | 1 | 2 | 3 | 4 | 5 |
| F. When problems arose, our leader's reactions were helpful to the team. | 1 | 2 | 3 | 4 | 5 |

INDIVIDUAL SCORE:

Add all of the team members' scores, including your own. Then calculate the team average score.

TEAM MEMBER SCORES:

T/M#1 ____
 T/M#2 ____
 T/M#3 ____
 T/M#4 ____
 T/M#5 ____
 T/M#6 ____
 T/M#7 ____

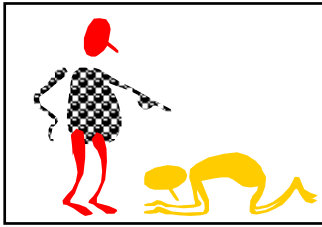
Total T/M Scores	
÷ # of T/Ms	
Team Average Scores =	



The Peace Bridge Project

Debrief Questions

1. What specific actions or comments did your team leader make that helped or hindered your desire to support him/her or the project?
2. How did those actions or comments affect your participation?
3. At any point, did a new leader emerge? Why?
4. In what ways is this exercise similar to your work situation?



Where Does Your Influence Come From? The Social Bases of Power

Be as you wish to seem.
– Socrates (c. 470-399 B.C.)

Integrity is seen in one who does not abuse power and authority
UN Core Value Statement

Position

Position or legitimate power comes from the role and authority given by the organization or more powerful persons. People obey the position, not the person.

Referent

This is the power that comes from another person because they like you, respect you or want to be like you. It can come from your charisma, the support you give to others, or your fame.

Expert

Expert power is the power gained by supervisors from their knowledge and skills valued by others.

Reward

Reward power comes from the ability to give others what they want. In exchange, you can ask them to do things for you. It also comes when you are able to remove penalties or pain. Rewards include recognition, giving autonomy, and meeting the psychological and tangible needs of the subordinates.

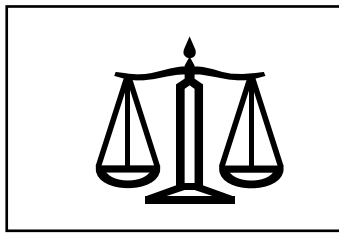
Coercive

This form of power comes from your ability to force others to do things against their will. It is often used to get compliance when commitment is not gained. Supervisors using this power strategy as their primary one are generally perceived by subordinates as being dishonest, biased and arbitrary.

Justice

To the extent others view you as trustworthy, fair, and having integrity your influence with them increases.

Procedural Justice – The Research



Everything can be taken from a man but ... the last of the human freedoms - to choose one's attitude in any given set of circumstances, to choose one's own way. Viktor Frankl

From Mossholder, Kemery and Wesolowski; Latham and Pinder¹

Research supports the idea that supervisors' behaviors do influence perceptions of social power bases (e.g., Gioia & Sims, 1983; Greene & Podsakoff, 1981; Hinkin & Schriesheim, 1990). Procedural justice, the fairness of decision making processes, is an increasingly important aspect of power in the workplace.

To some degree, social power bases may be interpreted as an expression of a power holder's value system. Procedural justice matters to people because it is perceived to provide information about the value leaders give to their subordinates and their basic respect for human worth (Ambrose 2002, Cropanzano et al. 2001). Importantly, in addition to *being* fair, supervisors must be concerned with the *appearance* of fairness in the eyes of the subordinates. This can more effectively occur when supervisors show a willingness to consider subordinates' views and be evenhanded in decision making (Greenberg, 1990).

In this regard, Keys and Case (1990) suggest that referent and expert power bases may be crucial in sustaining influence. Supervisors may need to learn informal power-sharing mechanisms (Hollander & Offermann, 1990) that, in the context of relationships with subordinates, could build perceptions of fairness.

Current trends in the workplace, such as participative management styles, teamwork, and workforce diversity, may elevate the importance of procedural justice in organizations because of its linkage with trust (Konovsky & Pugh, 1994; Korsgaard et al., 1995). To the extent that procedural justice builds trust in social relationships, trust becomes an important consideration in connection with social power bases as well.

¹ Latham, G. and Pinder C. 2005. "Work Motivation Theory and Research at the Dawn of the Twenty-First Century. In **Annual Review of Psychology**, 56:485-516.



The Fine Art Science of Managing

LEADERSHIP STYLES AND ORGANIZATIONAL EFFECTIVENES

	Coercive 	Authoritative/  Visionary	Affiliative 	Democratic 	Pacesetting 	Coach 	Uninvolved 
When Appropriate	In a crisis, to initiate a turnaround or with problem employees	When change requires a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate during stressful times	To build buy-in or consensus, or to get valuable input from employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths	Staff is more competent than leader.
Objective - Modus Operandi	Immediate compliance “Do what I tell you.”	Mobilize others to follow a vision. “Come with me.”	Create harmony “People come first.”	Build commitment through participation “What do you think.”	Perform tasks to a high standard “Do as I do now.”	Build strengths for the future “Try this.”	Allow informal leader to rise. Hide. “I need to get out of the fire.”
Impact on Climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive	Negative
Competencies/ Skills	Drive to achieve; initiative, emotional self-control	Self-confidence; empathy, change catalyst	Empathy, building bonds, conflict management	Collaboration; team leadership; Communication	Conscientiousness; drive to achieve, initiative	Developing others, empathy; emotional self-awareness	Patience.

Adapted from Goleman’s, “Leadership that Gets Results.” HRB March-April 2002



Compliance vs. Commitment

Compliance

Outwardly acting as requested when being monitored or being directly compensated.

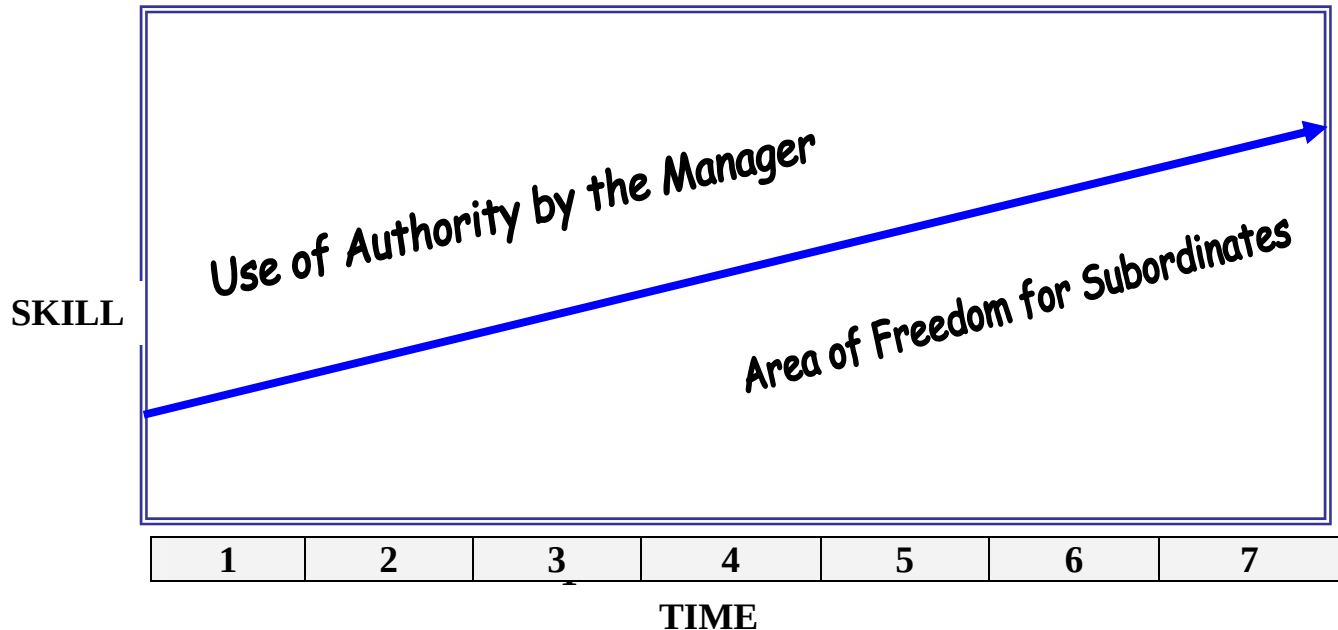
Commitment

Internal acceptance coming from a change in belief, shared purpose, loyalty, respect or affection.

Commitment has a stronger longer-term effect than compliance.



Situational Leadership: Tannenbaum and Schmidt Continuum



1. Manager decides and announces the decision to the group
2. Manager decides and “sells” the idea to the group.
3. Manager presents the decision with background and invites questions.
4. Manager presents a provisional decision and invites discussion about it.
5. Manager presents the situation, gets suggestions and then decides.
6. Manager explains the situation, defines the parameters and asks the team to decide.
7. The manager allows the team to identify the problem, develop the options, and decide on the action, within the manager's received limits



UN Core Values and Competencies



Compassion is the basis of all morality.
ARTHUR SCHOPENHAUER

UN Competency Self-Assessment Integrity, Leadership and Empowering Others

Core competencies are the skills, attributes and behaviours, which are considered important for all staff, regardless of level.

The following assessment will help you to evaluate your leadership competency and integrity values to identify areas for further development. Check the box that best describes your current skill level.

STATEMENT	OUT- STANDING	FULLY COMPETENT	DEVELOPING	UNSATIS- FACTORY
1. I genuinely value all staff members' input and expertise (referent power).	☐	☐	☐	☐
2. I involve others when making decisions that affect them (reward/referent power).	☐	☐	☐	☐
3. I serve as a role model that others want to follow (referent power).	☐	☐	☐	☐
4. I empower others to translate vision into results (reward/referent power).	☐	☐	☐	☐
5. I am proactive in developing strategies to accomplish objectives (expert power).	☐	☐	☐	☐
6. I anticipate and resolve conflicts by pursuing mutually agreeable solutions – common ground (referent/positional power).	☐	☐	☐	☐
7. I do not accept the status quo. I drive for change and improvement (position/referent/expert power).	☐	☐	☐	☐
8. I show courage to take unpopular stands.	☐	☐	☐	☐

STATEMENT	OUT- STANDING	FULLY COMPETENT	DEVELOPING	UNSATIS- FACTORY
9. I understand the relationship between my background, assumptions and behaviour.	☐	☐	☐	☐
10. I take full responsibility for work assignments delegated as a manager and do not blame clients, or “management” for “making me give work out” (position/referent power).	☐	☐	☐	☐
11. I act with the understanding that being a manager is a role that requires my living up to the values and competencies established by the U.N. (position/justice/referent power).	☐	☐	☐	☐
12. I act without consideration of personal gain (justice/referent power).	☐	☐	☐	☐
13. I do not abuse the power and authority granted to me in my role as a supervisor (justice/referent power).	☐	☐	☐	☐
14. I take prompt action in cases of unprofessional or unethical behaviour (justice power).	☐	☐	☐	☐

Notes:



Individual Reflection and Action Planning

Reflect on your experience in this module and the discussion around sources of social power and managing/leading.

In what situations does your leadership style work well for you? How do you know?

What would you like to begin changing to provide a better leader/follower fit? With whom? In what kinds of situations?

What one thing can you do to be even more of a model for integrity for your staff?

What are at least three specific actions you can take to be a more effective leader?

Resources

READINGS

Goleman, D. 2000. "Leadership That Gets Results." Harvard Business Review, March-April.

Kotter, John P. 1990. "What Leaders Really Do." Harvard Business Review, May-June.

Covey, Stephen R. 1990. The 7 Habits of Highly Effective People. NY: Fireside.

INTERACTIONS – OBSERVING AND INFORMATION SHARING

Mentors

Coaches

Supervisors

Colleagues

Staff Members

TRAINING

Reflection and Journal Entry

supervisory skills training:

Creating a Motivating Environment

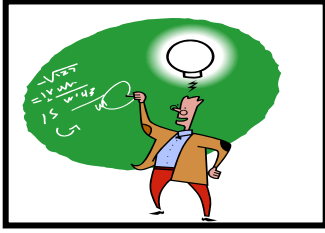


Participant Manual

Creating a Motivating Environment¹

Programme Outline

- Review Programme Purpose and Outline
- Understanding Behavioural Styles
- Versatility at Work
- Interaction Planning
- Motivation Models
- Understanding Interpersonal Needs
- Assessment Instrument and Personal Development Action Plan
- Reflection, Journal Entry, Action Planning and Check-out



Purpose and Learning Outcomes

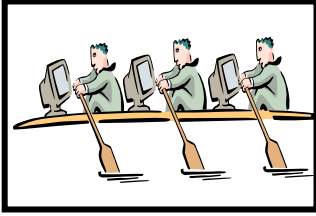
Purpose

To increase effectiveness of supervisors in creating a motivating environment for their staff and using influence to build commitment.

Learning Outcomes

Upon successful completion of this module, participants will:

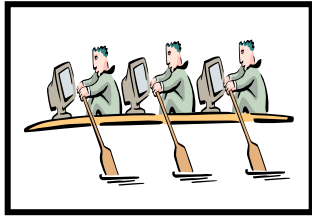
- Begin to use influence effectively to help activate motivation in their work teams.
- Learn to recognize and manage different behavioural styles.
- Know basic research about motivation, with a few key models to serve as guiding frameworks.
- Develop an interaction plan for increasing motivation in their units.



Motivation Is...

- The **ENERGIZER** that moves us to action, thought or feeling.
- A **PSYCHOLOGICAL** process resulting from the interaction between the individual and the environment.
- Work motivation is a set of energetic forces that **ORIGINATE BOTH WITHIN AS WELL AS OUTSIDE THE INDIVIDUAL** serving to initiate work related behaviour – its form, direction, intensity and duration. (From Pindar 1998 and Latham 2005)

You can't make someone motivated. You can **HELP THEM FIND AND ACTIVATE** their own motivation!



Internal vs. External Motivation

Internal Motivation

Individuals who are primarily motivated by internal processes will engage in activities they feel are interesting or valuable to them. Internal standards are the basis for their self-esteem and identity. They may have a high need for achievement. The motivating force for individuals who are inner-driven and motivated by their own self-concepts is task feedback because they have a strong need to link their actions with specific positive job outcomes. They do not need as much positive feedback as externally oriented people do.

External Motivation

Acceptance and status are the prime motivators for those who are motivated by external factors. These factors could be financial or other tangible rewards but may also reflect an other-oriented self-concept. They gain satisfaction from adapting to the role expectations of those important to them, thereby gaining social approval. When positive feedback is gained, the person feels compelled to talk to the other members of their referent group in order to gain status in their eyes. It is important for the individual to be seen as *first* or *best in comparison with others*.



Creating a Motivating Environment

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs

Hertzberg's Reinforcement Theory
Hertzberg's Motivator Hygiene theory
McGregor's Theory X and Y
Expectancy Theory

Expectancy Theory

Personality Trait Theory
Personality Trait Theory

Equity Theory

Leader Behaviours

Leader Behaviours

Goal Setting Theory
Goal Setting Theory

Social Cognitive Theory
Social Cognitive Theory

Self Regulation Theory
Self Regulation Theory

Implementation Intentions and Auto-Motive Goal Theory
Implementation Intentions and Auto-Motive Goal Theory





Leader Behaviours

Motivating Leaders Encourage:

- ❑ Open, two-way communications
- ❑ Personal inputs and team initiatives
- ❑ Creativity
- ❑ Recognition both for contributions and the person
- ❑ Task and relationship management
- ❑ Support and coaching for all team members
- ❑ Belief in the potential of all staff
- ❑ Commitment to a clear and compelling vision
- ❑ Respect and caring for staff as people
- ❑ Transparency in decision-making
- ❑ Clear standards of performance
- ❑ A commitment to fairness and procedural justice
- ❑ A consultative approach to develop and stimulate staff
- ❑ Self-rewards
- ❑ Self-observations
- ❑ Self- goal setting
- ❑ Self-criticism
- ❑ Commitment to continuous learning

The Platinum Rule

Remember the Platinum Rule:

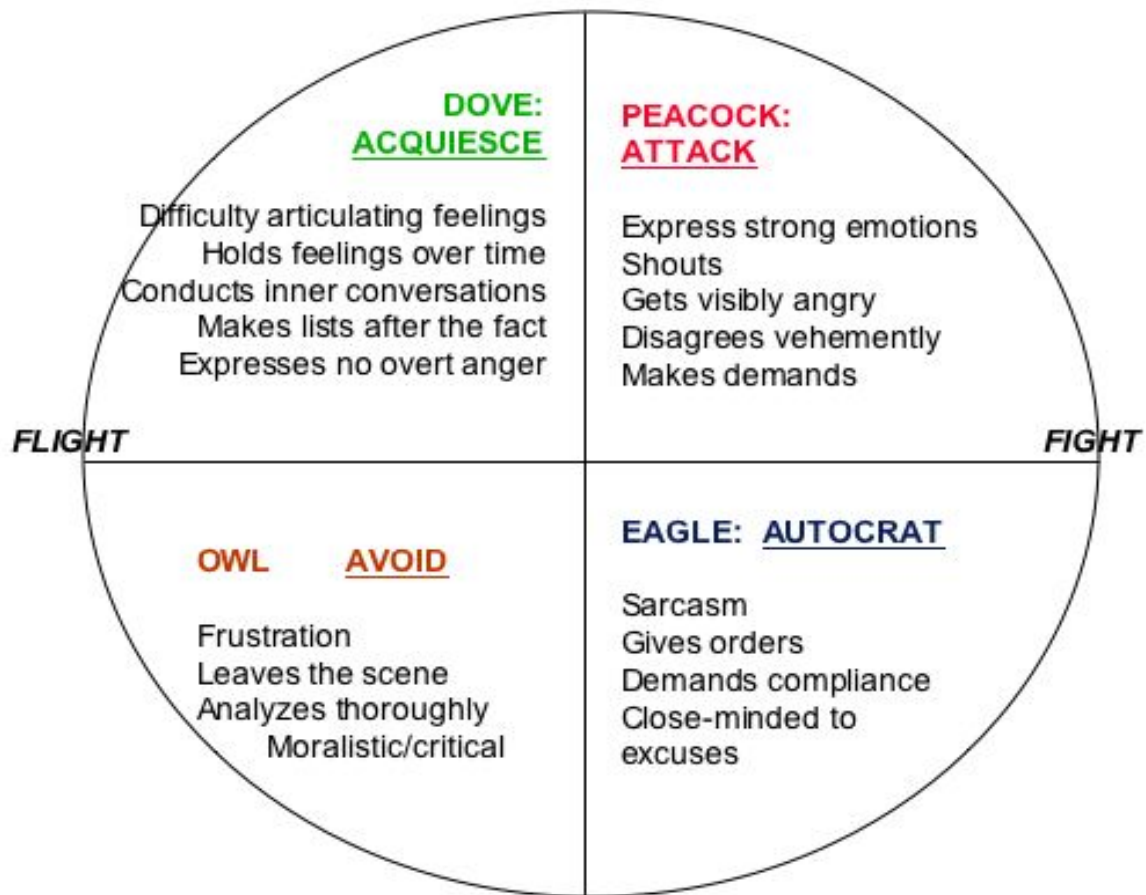
"Do unto others as they would have you to do unto them."

Summary of Behavioural Characteristics

Dove	Peacock
•Slow at taking action and making decisions •Likes close, personal relationships •Dislikes interpersonal conflicts •Supports and "actively" listens to others •Weak at goal setting and self-direction •Has excellent ability to gain support from others •Works slowly and cohesively with others •Seeks security and belongingness •Good counseling skills	•Spontaneous actions and decisions •Likes involvement •Dislikes being alone •Exaggerates and generalizes •Tends to dream and get others caught up in the dreams •Jumps from one activity to another •Works quickly and excitedly with others •Seeks esteem and acknowledgment •Good persuasive skills
Owl	Eagle
•Cautious actions and decisions •Likes organization and structure •Dislikes involvement •Asks many questions about specific details •Prefers objective, task-oriented, intellectual work environment •Wants to be right, so can be overly reliant on data collection •Works slowly and precisely alone •Good problem solving skills	•Decisive actions and decisions •Likes control, dislikes inaction •Prefers maximum freedom to manage himself and others •Cool, independent, and competitive •Low tolerance for feelings, attitudes, and advice of others •Works quickly and impressively alone •Good administrative skills

Developed by Dr. Tony Alessandra, Relationship Strategies. American Media Inc. 1993.

Back Up Styles



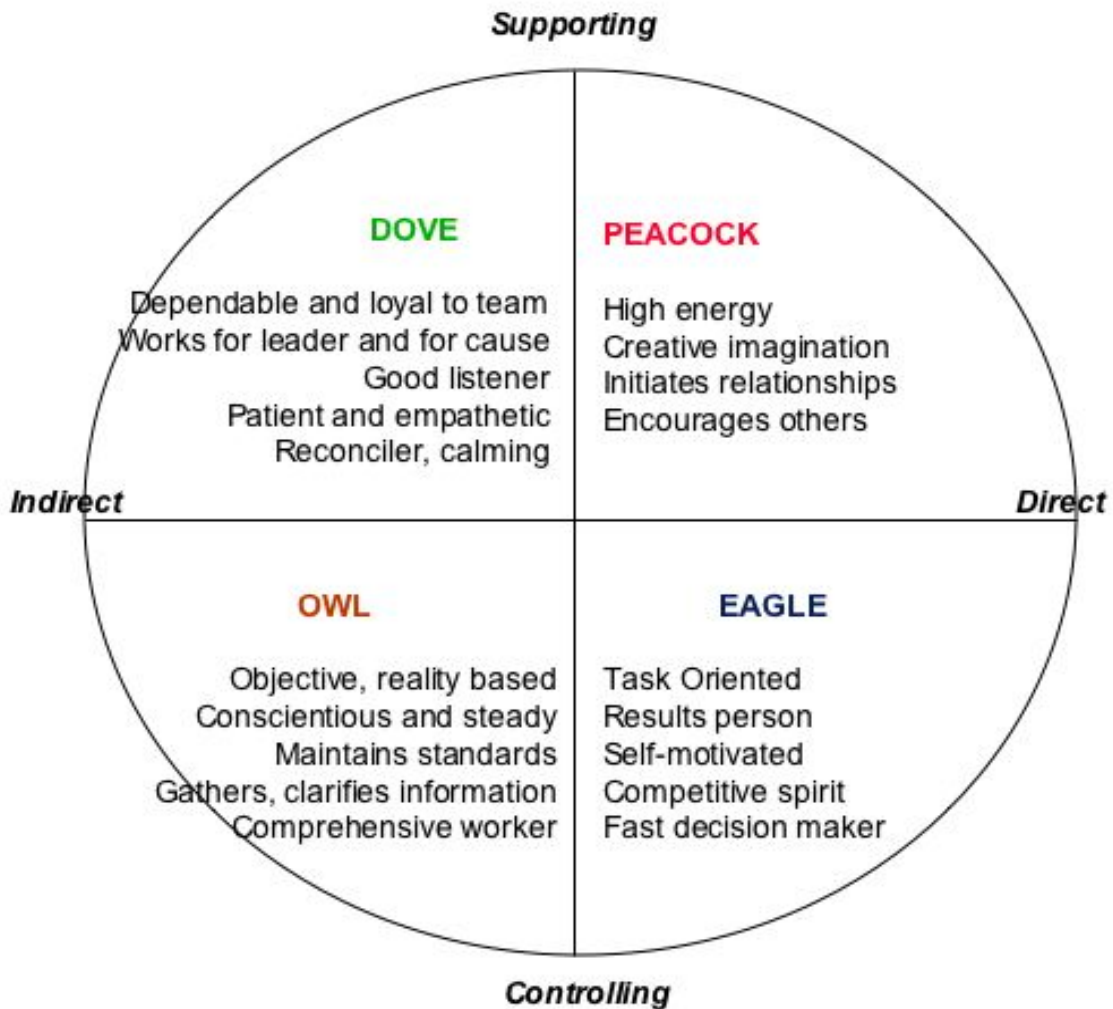
Just as there are patterns of behavior, there are ways in which each style tends to behave under stress. We call these "back up" styles because they illustrate what happens when we get our back up.

The behaviors are separated into flight and fight behaviors. Flight behaviors are avoiding or acquiescing under stress. Fight behaviors are autocratic and attacking.

Owls and Doves are flight oriented; Owls avoid and Doves acquiesce. Eagles and Peacocks are fight oriented; Eagles become autocratic and Peacocks attack.

Developed by Dr. Tony Alessandra, Relationship Strategies. American Media Inc. 1993.

Contributions of Styles



Developed by Dr. Tony Alessandra, Relationship Strategies. American Media Inc. 1993.

To Increase Behavioural Flexibility

Doves Need To:

- Say "No" occasionally
- Attend to completion of tasks without oversensitivity to others' feelings
- Take risks by stretching beyond comfort zone
- Delegate to others
- Accept necessary changes in procedure or routine
- Verbalize their feelings and thoughts to the appropriate people

Peacocks Need To:

- Control time and emotions
- Develop a more objective mindset
- Spend more time checking, verifying, specifying and organizing
- Follow through on agreements
- Concentrate on the task at hand
- Take a more logical approach
- Try to complete more of what you start

Owls Need To:

- Openly show concern and appreciation of others
- Occasionally try short cuts and timesavers
- Adjust more readily to change and disorganization
- Work on timely decision making
- Initiate new projects
- Compromise with the opposition
- State unpopular decisions
- Use policies as guidelines, rather than laws

Eagles Need To:

- Practice "active" listening
- Project a more relaxed image by pacing themselves
- Develop patience, humility, sensitivity, and empathy
- Use more caution
- Verbalize the reasons for conclusions
- Identify with a group
- Be aware of existing sanctions
- Verbalize compliments to others

Developed by Dr. Tony Alessandra, Relationship Strategies. American Media Inc. 1993.



General Strategies by Behavioural Type

In Relationships With **Doves:**

- ¥Support their feelings by showing personal interest
- ¥Assume that they $\bar{\bar{O}}$ take everything personally
- ¥When you disagree, discuss personal feelings
- ¥Allow them time to trust you
- ¥Move along in an informal, slow manner
- ¥Show that you are $\bar{\bar{O}}$ actively $\bar{\bar{O}}$ listening
- ¥Provide guarantees and personal assurances that any actions will involve a minimum of risk

Above all, be warm and sincere.

In Relationships With **Peacocks:**

- ¥Support their opinions, ideas and dreams
- ¥Don't $\bar{\bar{O}}$ hurry the discussion
- ¥Try not to argue-you seldom can win
- ¥Agree on the specifics of any agreement
- ¥Summarize in writing who is to do what, where, when
- ¥Be entertaining and fast moving
- ¥Use testimonials and incentives to positively affect decisions

Above all, be interested in them.

In Relationships With **Owls:**

- ¥Support their organized, thoughtful approach
- ¥Demonstrate through actions rather than words
- ¥Be systematic, exact, organized, and prepared
- ¥List advantages and disadvantages of any plan
- ¥Provide solid, tangible, factual evidence
- ¥Provide guarantees that actions can $\bar{\bar{O}}$ backfires

Above all, be thorough and well prepared.

In Relationships With **Eagles:**

- ¥Support their goals and objectives
- ¥Keep your relationship business-like
- ¥If you disagree, argue facts-not personal feelings
- ¥Recognize their ideas-not them personally
- ¥To influence decisions, provide alternative actions with brief supporting analysis
- ¥Be precise, efficient, and well organized

Above all, be efficient and competent.

Developed by Dr. Tony Alessandra, Relationship Strategies. American Media Inc. 1993.



Do Something for Others

Practicing versatility means doing something for others.

*Do something for the **Dove:***

1. Show an initiative early in the relationship to take personal interest in the Dove as an individual. Be supportive of personal needs.
2. Establish a cooperative effort with a Dove.
3. Communicate patiently.
4. If you disagree, encourage discussions about opinions and feelings.
5. Recognize Doves with warm recognition and praise.

*Do something for the **Peacock:***

1. Ask questions about opinions and ideas.
2. Spend time exploring mutually stimulating ideas and solutions.
3. If you disagree, look for alternative solutions that both can share.
4. Summarize objectives and recommend implementation steps.
5. Reward good results quickly; public praise is valued.

*Do something for the **Eagle:***

1. Ask questions about specifics.
2. Ask "what" questions. Don't bog down the discussion with how, why, who and when.
3. Don't waste time trying to build a "personal" relationship.
4. Keep the relationship businesslike.
5. Support the "results" that an Eagle wants, NOT the Eagle him/herself.
6. Reward the Eagle with a material gain.

*Do something for the **Owl:***

1. Demonstrate support through actions rather than words.
2. Stick to specifics and do what you say you will do.
3. Take time to be persistent.
4. If you disagree, present a logical, organized presentation of your perspective.
5. Reward Owls by praising their planning and strategies to get results.



Personality/ Trait Theories

According to several researchers like Schmidt et al (2003) and Kanter et al (2001), traits are one of the primary predictors of elements of motivation.

Research shows that personality traits help predict and/or influence job search and choice of job, performance and satisfaction (Latham and Pinder (2005).

Predictors/Influencers

Extroversion

Extraverts are sociable. They like people, prefer large gatherings, and are assertive, active, and talkative. They like excitement and stimulation and tend to be energetic and optimistic.

Conscientiousness

The person with a high C score is purposeful, strong-willed and determined, achievement oriented, scrupulous, punctual, and reliable. This quality is especially important in jobs with high levels of autonomy.

Self-regulatory Strategies

Self-regulators are emotionally disciplined, not given to impulsive outbursts.

Self-monitoring Strategies

Self-monitoring people are motivated to meet the expectations of others, a quality that increases their likeability. They outperform those with a low need to get along and to get ahead.

Tenacity

Tenacity and passion, particularly when combined with goal setting and belief in one's ability to succeed affect both motivation and outcomes.



Personality/ Trait Theories

Core-self-evaluation

They make realistic assessments of their strengths and weaknesses and have a positive sense of their own self-worth. They are also effective appraisers of other people, events and things in addition to self. Core-self-evaluation is shown in four traits: self-esteem, internal/external locus-of-control, neuroticism, and generalized self-efficacy.²

Goal Orientation

People's conception of their ability influences the type of goals they pursue. Dweck (1999) described two types of goal seekers:

1. Learning goal orientation (LGO): they focus on gaining knowledge and perfecting competence. They choose challenging goals, and view errors as opportunities for learning. LGO is related to optimism and openness to new experiences, an internal locus of control, desire for hard work, and effort.
2. Performance goal orientation (PGO): they see their ability as fixed and choose goals that allow them to easily demonstrate proficiency at the expense of learning something new.

² Self-efficacy is a very important concept in motivation research. It refers to people's belief about their capability to produce specific levels of performance that results in influencing events affecting that lives. According to Bandura, self-efficacy beliefs determine how people think, feel, motivate themselves and behave.



INPUTS

OUTPUTS

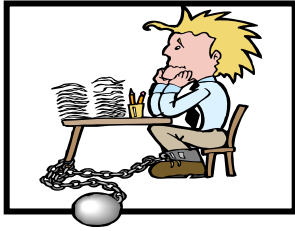
What I put into my job:

- ☐ Time
- ☐ Effort
- ☐ Ability
- ☐ Skills and Expertise
- ☐ Loyalty and Support
- ☐ Tolerance
- ☐ Integrity
- ☐ Commitment
- ☐ Reliability
- ☐ Personal Sacrifice
- ☐ Trust in boss

What I get from my job:

- ☐ Pay
- ☐ Benefits
- ☐ Security
- ☐ Status
- ☐ Recognition
- ☐ Interest and Enjoyment
- ☐ Development
- ☐ Reputation
- ☐ Recognition
- ☐ Responsibility
- ☐ Sense of Achievement

People need to feel there is a fair balance between inputs and outputs. If people feel there are more inputs than outputs, they will: seek to reduce efforts; become inwardly dissatisfied and/or outwardly difficult; request/demand greater rewards, or recognition, or; look for alternative jobs.



Regaining Perceptions of Equity (Fairness) – 6Rs

Response to Perceptions of Inequity

(higher inputs compared to outputs/rewards)

Rationalize

Reduce Effort

Revolt - Resist

Request Change

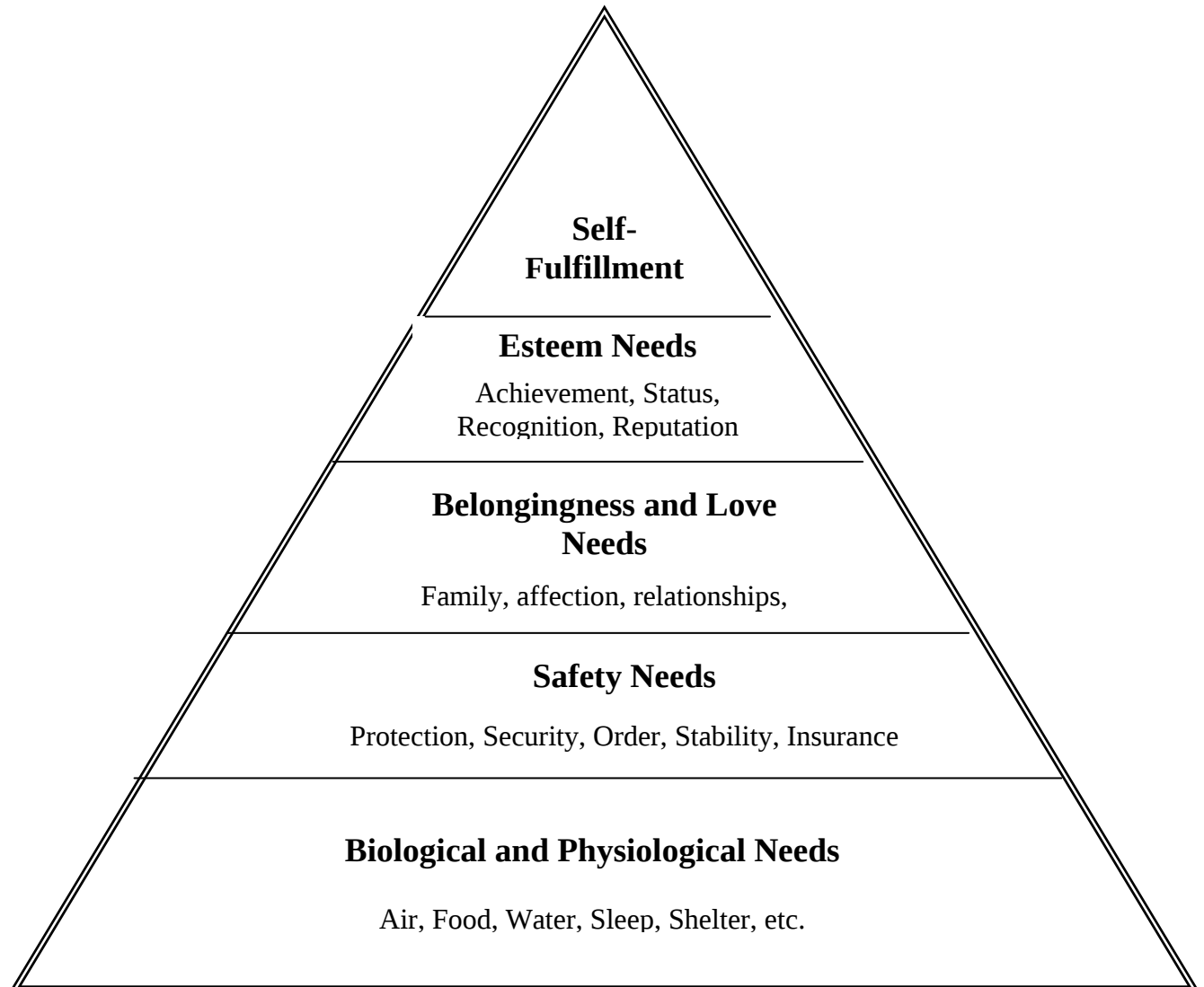
Resign

Rip-Off

The perception of fairness and procedural justice is an important motivator in today's workplace.



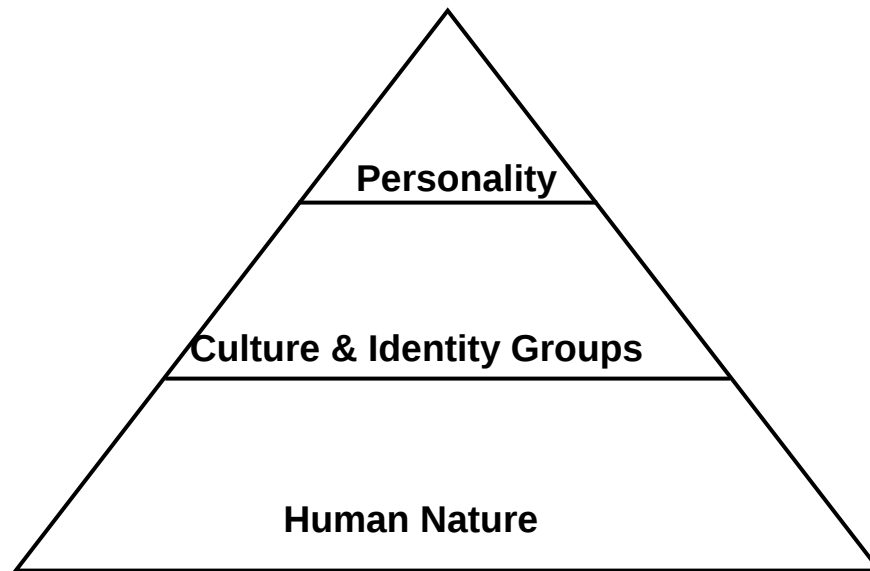
Maslow's Hierarchy of Needs



All people are motivated by these five needs, though individuals and national or cultural groups may have different ways of expressing and satisfying those needs. An effective supervisor understands the importance of these needs and manages his/her staff with them in mind.



National Culture Theories



Motivation strategies vary in effectiveness depending on differences in the situation, personality traits, and culture and identity groups.

Culture influences self-efficacy beliefs, work motivation levels, goals, and the nature of incentives and disincentives to perform (Steers & Sanchez-Runde 2002).³

³ Giorgi and Marsh (1990) report a general consistency in work ethic for the Western European countries of France, Italy, West Germany, the United Kingdom, Holland, Belgium, Denmark, and Spain. However, Furnham et al. (1993) examined seven measures of work ethic across thirteen countries (Australia, Ciskei, Germany, Great Britain, Greece, Hong Kong, India, Israel, New Zealand, South Africa, West Indies, the U.S., and Zimbabwe) and found significant differences between the scores of subjects from the different countries. Self-efficacy, however, does seem to be an important variable around the world (Scholz et al 2002).



National Culture Theories

Erez and Earley's guide for managing in a cross-cultural setting:

1. Identify the cultural characteristics of the country or group in terms of collectivism/individualism and power distance.
2. Understand yourself and the cultural values you represent.
3. Understand the meaning of various managerial practices commonly used in the local area or by the groups with whom you are interacting, for example:
 - o A. Top-down versus two-way communication
 - o B. Work/family values
 - o C. Concepts of leadership
 - o D. Concepts of justice
 - o E. Concepts of respect
 - o F. Concepts honour
 - o G. Leader/follower obligations

What Motivates Your Staff?

NAME	TRAITS	NEEDS	BEHAVIOUR STYLE MOTIVATOR	OTHER

Select one person and complete the next page with that person in mind.

Interaction Plan

Name of Person _____

1. What is working well in your work relationship with the person?
2. What is still missing in your work relationship with the person?
3. What can you do differently to have a positive influence on the work relationship? What form of recognition may work? When will you begin?
4. What will be your criteria for success?
5. Who will support you as you try on new behaviors?
6. What kinds of resources do you need to be successful?

UN Communications Competency Self-Assessment Creating a Motivating Environment

In order to identify areas for further development, the following assessment will help you to evaluate your competency in creating a motivating environment. Check the box that best describes your current skill level. The UN Values and Competencies being assessed below are: Building Trust, Integrity and Respect for Diversity.

STATEMENT	OUT- STANDING	FULLY COMPETENT	DEVELOPING	UNSATIS- FACTORY
1. I provide an environment in which others can talk and act without fear of repercussions.	1 ☐	2 ☐	3 ☐	4 ☐
2. I manage in a deliberate and predictable way.	1 ☐	2 ☐	3 ☐	4 ☐
3. I operate with transparency, having no hidden agendas.	1 ☐	2 ☐	3 ☐	4 ☐
4. I place confidence in colleagues, staff members and clients. I show trust in others.	1 ☐	2 ☐	3 ☐	4 ☐
5. I give proper credit to others.	1 ☐	2 ☐	3 ☐	4 ☐
6. I follow through on agreed actions.	1 ☐	2 ☐	3 ☐	4 ☐
7. I treat sensitive or confidential information appropriately.	1 ☐	2 ☐	3 ☐	4 ☐
8. I show caring for my staff – as people – in all my interactions with them.	1 ☐	2 ☐	3 ☐	4 ☐
9. I recognize the underlying needs and motivations of each of my staff members.	1 ☐	2 ☐	3 ☐	4 ☐
10. I activate the motivations of others at work to create a supportive and effective work environment.	1 ☐	2 ☐	3 ☐	4 ☐
11. I proactively find ways to learn about and understand the cultural and managerial practices commonly used by groups with whom I interact.	1 ☐	2 ☐	3 ☐	4 ☐
12. I demonstrate the values of the U.N. in daily activities and behaviours.	1 ☐	2 ☐	3 ☐	4 ☐

STATEMENT	OUT- STANDING	FULLY COMPETENT	DEVELOPING	UNSATIS- FACTORY
13. I work hard not only make fair decisions but also to ensure that my staff members and colleagues understand the criteria for the decision and accept its fairness, even when they disagree with the decision itself.	1 ☐	2 ☐	3 ☐	4 ☐
14. I show respect for and understanding of diverse points of view and demonstrate this understanding in my daily work and decision-making.	1 ☐	2 ☐	3 ☐	4 ☐

Notes:



Personal Development Action Plan for Motivating and Influencing

Based on your assessment, journal notes and your workshop experience, identify up to three developmental goals that will help you incorporate your learning into your work environment.

Developmental goals can be based on reinforcing the strengths you already possess in addition to strengthening areas that are challenging for you. Before you begin identifying your goals, consider your strengths in this area.

Strengths in this area:

Developmental Goals	Resources and Support	Actions, Benchmarks and Target Dates
<i>For example:</i> To have one short staff meeting each week focusing on upcoming issues.	Review learning resource on meeting management.	I begin at the end of next week – 16th December. I will begin with a tight agenda of items. Prepare my ideas. Leave 10 minutes at the end for open discussion. Meetings are to last 20 minutes. I will evaluate their relevance by using an anonymous questionnaire at the end of the first 5 meetings.

Behavioural Styles Questionnaire

Complete the evaluation below. Compare each set of statements and circle the letter in front of the statement that best describes your behaviour in the work environment. Then follow the instructions for plotting your score on the grid to develop a behavioural “self-portrait.”

1.	S	I am more open to getting to know people better and establishing new relationships.
	OR	
	C	I exert more control over who I get involved with, including how well I get to know them.
2.	C	I focus conversations on tasks, issues, business, or subject at hand.
	OR	
	S	I allow conversations to take the direction of interest of the parties involved, even though this may stray from the business, or subject at hand.
3.	I	I am a less frequent contributor to group conversations.
	OR	
	D	I am a more frequent contributor to group conversations.
4.	I	I tend to keep personal thoughts or feelings private, sharing only when asked and necessary.
	OR	
	D	I tend to express personal thoughts or feelings about things, whether asked to or not.
5.	C	I tend to make decisions based on objectives, facts, or evidence.
	OR	
	S	I tend to make decisions based on feelings, experiences, or relationships.
6.	D	I frequently use gestures, facial expressions, and voice intonation to emphasize points.
	OR	
	I	I am less likely to use gestures, facial expressions, and voice intonation to emphasize points.
7.	D	I am more likely to make statements: “That’s the way it is!” or, “I feel...”
	OR	
	I	I am more like to ask questions or speak less assertively: “How does this fit?” or, “As I understand it...”

8.	C	I am more likely to expect and respond to conflicts. OR S I am less likely to expect conflict and more motivated to personally deal with conflict when they arise.
9.	S	I am more likely to accept others' points of view (ideas, feelings, and concerns). OR I am less likely to accept others' points of view (ideas, feelings, and concerns). C
10.	C	I tend to focus mostly on the idea, concept, or outcome. OR S I tend to focus primarily on the interest level, personal involved, and process.
11.	I	I am more likely to wait for others to introduce themselves at social gatherings. OR D I am more likely to introduce myself at social gatherings.
12.	S	I am more open about my own time involvement with others. OR C I am less open about my own time involvement with others.
13.	C	I am likely to stick with my own agendas and concerns while tuning into the power motives of others. OR S I am likely to tune into others' agendas and concerns while minimizing any conflict or disagreement.
14.	I	I tend to remain involved with known situations, conditions, and relationships. OR D I tend to seek new experiences, situations, and opportunities.
15.	D	I am likely to express my own views more readily.

		OR
	I	I am likely to reserve the expression of my own views.
16.	I	I tend to react more slowly and deliberately.
		OR
	D	I tend to react more quickly and spontaneously.
17.	C	I prefer to work independently or dictate the conditions as it involves others.
		OR
	S	I prefer to work with and through others, providing support when possible.
18.	I	I am more likely to respond to risk and change in a more cautious or predictable manner.
		OR
	D	I am more like to respond to risk and change in a more dynamic or unpredictable manner.

Total Number of:

S's_____ **C's**_____ **D's**_____ **I's**_____

Instructions:

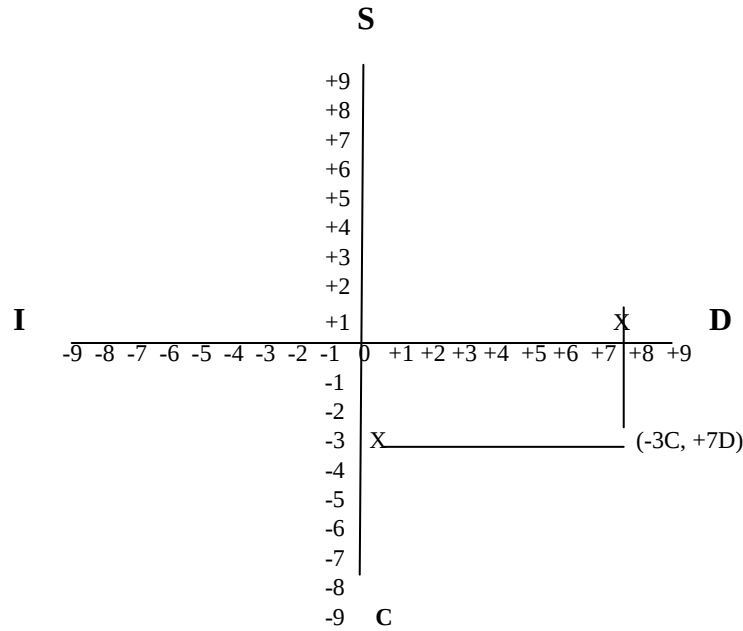
1. Count the number of “S” responses, then count the number of “C” responses (together they should total 9). Do the same for the “D” and the “I” responses.
2. Subtract the number of “C” responses from the number of “S” responses. Then subtract the number of “I” responses from the number of “D” responses. These numbers may be positive or negative.

Example

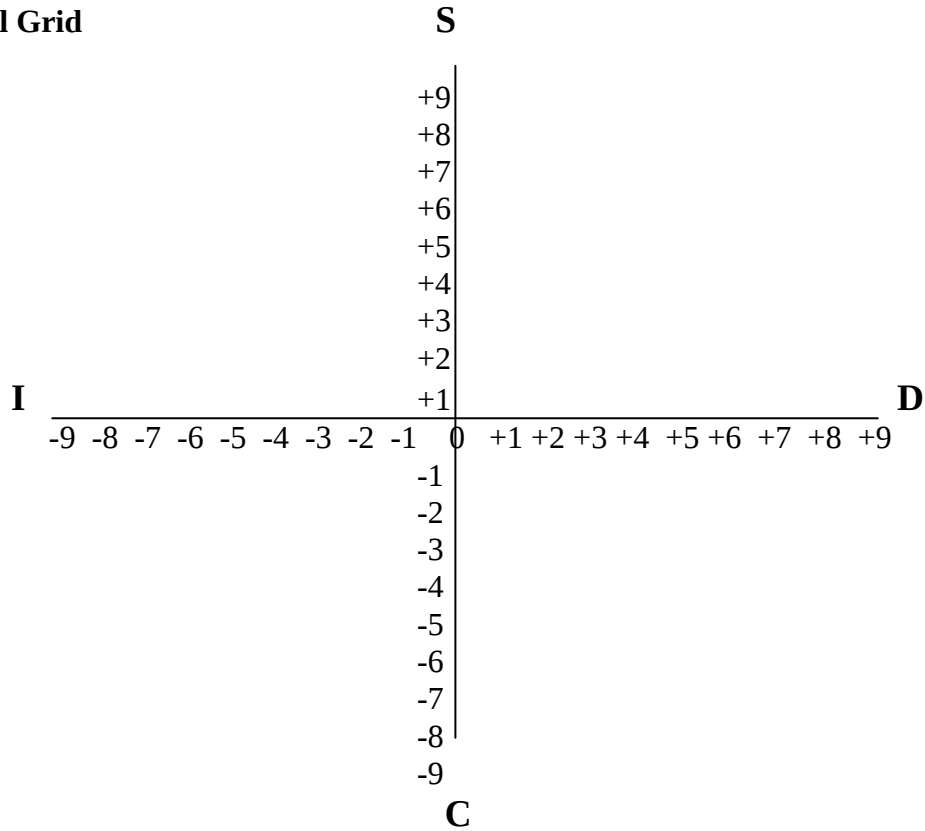
3 S's	8 D's
6C's	1 I
3 S	8 D
<u>-6 C</u>	<u>-1 I</u>
-3 C	7 D

3. On the Behavioural Grid, make an “X” on the vertical line at the number corresponding to the difference between you “S” and “C” totals. If your total is between +1 through +9, place your “X” on the “S” portion of the vertical line. If your total is between –1 through –9, place your “X” on the “C” portion of the vertical line. Then, draw that horizontal line across the page.
4. On the same Grid, make another “X”, this time on the horizontal line at the number corresponding to the difference between the “I” and “D” totals. If your total is between +1 through +9, place your “X” on the “D” side of the horizontal line. If your total is between –1 through –9, place your “X” on the “I” side of the horizontal. Then, draw that vertical line.

5. Make a checkmark at the intersection of the two lines. (*Example below*)



Behavioural Grid



RESOURCES - READINGS

Galford R. and Seibold Drapeau, A. 2003. "The Enemies of Trust." **Harvard Business Review**.
Waldrop, J. and Butler, T. 2001. "Managing Away Bad Habits." **Harvard Business Review**.
Nicholson, N. 2002. "How to Motivate Your Problem People." **Harvard Business Review**.

Personal journals
Books and articles
Videos
Current work projects to use as practice

INTERACTIONS – OBSERVING AND INFORMATION SHARING

Role models
Mentors
Individuals who will provide you with candid feedback
Other workshop participants
Work colleagues
Subordinates
Your supervisor or manager

TRAINING

Reflection and Journal Entry

supervisory skills training:

Feedback for Recognition and Performance Improvement



Participant Manual

Feedback for Recognition and Performance Improvement

Programme Outline



- Check-In, Review Programme Purpose and Outline
- Motivation Continued
- OASIS® Case Practice
- Building and Maintaining Trust
- Feedback for Recognition and Performance Improvement
- Feedback Process That Works
- Giving Feedback
- Receiving Feedback
- Challenging Feedback Situations
- Putting It All Together
- Action Planning
- Assessment Instrument
- Personal Development Plan
- Journal Entry and Check-out



Case Practice

The ethical manager does not abuse power or authority but takes prompt action in cases of unprofessional behaviour. UN Core Values

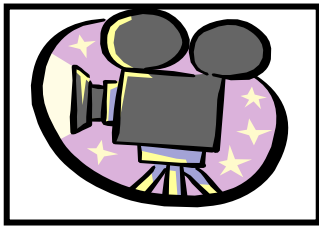
1. Your staff member appears to have no motivation or commitment to work. You believe s/he is only doing the bare minimum to get by. S/he seems to be resistant to taking on new projects, and his/her work performance is only satisfactory.
2. You recently had a new software package installed on all computers in your office. You believe that if all staff members learn the program, the unit will operate more efficiently. Everyone seems eager to learn the new system except for your most senior staff member (the one with the most seniority). He seems determined not to learn it.
3. A member of the team does not appear to be cooperating (missed meetings, late, missed deadlines). Use effective questioning to learn more about the person's needs.
4. Your staff person seems to lack organization skills. Work area is unkept—often has difficulty locating files). When s/he was away yesterday, and you needed to find something, it took you an inordinate amount of time.
5. You have a report due on Friday. You asked your colleague for information on Monday. S/he promised to get it to you by Wednesday. It's Thursday PM and you haven't received anything.
6. The staff meets regularly for lunch every Thursday. Everyone joins in except for Jonas. You're disappointed that he never joins the group. Use OASIS to discuss.

Planning/Observer Worksheet

Planning/Observer Worksheet

Observe the supervisor and make some notes using observable data to indicate how he/she is using the OASIS® Model in this exercise.

	Begins with something positive to create a common bond and encourage openness?	
O	States the Observable Data? <i>"I noticed that..."</i>	
A	Shares his/her Assumptions? Feelings? Background? (Optional) <i>" I am concerned because..."</i> Assumptions... Feelings... Background... or Impact..."	
S	Stop. Suspends judgment and Inquires about the other's perspective? <i>How do you see the situation?</i>	
I	Identify Needs & Common Ground <i>What do you need? I need? We need? What are our options?</i>	
S	Select behaviour/ action. <i>What will I do? You do? By when?</i>	
	Uses paraphrasing?	
	Empathy?	
	Helping questions?	
	Attending – nonverbals, tone, Other?	



What's Trust Got to Do With It? How is Trust and Integrity Related?

A staff member with integrity acts without consideration of personal gain. UN Core Values

*Trustworthiness is more than integrity; it also connotes competence.
(Covey 1990)*

SIGNS OF LOW TRUST AT WORK:

--

THE TRUSTWORTHY SUPERVISOR	THE TRUSTWORTHY STAFF MEMBER

Video Question: What were the behaviours that showed weakened integrity?

Video Notes:

Rebuilding Damaged Trust

Adapted from "The Enemies of Trust" by Robert Galford and Anne Seibold Drapeau, Harvard Business Review, 2003.

Trust enables employees to resolve conflicts, take smarter risks, contribute better ideas, and stay motivated longer than you have a right to expect.

THE ENEMIES OF TRUST – PREVENTION

Any act of bad management, well intentioned or not, can erode trust.

Here are some examples and their antidotes:

- ❑ Inconsistent messages – ensure that you and your team communicate and act coherently.
- ❑ Inconsistent standards – avoid playing favorites.
- ❑ Misplaced benevolence – don't ignore troubling behaviour.
- ❑ Elephants in the parlour – bring painful issues into the open and answer questions as best you can – even if you have to say, "I can't offer more detail because that would violate a confidence."
- ❑ Rumours in a vacuum – Be forthright even if that means saying you're not certain what's going to happen.

REBUILDING DAMAGED TRUST

1. **Figure out what happened** but never retaliate. Use observable data, perspective taking and an objective third party's assistance. Get input from diverse sources.
2. **Assess the damage.** Adapt your response to the situation.
3. **Own up to the loss quickly.** Tell people you are aware of the situation and are committed to righting things. Explain they'll hear more from you and honour that time frame. Ask for their suggestions, if appropriate.
4. **Identify needed remedial action.** List changes you'll make in organizational terms, people, and culture, and define what repaired trust will look like. Get feedback from those affected to make sure the changes address the problem. Then *make* the changes.
5. **Be consistent and transparent.** Lost trust takes time to repair.



Feedback for Recognition and Performance Improvement

Purpose

To increase effectiveness of supervisors in recognizing positive contributions and giving supportive, clear and timely feedback for improving performance.

Learning Outcomes

Upon successful completion of this module, participants will:

- Use influence and motivation to provide feedback that works.
- Know ways to recognize and reward positive contributions.
- Be skilled at giving feedback for performance improvement.
- Have techniques for managing resistance.
- Develop an interaction plan for using feedback as part of their performance management plan.

Feedback for Recognition and Performance Improvement

Definition of Feedback

Feedback is communicating information to an individual (or group) about specific behaviour(s).

In the case of performance improvement feedback, an invitation is extended to explore and choose more effective alternatives.

In the case of positive feedback or recognition, appreciation is offered for a job well done.

Feedback has two forms

1. Improvement to let someone know about opportunities to improve performance.
2. Praise or recognition to let someone know he/she is doing well.

Both forms share three components

1. What they did or didn't do (observable data)
2. How they did it.
3. Why those actions were effective/ineffective.

The most effective feedback is:

1. Timely – it is given while the action is still fresh in everyone's mind.
2. Balanced – it both reinforces actions well done and offers up some alternatives for improvement in the case of improvement feedback.
3. Specific – it provides a clear picture of the action, its impact, possible alternatives for improvement, or appreciation.



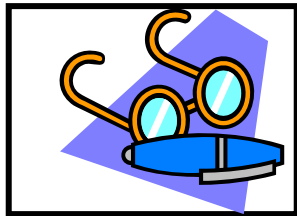
Benefits and Challenges Giving and Receiving Feedback

Notes:

Giving Feedback That Works

Recognize your intention and purpose.

Observable Data Identify the Situation	<i>I noticed that... When I see, hear...</i>	Describe your observations of the behaviour. Be as specific as possible and give examples. Separate behaviour from evaluation, judgement, labeling or attributing intention/motive.
Impact of behaviour	<i>That causes... The effect of this is...</i>	Describe, using observable data as much as possible, the reason the behaviour is helpful or is creating a problem in terms of its impact on the work, institution, policies and practices or people.
Awareness of Assumptions & Feelings	<i>I interpret that to mean... I believe...</i>	 Describe your reaction to the behaviour, the situation and its impact on you. (When appropriate, share your thoughts – how you make meaning of the observable data and/or your feelings – how it makes you feel.)
Give your Perspective on the Situation Background (Optional)	<i>I feel (concerned, disappointed)... Because in my experience ...background...</i>	
Stop. Suspend Judgement and Inquire.	<i>How do you see it?</i>	Allow the individual to respond. Suspend judgement and clarify understanding of the situation and differences/perspectives.
Identify Needs & Common Ground	<i>What do I need? What do you need? What do we need? What are our options?</i>	Discuss shared goals, individual needs and alternative options to find a mutually satisfying outcome.
Select Behaviour Get Commitment For Action	<i>I would like you to... because... What do you think? What suggestions do you have?</i>	State what behaviour or actions you are requesting.



Good Feedback Begins with Observing

Feedback for Improvement

Example

Improvement Note for: Kumar

Date: 12 October, 2005

Situation: Field office requested help in orienting locally hired staff.

Observable data: Kumar responded that he was just too busy right now and would have to get back to the field office at some time in the future.

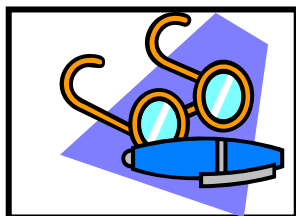
Impact: Field office felt frustrated and angry with HR and the problem was raised to two levels of management.

Options: Could have acknowledged the field office's need as well as his time constraints; clarify exactly what was needed and why, and; jointly explored some immediate and long-term options.

Potential Impact: Field office would have felt heard; their problems recognized. They might have understood better Kumar's pressures. A workable solution for the short-term and another for the longer-term could have been arranged. The feeling of teamwork across units and the interdependence of staff within the mission would have been strengthened.

Competencies: Client Service, Teamwork, Communications (empathy), Self-regulation (emotional self-control)

TABLE EXERCISE: Plan the feedback meeting. Using the OASIS model, what would you say to Kumar?



Planning/Observer Worksheet

Observe the supervisor and make some notes using observable data to indicate how he/she is using the OASIS® Model and the REHEAR skills in this exercise.

	Begins with something positive to create a common bond and encourage openness?	
O	States the Observable Data? <i>"I noticed that..."</i> <i>"As a result..."</i>	
A	Shares his/her Assumptions? Feelings? Background? (Optional) <i>"I am concerned because..."</i> Assumptions... Feelings... Background... or Impact..."	
S	Stop. Suspends judgment and Inquires about the other's perspective? <i>How do you see the situation?</i>	
I	Identify Common Ground and Shared Purpose - Uncovers the needs and interests. <i>What do you need? I need? We need? What are our options?</i>	
S	Select behaviour/ action. <i>What will I do? You do? By when?</i>	
	Uses paraphrasing?	
	Empathy?	
	Helping questions?	
	Attending - nonverbals, tone, Other?	

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Performance Improvement Feedback Examples

Depending on the situation, you can use the short feedback model or the longer one.

Most Directive Approach

I noticed that you...(observable data)

It's a problem because... (impact)

What I'd like you to do in the future is...(select action)

More Directive Approach

Arrange a meeting with Kumar	Kumar, I would like to talk with you this afternoon. When do you have time?
Begin the meeting	I overheard the telephone conversation between yourself and a field office requesting assistance orienting their new local staff.
Observable data	You explained that you were too busy right now to help. (pause for response)
Impact	When we reject requests for help without offering alternatives, we frustrate our clients and may cause them to see us as unhelpful and at worst unnecessary.
Be aware of your Assumptions	I'm sure your intentions were good and I assume you are under a lot of pressure. (<i>empathy</i>)
Stop – Suspend judgment	You may have felt that your needs were not being recognized by the field office? (<i>empathy</i>)
Express feelings, if appropriate	I am feeling a little frustrated that we are still unable to fulfill our mission which is to support the organization with their personnel needs, especially in a situation like this.

Inquire to understand their perspective?	What do you think the impact of that conversation was for that field office?
Provide Guidance for options – Future Oriented	When a client calls for help with a problem, even if we are very busy, we still need to find a way of meeting the client's request. At a minimum we need to acknowledge their needs as well as your time constraints. We can take a problem-solving approach after acknowledging their situation. First, clarify exactly what is needed and why. Second, jointly explore some immediate and long-terms options. (i.e. Teleconferencing, offer material so the field office could do a brief orientation with several people giving 20 minutes orientations instead of one person for half a day, etc.) Third, jointly decide which options are realistic and meet the client's priority needs. Fourth, agree on what actions you will take with that client and by when.
Seek input	In this case, what do you think we can do? What will you do?
AND/OR Give instructions	I would like you to call the field office back and...
Offer your support	What further support do you need for me?
Follow-up	Please get back to me by the end of the day and let me know.... Thank you.



Performance Improvement Feedback Examples

More Consultative Approach

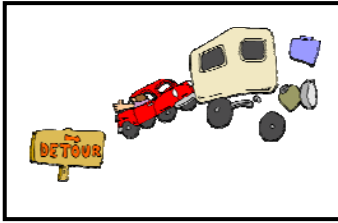
Arrange a meeting	I know you have been very harried (empathy) Kumar and I wonder when you will have time to talk with me about an important topic?
Begin the meeting	I noticed that you had a very frustrating phone call with a field office seeking help orienting their new local staff. (Wait for a response.
Observable Data	You explained that you were too busy right now to help. (Pause for a response.)
Be aware of your Assumptions	I'm sure your intentions were good and I assume you are under a lot of pressure. (<i>empathy</i>)
Stop – Suspend judgment	You may have felt that your needs were not being recognized by the field office? (<i>empathy</i>)
Express feelings, if appropriate	I am feeling a little frustrated that we are still unable to fulfill our mission which is to support the organization with their personnel needs, especially in a situation like this.
Inquire to understand their perspective?	What do you think the impact of that conversation was for that field office?
Identify common ground	What were your needs in this situation? (Paraphrase and probe)
Look for mutual options	What do you think their specific needs were? (Paraphrase and probe) (Paraphrase and Summarize both sets of needs and challenges)
Select Actions	What are some options for having both your needs and the field office's needs met? How can we address this in the next few days? What support do you need from me or others? Please get back to me with your ideas by tomorrow morning and we'll put a plan into action. Thank you.



A Leadership Reminder

The Boss drives her staff,
The Leader *inspires them*
The Boss depends on authority.
The Leader *depends on goodwill*.
The Boss evokes fear.
The Leader *radiates love*.
The Boss says "I".
The Leader says "We".
The Boss shows who is wrong.
The Leader shows *what* is wrong.
The Boss knows how it is done.
The Leader knows *how to do it*.
The Boss demands respect.
The Leader *commands respect*.
So be a leader,
Not a boss.

Adapted from a poster in a Harare office as reported by Doris Lessing



Handling Sidetracks

Accusations from the staff member to deflect responsibility

“That may be but right now, our focus in on your actions.”

Feeling sorry for themselves

“I can see you are really taking responsibility for this so let’s look at options for the future so that this doesn’t happen again.”

Denying actions

“Lets review the data (go over it piece by piece).”

Saying Yes but not following through

“Let’s look at our prior agreement. What needs to happen so that you can follow through...”



Performance Improvement Feedback Reminders

	Remember to...	Remember <i>Not</i> to...
Observable Data <i>Identify the Situation</i>	- Consider the timing of your feedback. It is best to give it directly after your observation. - Provide feedback on behaviours a person can do something about. - Recognize positive behaviours, as well as those that are not so positive. - Give examples.	- Begin with negative feedback. - Use generalities. - Judge or label behaviours. - Follow positive feedback with words like "but" and "however." - Represent your opinions as facts.
Impact of the behaviour	Describe the <u>reason</u> why the behaviour is inappropriate in terms of its effect on the quality, quantity, timing of the work, results, people or policies and practices.	Be accusatory.
Awareness of Assumptions/ Feelings <i>Give Your Perspective on the Situation</i>	- Use "I" statements instead of "you" statements. - Describe your reaction to the behaviour.	Say "you make me feel..., you..., you should..."



Performance Improvement Feedback Reminders

	Remember to...	Remember <i>Not</i> to...
Suspend Judgement and Inquire <i>Clarify</i>	- Check for clear communication and understanding. - Suspend judgement.	Let your non-verbal body language relay something different from what you are saying.
Identify Needs & Common Ground <i>Jointly Explore</i>	- Discuss alternative behaviours. Engage other in identifying suggestions. - Challenge unused strengths as well as weaknesses.	- Focus only on your needs or your needs first. - Try to "sell" or convince about your perspective without searching for common purposes.
Select Behaviour <i>Get Commitment for Action</i>	Ask what they are willing to do and by when. Gain other's commitment.	Simply tell the other what they should do.

Reminders for Giving Feedback

- ✓ Reinforcement is an effective form of feedback.
- ✓ Criticism of the person rather than behaviour is the most ineffective form of feedback.
- ✓ Offer your feedback in a manner that shows that you are intending to be helpful.
- ✓ Silence, or no feedback, can be interpreted in many ways.
- ✓ Give negative feedback in private.
- ✓ Take responsibility for giving and getting feedback.
- ✓ Give balanced feedback--both positive and negative.
- ✓ Avoid delay in giving feedback.



Feedback Cases

The ethical staff member stands by decisions that are in the Organization's interest, even if they are unpopular. UN Core Values

Case 1: The Logistics Supervisor

You are the Unit Supervisor in Logistics. You are short staffed, working long hours and under pressure to get materiel out to the local offices.

Sam, your staff member, is a very good worker – when he is around. He has “disappeared” three times in the last two weeks without letting you know where he was going. You suspect he is taking care of personal issues on work time. You need to talk with him.

Case 2: The Civil Affairs Officer

You are working on the return of displaced persons and feeling overwhelmed by the politics and lack of infrastructure to carry out your directives.

On Tuesday, you asked for help preparing for a meeting with an important government minister. The meeting will take place on Wednesday afternoon. Ali, a colleague you have supported many times when he needed assistance, promised to help as soon as he finished a memo he was working on. At 5:00 P.M. you notice he was packing up to leave for the evening.

Case 3: Security Problems

As a Supervisor in Security, you have been getting complaints about loose Security on the weekends.

Last weekend you noticed that the officers on duty let in UN vehicles without properly searching them. You briefly spoke with the officers about this breach of regulations. This weekend, as you waited to enter the compound you noticed the same problem.



Feedback Cases

Case 4: No e-Pas

You overhear a supervisor who reports to you shouting at the e-PAS Training Officer. The supervisor is telling her that she will not waste valuable time doing the e-PAS with her staff since most of them do not speak English well enough and the whole idea of work planning makes no sense for them.

Case 5: Too Many Personal Phone Calls

Staff member is making many personal phone calls during work time.

Case 6: Staff Member Meets Minimum Requirements Only

Staff member only does exactly what is requested, not taking initiative or asking questions.

Case 7: Errors in the Work

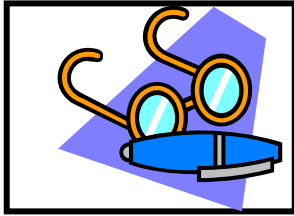
Staff member is making many errors in work.

Case 8: Inadequate Job on Monthly Report

You feel as if your staff member did an inadequate job on the monthly report that updates the organization on your unit projects. You have called her to your office to discuss your disappointment.

Case 9: Staff Member's Lack of initiative

Your staff member is frequently complaining about the work and other co-workers. Instead of resolving issues herself she brings every difficulty situation to you to solve. Discuss your concern with her



Feedback Observation Form

Observe the speaker who is giving the feedback and make some notes using descriptive observable data to indicate how he/she is using the OASIS Model in this exercise.

	Begins with something positive to create a common bond and encourage openness? (Shared goal or interests)	
O	States the observable data?	
	States the impact of the observable data on the speaker or work situation?	
A	Shares his/her assumptions?	
S	Stops rush to act on judgment and Inquires about the other's perspective? (<i>Separates Action from Intention and Inquires?</i>)	
I	Identifies needs & common ground: Explores needs and interests of other party Expresses his/her own needs and interests Jointly explores options that satisfy both sets of needs and interests?	
S	Selects appropriate solutions? Agreement on follow-up?	
	Uses paraphrasing?	
	Empathy?	



Lowering Resistance

Definition: Resistance is the mobilization of energy in response to a perceived threat.

Options When Encountering Resistance:

- Use your active listening skills to draw out the other person and to show your interest in the other person as a person.
- Listen without judgement to the staff member's perspectives and concerns.
- Find ways of highlighting areas of common ground and shared needs. Creating a two-way dialogue may take some time, but the benefits will be worth it.
- Help the staff member understand the impact of his/her actions.
- Consider resistance to be natural.
- Give time for the person to consider the situation and continue the discussion.
- Help the other person separate intention from impact.
- Tell the person you assume their intention was good and you want to make sure their good intention results in a good impact.
- Share your assumptions and background to create greater understanding.



Reflections on Giving and Receiving Feedback

- How did it feel to give feedback? What kind of internal responses did you notice?

- How did it feel to receive feedback?



Feedback That Works: Receiving Feedback

Be open to receiving feedback.

Focus attention on what you believe the other is observing – the behaviour/facts – to understand what the person means.

Focus attention on the other's assumptions and, when appropriate, how it makes her/him feel. Acknowledge the feedback by listening and paraphrasing what you understand it to be. (*When appropriate, ask: How does that make you feel?*)

Focus attention on why he/she is affected the way he/she is by your behaviour – what are his/her needs, values, standards, background?

Remain open to discussion and clarifying understanding of differences and perspectives. Suspend your own judgement.

Listen for understanding and to find common ground. Look for similarities.

Be open to discussing behaviour alternatives; ask what he/she is requesting and why.

OBSERVABLE DATA

*Identify the
Situation*

*To what specific behaviour
Are you referring?
Can you give me an example?
Are you referring or responding
to...
What was the impact...?*

Awareness of Assumptions/ Feelings

*Learn the
Other's
Perspective on
the Situation*

*Are you assuming that...?

Are you interpreting my
behaviour as...?*

(OPTIONAL) Background

What were your expectations?

Stop. Suspend Judgement Clarify

*Do I understand?

Tell me more?*

Identify Needs & Common Ground Jointly Explore

*What do I/you need?
What do we need?
What are our options?*

Select Behaviour Commitment for Action

*What would you like me to do?
Offer or ask for a solution to a
situation.
I agree to...*





Being Open to Receive Feedback

Internally:

- Acknowledge your feelings and reaction.
- Recognize the potential value of feedback.
- Understand there is a variance in skill levels of giving feedback
- Suspend judgement.

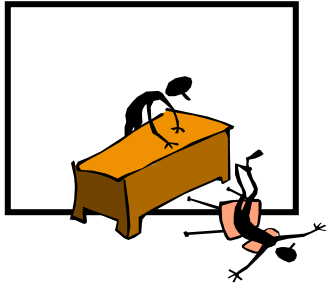
To the Other:

- Give empathy.
- Agree with the truth.
- Agree with the possibility or probability that the other person is correct.
- Allow that you can improve.



Disarming Unskilled Speakers

STATEMENT	ARM	DISARM
1. You're downright rude!		
2. You don't know what you're doing! You don't care about your job!		
3. You should do something about your weight. You look awful!		
4. Why are you so slow! Don't you understand English?!		
5. You never pay attention to what anybody is saying!		
6. Why can't you people learn to take more initiative! Why do I have to tell you to do everything!		
7. Why don't you learn to treat people with more respect!		
8. No one asked you to be here! Give me your identification!		



Challenging Feedback Situations

Think of a specific situation where you have attempted to give feedback that has not been effective, or a situation where you need to give feedback.

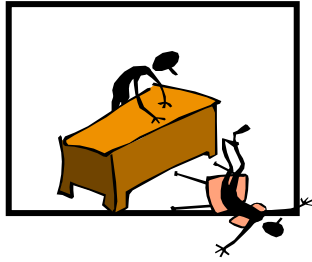
Define the Situation:

- What were you trying to say?

- What did you say?

- What did the other person say?

- Why was your response not successful?



Challenging Feedback Situations

Respond to people who are **unmotivated to listen** by:

- Contract to agree on how you will work together in relation to giving and receiving feedback.
- Refer to contract before giving feedback.

Respond to people who are **uncommitted to action** by:

- Link feedback to personal and work goals
- Follow feedback with goals

Respond to people who get **angry or upset** by:

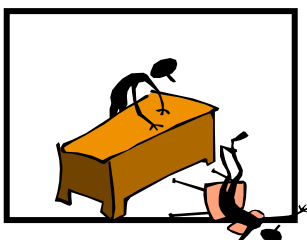
- Show empathy
- Acknowledge they have the right to feel shocked, upset

Respond to people who **disagree with the facts** by:

- Giving examples, evidence, observable data

Respond to people who **disagree whether there is a problem** or not by:

- Show impact of their behaviour



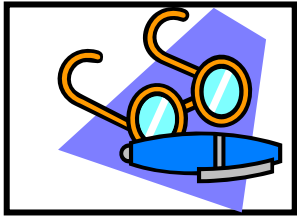
Challenging Feedback Cases

The ethical staff member takes prompt action in cases of unprofessional or unethical behaviour. UN Core Values

Situation	Suggestion for Feedback
1. The Abusive Hard Worker Theo is an enthusiastic team member but often makes mistakes because he fails to pay attention to details. When you point this out to him, he gets abusive, points out how hard he works (which is true) and accuses you of attacking him for personal reasons	Show <u>empathy</u> by letting Theo know that you can understand his reaction to what you are saying. <u>Acknowledge</u> that he is hard working and then <u>repeat</u> your specific feedback about his mistakes.
2. A Family that Works Together Your staff member comes into your office to <i>again</i> recommend her brother for a job in your unit. You heard she has successfully placed her sister in another work unit. You interviewed him as a courtesy but you did not think him as able as another candidate to do the job. You know the hiring of family is culturally appropriate for the region and the individual but think it is organizationally inappropriate.	Show <u>empathy</u> for the local economic conditions (if appropriate) and the <u>importance of the cultural value</u> of caring for family. <u>Ask if that is the case</u> for her. <u>Explain the different rules</u> at the U.N. (or in your Unit) and why they exist. Explain what can and can't be done and why. <u>Dialogue</u> around some options. <u>Act</u> on what can be done. <u>Ask for acceptance</u> of what can't be done.
3. Time Clock You are working in a region where time is "elastic." Punctuality is not a cultural norm. You, however, feel it is essential to inculcate this habit in your office. You have discussed this in staff meetings and put it in a memo. Patrio, however, continues to come in 15-20 minutes late each day. That leaves the phones unattended at his work station and other staff are now calling you rather than him.	<u>Link</u> lateness with Patrio's <u>personal values</u> of loyalty, commitment or team work, etc. Explain the <u>impact</u> of his lateness. Help him see that he is undermining the trust of others, his own credibility, and the work of others. <u>Explain your own background</u> where lateness may be a sign of personal disrespect. Ask him if that was his intention. <u>Help him align his actions with his intention</u> (if positive).

Situation	Suggestion for Feedback
4. Over-estimation of Competence Frank is not very competent but he believes he is doing a good job. He rejects your feedback that he is not doing well and needs to change.	Decide exactly what Frank is disagreeing with—the <u>facts</u> of what you are saying or the <u>conclusions</u> you are drawing from them. Then give him either <u>evidence or examples</u> using <u>observable data</u> or explain the <u>impact</u> of his actions.
5. Yelling Boss Your boss has just raised her voice to you again – in front of the your staff. This embarrasses you and weakens your respect for her and your willingness to contribute at the same level you had been.	Begin with <u>evidence of your commitment to the work goals and to her personally</u>. <u>Empathize</u> with her stress, frustrations, etc. Get agreement on <u>contracting</u> for feedback. Explain the personal and organizational impact of <u>her loss of control</u> in front of your staff. Ask how you can support her to ensure criticism is kept private.
6. Gender Deafness Anna noticed that her ideas at the last three staff meetings are being overlooked. At the last meeting when she made some suggestions about improvements to the work distribution in the unit, there was only silence. But when Ali brought up the same suggestions, her boss and the other men all agreed the suggestions should be implemented. She is feeling that it may be a gender-based problem. Anna has decided to talk with her boss and maybe her colleagues about her concerns. Anna's boss seems to be task oriented and indirect with a focus on accuracy and detail.	<u>Begin with evidence of your appreciation</u> of your boss' careful attention to details and clearly defined goals. Review your work performance and his feedback to you that you are doing a good job (assuming that's correct). <u>Show empathy</u> for his efforts to manage the complexity his job. <u>Get agreement on contracting</u> for feedback. <u>Explain the observable data</u> from the prior three meetings in detail and your <u>feelings</u> of disappointment and frustration that your ideas are not being recognized <u>and the impact</u> of that. <u>Ask for his perspective</u>. <u>Identify his needs</u> in terms of the way to present recommendations and <u>explain your needs and ask for his support</u> to ensure that your ideas are heard in the future. <u>Agree on actions</u> for the future.

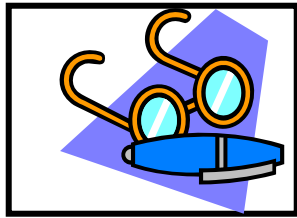
Situation	Suggestion for Feedback
7. An Ethical Perspective You have worked for the UN for several years and feel that you have a good working relationship with Pat who is one of your peers and with whom you work very closely. However, there's something about Pat that you find really disturbing. He constantly finds fault with Erin, an industrious young woman who reports to him, who you find to be intelligent, efficient, and creative. Yet on a regular basis Pat speaks negatively about her to the section chief to whom both you and Pat report. You're concerned that Pat is threatened by Erin's competence and that he is giving the chief a very inaccurate perception of Erin and her performance problem. <i>(From the UN Ethics Office).</i>	Try for resolution at the level where the situation occurs; go up or out from there as needed. Be positive—sometimes you can get a better result by suggesting a solution rather than reporting a problem <i>(from the UN Ethics Office)*</i>. Begin with <u>observable data</u> – what Pat has actually said compared with Erin's performance. <u>Explain your perspective</u>, exploring the <u>impact</u> of continued undermining of a colleague. <u>Ask for his perspective</u> while suspending judgement so you can hear and understand. <u>Identify shared goals, needs and common ground</u>. <u>Search for mutually satisfactory options for change</u>. Support Pat in changing his behaviour.
8. The Unmotivated You are giving Ali, one of your staff members, feedback on his lack of initiative. He waits until the unit runs out of supplies before notifying you. He says nothing in staff meetings even when the topic is in his area of responsibility. When you talk to him about this, you get little response from him. He either gives you a blank look or stares out the window.	Try <u>contracting</u> with Ali about giving and receiving feedback. Tell him that you would like to give him feedback and receive feedback from him. Ask if that's okay. Then proceed to give him your <u>feedback using OASIS®</u>. <u>Give him time to come up with some ideas</u>. Set up another meeting to discuss his ideas the following day.



Feedback Observation Form

Observe the speaker giving feedback and make some notes using descriptive observable data to indicate how he/she is using the OASIS Model in this exercise.

	Begins with something positive to create a common bond and encourage openness? (Shared goal or interests)	
O	States the observable data?	
	States the impact of the observable data on the speaker or work situation?	
A	Shares his/her assumptions?	
S	Stops rush to act on judgment and Inquires about the other's perspective? (<i>Separates Action from Intention and Inquires?</i>)	
I	Identifies needs & common ground: Explores needs and interests of other party Expresses his/her own needs and interests Jointly explores options that satisfy both sets of needs and interests?	
S	Selects appropriate solutions?	
	Uses paraphrasing?	
	Empathy?	
	Other	



Good Feedback Begins with Observing

Keep track of performance during the performance year with notes to your file AND a verbal thanks.

Feedback for Praise and Recognition

Example

Recognition Note for: Carmen

Date: 26 Nov. 2005

Situation: Monthly situation report submitted on-time

Observable Data: Despite the heavy work pressure, Carmen met with all the staff members in other units who had to submit information for the monthly report. She got their commitment to report their data weekly in a 5 minute computerized “chat” meeting. As a result, they worked out a simple format for tracking and submitting information via the intranet. The weekly reports were summarized into the monthly situation reports.

Impact: Reduced frustration on everyone’s part. Easier process for capturing information. Saved a lot of time since we didn’t have to try and figure out what happened over the entire month for an end-of-month report.

Competency: Teamwork, Creativity and Initiative

Communicate by saying:

Carmen, you did an excellent job of streamlining the reporting procedure for the monthly situation report. Getting everyone to agree on the weekly 5 minute “chat” reporting was a creative way to resolve one of our on-going monthly irritants. It has improved the way our organizational team interacts with each other. Thanks, I really appreciate your initiative.



Recognition Application Exercise

Directions:

1. Refer back to the prior section, Creating a Motivating Environment, “What Motivates Your Staff?”
2. Select one person who could benefit from your recognition. Motivational Preference: Think about how he/she would most like to get his/her recognition (privately, task-focused, team emphasis, accuracy, etc.)
3. Select a situation where recognition would be appropriate.
4. Plan the recognition interaction: appreciation, situation, observable data, impact, competency, recognition/thanks.

Person: _____

Motivational Preference:

Recognition Interaction: (Where? How?)

Recognition Statement:

Appreciation:

Situation:

Observable Data:

Impact:

Competency:

Recognition/Thanks:



Feedback: Giving Recognition

Appreciation + Observable Data + impact + competency + thanks.

UN Competency Self-Assessment

Feedback for Recognition and Performance Improvement

In order to identify areas for further development, the following assessment will help you to evaluate your competency in creating a motivating environment. Check the box that best describes your current skill level. The UN Values and Competencies being assessed below are: Managing Performance, Empowering Others and Commitment to Continuous Learning.

STATEMENT	OUT- STANDING	FULLY COMPETENT	DEVELOPING	UNSATIS- FACTORY
1. I seek feedback to learn and improve.	☐	☐	☐	☐
2. I show willingness to learn from others.	☐	☐	☐	☐
3. I contribute to the learning of colleagues and staff members.	☐	☐	☐	☐
4. I regularly discuss performance and provide feedback and coaching to my staff.	☐	☐	☐	☐
5. I provide clear feedback based on observable data, the impact and allow for possible alternatives for improvement.	☐	☐	☐	☐
6. I give feedback in a timely way while the action is still fresh in everyone's mind.	☐	☐	☐	☐
7. I give balanced feedback – what works and what doesn't to reinforce good performance.	☐	☐	☐	☐
8. I appraise performance fairly – in the eyes of	☐	☐	☐	☐

STATEMENT	OUT- STANDING	FULLY COMPETENT	DEVELOPING	UNSATIS- FACTORY
my staff.				
9. I actively support the development and career aspiration of my staff.	☐	☐	☐	☐
10. I regularly show appreciation and reward achievement and effort.	☐	☐	☐	☐
11. I give recognition to support incremental improvements in performance not just when the performance is fully improved.	☐	☐	☐	☐
12. I use a wide range of persuasive skills depending on the needs of situation and person with whom I am talking.	☐	☐	☐	☐
13. I am skilled at sensing other people's emotions, understanding their perspective, and taking an interest in their concerns.	☐	☐	☐	☐
14. I set clear standards of performance to prevent misunderstandings and to motivate high levels of performance.	☐	☐	☐	☐
15. I monitor progress against milestones and deadlines.	☐	☐	☐	☐
16. I encourage open dialogue when giving and receiving feedback to fully understand the motivations and concerns of the other person.	☐	☐	☐	☐
17. I believe in the potential of people to change	☐	☐	☐	☐

STATEMENT	OUT- STANDING	FULLY COMPETENT	DEVELOPING	UNSATIS- FACTORY
and improve.				

Notes:

Personal Development Action Plan for Feedback

What are some strengths you have shown in giving and receiving feedback?

Based on your workshop experience, what are one to three goals and/or actions you plan to implement to improve your giving or receiving feedback?

What actions will you take to give feedback to your team, colleagues or supervisor? When?

Suggestions for Resources and Support

RESOURCES - READINGS

Galford R. and Seibold Drapeau, A. 2003. "The Enemies of Trust." **Harvard Business Review**.
Waldrop, J. and Butler, T. 2001. "Managing Away Bad Habits." **Harvard Business Review**.
Nicholson, N. 2002. "How to Motivate Your Problem People." **Harvard Business Review**.

Personal journals
Books and articles
Videos
Current work projects to use as practice

INTERACTIONS – OBSERVING AND INFORMATION SHARING

Role models
Mentors
Individuals who will provide you with candid feedback
Other workshop participants
Work colleagues
Subordinates
Your supervisor or manager

TRAINING

Reflection and Journal Entry

supervisory skills training:

Work Assignment and Delegation



Participant Manual

Work Assignment and Delegation

Programme Outline

- Check-In, Review Programme Purpose and Outline
- Challenging Feedback Situations
- Successful Delegation Process
- Assigning Work and Giving Instructions
- Challenging Situations
- The Art of Exchange
- Visioning
- Personal Development Plan
- Summary and Closure



Purpose and Learning Outcomes

Purpose

To understand the value of delegation as a tool for getting work accomplished. To learn a process for successful delegation that results in a competent, effective and highly motivated work team.

Learning Outcomes

Upon successful completion of this module, participants will:

- Understand the value of effective delegation and providing feedback for the development of employees.
- Learn a process for successful delegation.
- Know how and when to shift from giving orders and instruction to delegation.
- Understand the relationship between delegation motivation, trust and feedback.
- Develop a personal action plan for delegating.

UN Planning Process

United Nations' Charter, Mission and Strategy



**Department Goals and Strategies
Established and Communicated**



**Department/Division Work Plan
(Goals and Strategies Communicated)**



**Section/Unit:
(Aligned with Above)
Identify Mission and Vision
Develop Unit Work Plan
(Goals and Strategies Communicated)**



**Individual:
(Aligned with Above)
Develop Individual Work Plan
Plan Ongoing Activities**



Notes on Delegation

Successful Delegation Process

1. **Identify the assignment/project to be delegated and the desired results.**

2. **Choose an appropriate person for the job.**

3. **Communicate the delegation project.**

Ensure that the delegate possesses or has access to the following:

- Information
- Clarity
- Resources
- Authority
- Accountability

4. **Provide support and feedback. Monitor progress.**

5. **Evaluate outcome. Acknowledge efforts.**



Choosing an Appropriate Person for the Job

The following things should be considered in the decision of who is best for the assignment:

- Does the project clearly fall under someone's job description?
- Who has the skills and capabilities to accomplish the job?
- Who would have an interest in the project?
- Who would find the work challenging?
- Who has the time, considering other responsibilities? Who will not let this assignment interfere with other important projects?
- Who would benefit from the developmental opportunities the assignment presents?
- Who will get the job done effectively?
- Consider the visibility and importance of the task, the complexity and amount of time available to teach someone.
- Consider the timing; has too much been delegated to one person?



Observation Sheet for Video Delegation Checklist

1. **Identify the assignment/project to be delegated and desired results.**
2. **Choose the appropriate person for the job.**
3. **Communicate the delegation project (ICRAA).**

√**Information:**

Describe the situation, background, need for action.

Explain the goals/task/project and the results expected.

√**Clarity:**

Solicit input, encourage questions.

Ask the delegatee to summarize his/her understanding. Clarify where needed.

Ask delegatee for initial ideas for completing project and suggest other possibilities.

Express confidence in the delegatee.

Continued next page



Observation Sheet for Video Delegation Checklist

√Resources:

Identify jointly if additional learning/training or other resources are needed and arrange.

Define parameters in terms of resources.

√Authority:

Describe the amount of authority being delegated.

√Accountability:

Gain commitment regarding performance standards, results and time frames.

Agree on how performance will be measured, how often supervisor will get feedback, and in what form.

4. **Provide Support and Feedback. Monitor Progress.**
5. **Evaluate Outcome. Acknowledge efforts and results.**



Communicate the Delegation Project

	INFORMATION	They must have all of the information relevant to the assignment.
	CLARITY	They must have access to the supervisor for open and ongoing communication.
	RESOURCES	They must know the resources available to them.
	AUTHORITY	They must understand the level of authority they have.
	ACCOUNTABILITY	They must have a personal sense of accountability and commitment for the work. They need to know how performance will be measured.

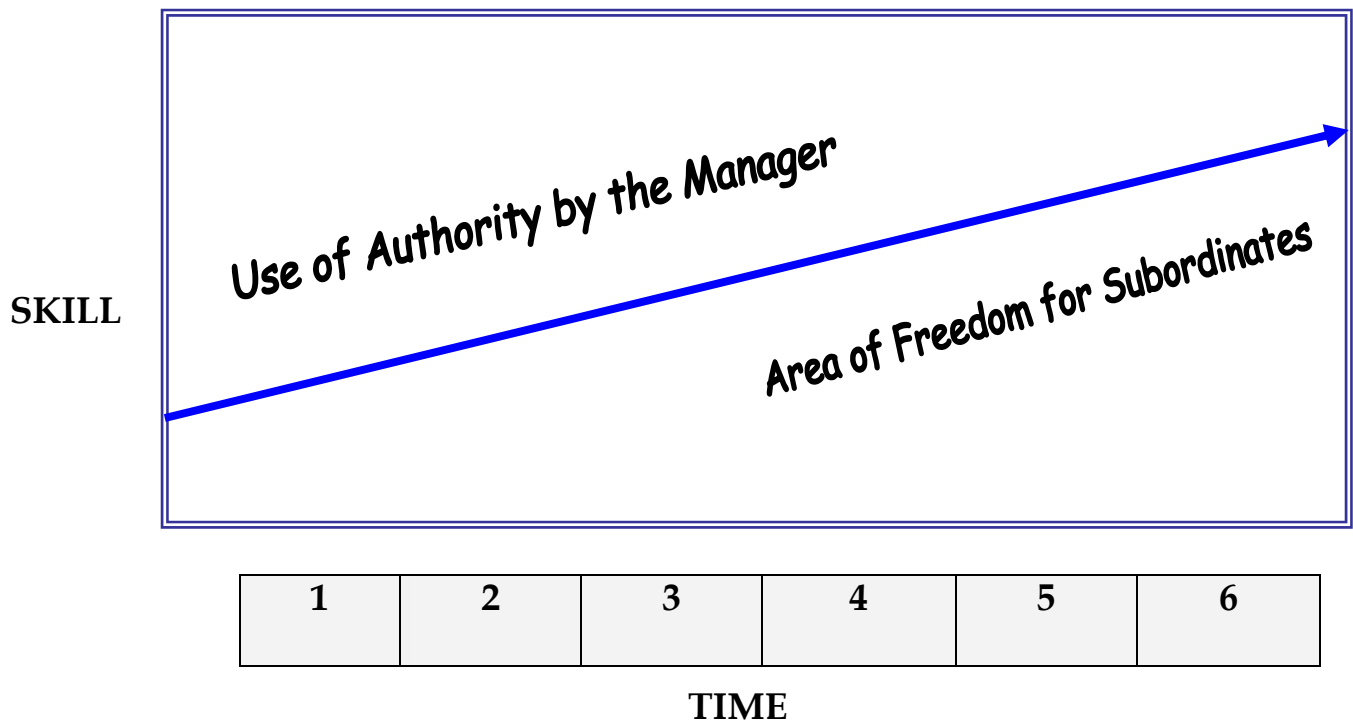


Authority Exercise

1. Manager tells subordinate: "Copy this sheet and mail it to the 200 people on mailing list A by Thursday."
2. Manager informs subordinate: "We need to get the following information to the people in the field, think about our best options and get it done. Any questions?" After the subordinate develops and implements a plan, the manager and subordinate discuss it.



Situational Leadership: Tannenbaum and Schmidt Continuum



1. Look into the situation. Get facts. I'll decide.
2. Identify the problem, analyze and recommend action. I'll decide.
3. Examine the issue. Review the plan with me. I'll give you input
4. Solve the problem. Just let me know what you'll do upfront.
5. Take action. Tell me how it went.
6. Take action. You don't need to update me.



Delegation Checklist

1. **Identify the assignment/project to be delegated and desired results.**
2. **Choose the appropriate person for the job.**
3. **Communicate the delegation project (ICRAA).**

√Information:

Describe the situation, background, need for action.

Explain the goals/task/project and the results expected.

√Clarity:

Solicit input, encourage questions.

Ask the delegatee to summarize his/her understanding. Clarify where needed.

Ask delegatee for initial ideas for completing project and suggest other possibilities.

Express confidence in the delegatee.

Continued next page



Delegation Checklist

√Resources:

Identify jointly if additional learning/training or other resources are needed and arrange.

Define parameters in terms of resources.

√Authority:

Describe the amount of authority being delegated.

√Accountability:

Gain commitment regarding performance standards, results and time frames.

Agree on how performance will be measured, how often supervisor will get feedback, and in what form.

4. **Provide Support and Feedback. Monitor Progress.**
5. **Evaluate Outcome. Acknowledge efforts and results.**



Power Distance and Work Distribution

Definition:

Degree of acceptance by the less powerful that inequality in power is considered normal and acceptable.

Large Power Distance	Small Power Distance
▶ Superiors are inaccessible. ▶ Everyone has a rightful place. ▶ Entitled to privileges.	▶ Superiors are accessible. ▶ Inequality should be minimized. ▶ All should have equal rights.
Hofstede's PD Research	Hofstede's PD Research
Malaysia, Philippines, Mexico (most of Latin America), Arab countries, Indian.	Nordic countries, Costa Rica, Germany, USA
Examples	Examples
The Ideal Manager Gives Polite Directives: ▶ <i>Joe go and take care of that problem, please.</i> ▶ <i>Take these parts to Sam.</i> ▶ <i>Call a meeting for....</i>	The Ideal Manager Makes Requests: ▶ <i>Joe, we've got a problem here that needs your sharp eye. How about coming over and taking a look right away?</i> ▶ <i>I'd appreciate it if you would take these parts over to Building 10 and give them to Sam.</i> ▶ <i>Please call a meeting...</i>

Research: Workers cooperate more willingly when requested because that form of communication gives receiver a sense of participation in the activity, building self-esteem and commitment to the task. Staff members are more willing to ask questions about assignment when it is presented as a request and more likely to make suggestions.

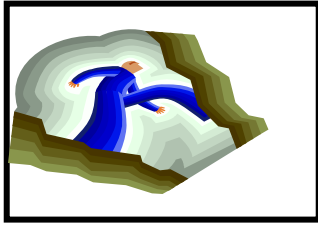


Work Requests and Instructions

Characteristics of good requests:

Clarity, completeness, conciseness, considerateness, appropriateness, reasonableness.

- Step 1. Plan – even for a few minutes – visualize the desired task outcome, think about the person you are going to communicate with. What can you do to help him/her listen better?
- Step 2. Get the staff member's attention.
- Step 3. Explain the desired outcome. (If the staff member is inexperienced or unskilled, explain the what, how and when. If he/she is experienced and skilled, then just thus what and when. Use diagrams, demonstration if language is a problem.)
- Step 4. Identify controls and procedures for reporting back. (When? With whom? What? How? Authority to ask others for help? Who will monitor quality?)
- Step 5. Check for understanding. (Paraphrase; ask concrete questions about the what and how?)
- Step 6. Follow-up.
- Step 7. Be helpful.



Challenging Delegation Situations

Behaviour	Strategy
If staff member is confused by instructions – makes errors, looks quizzical:	Ask staff member's view of problem. Explain request/procedures again. Show, don't just tell, especially if language is problem. Ask staff member to take notes when you explain. Use diagrams with little text. Ask questions carefully (slowly, gentle tone, one at a time, use silence). Use different words to convey instructions.
Says, "I understand" but doesn't (maybe embarrassed to ask questions) Face saving?	Show, diagram, simplify language, have staff member explain what he's doing step by step; give time to study, set up learning teams, write down instructions. Check with people who are bi-cultural to see how understanding the cultural norms might help with assigning and delegating work.
Does work outside his/her job responsibilities	Ask – Explain impact, get input, give time to think of another way to handle.
Refuses to do what is asked	Control temper, ask staff member's view. If refusal is based on misunderstanding – clarify. If staff member has a valid point, modify the order. If you believe you are correct, then begin disciplinary action – warning.
Misunderstands priorities	Make sure you are clear about priorities. Ask what else staff member is working on. Give specific time due (4PM Tuesday). Reconfirm understanding when giving orders/instructions. Ask staff member to indicate how he/she will rearrange the priorities?

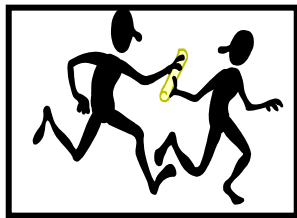


Challenging Delegation/ Notes



Delegation Report

Task or Project	Expected Results	To Whom Was It Delegated and When	Information Clarity Resources Authority Accountability	Check Points/ Due Date	Evaluation/ Acknowledge Follow-Up Notes



The Art of Exchange

Group Instructions

Your group is to complete as many of the following tasks as possible in the time allotted:

1. Make a 7.5 by 7.5 cm. square of white paper
2. Make a 10 by 5 cm. rectangle of yellow paper
3. Make a 7.5 by 7.5 cm. "X" shape with green and white paper
4. Make a four-link paper chain, each link must be in a different colour
5. Make a 10 by 10 cm. flag in any three colours
6. Make a multi-coloured circle, 7.5 cm. in diameter

Please note:

The first group to complete the *most tasks correctly*, within the *allotted time frame*, WINS!

Performance will be directly linked to the quantity and quality of the completed tasks listed above.

Groups may negotiate with each other for the use of needed materials and tools on any mutually agreeable basis.



The Art of Exchange

Notes



The Supervisory Vision

A vision is an image of a compelling desired future. It is a picture that provides direction for movement.

A vision describes where we want to go and what it will be like when we get there.

A vision statement should be:

1. Brief and memorable
2. Inspiring and challenging
3. Descriptive of an ideal state
4. Appealing to everyone concerned
5. Descriptive of the future



Visioning Notes

In order to identify areas for further development, the following assessment will help you to evaluate your competency in creating a motivating environment. Check the box that best describes your current skill level.

STATEMENT	OUT- STANDING	FULLY COMPETENT	DEVELOPING	UNSATIS- FACTORY
1. I clearly communicate links between the mission objectives and the work unit's goals.	☐	☐	☐	☐
2. I delegate the appropriate responsibility, clarify expectations, and give staff autonomy in important areas of their work.	☐	☐	☐	☐
3. I encourage others to set challenging goals.	☐	☐	☐	☐
4. I hold staff accountable for achieving results related to their areas of responsibility.	☐	☐	☐	☐
5. I provide clear feedback based on observable data and impact and I allow for possible alternatives for improvement.	☐	☐	☐	☐
6. I accurately judge the amount of time and resources needed to accomplish a task and match tasks to skills and developmental potential.	☐	☐	☐	☐
7. I encourage reasonable risk-taking and support creativity and initiative.	☐	☐	☐	☐
8. I appraise performance fairly – in the eyes of my staff.	☐	☐	☐	☐
9. I monitor progress against milestones and deadlines.	☐	☐	☐	☐

10. I clearly communicate links between the mission objectives and the work unit's goals.	☐	☐	☐	☐
11. I delegate the appropriate responsibility, clarify expectations, and give staff autonomy in important areas of their work.	☐	☐	☐	☐
12. I encourage others to set challenging goals.	☐	☐	☐	☐
13. I hold staff accountable for achieving results related to their areas of responsibility.	☐	☐	☐	☐
14. I provide clear feedback based on observable data and impact and I allow for possible alternatives for improvement.	☐	☐	☐	☐
15. I accurately judge the amount of time and resources needed to accomplish a task and match tasks to skills and developmental potential.	☐	☐	☐	☐
16. I encourage reasonable risk-taking and support creativity and initiative.	☐	☐	☐	☐
17. I appraise performance fairly - in the eyes of my staff.	☐	☐	☐	☐
18. I monitor progress against milestones and deadlines.	☐	☐	☐	☐



Personal Development Action Plan

What are some of your strengths as a supervisor?

Based on your workshop experience, what are one to three goals and some actions you plan to implement to enhance your supervisory skills?

Personal Development Action Plan

Suggestions for Resources and Support

RESOURCES - READINGS

Kotter, J. 1995. "Leading Change: Why Transformations Fail." **Harvard Business Review**.
Galford R. and Seibold Drapeau, A. 2003. "The Enemies of Trust." **Harvard Business Review**.
Waldrop, J. and Butler, T. 2001. "Managing Away Bad Habits." **Harvard Business Review**.
Nicholson, N. 2002. "How to Motivate Your Problem People." **Harvard Business Review**.

Personal journals
Books and articles
Videos
Current work projects to use as practice

INTERACTIONS – OBSERVING AND INFORMATION SHARING

Role models
Mentors
Individuals who will provide you with candid feedback
Other workshop participants
Work colleagues
Subordinates
Your supervisor or manager

TRAINING

Reflection and Journal Entry