Vision Achievement SKILLS

Supervision Wisdom

OBJECTIVES

To help each participant understand and apply the supervision concepts of:

1. Relating adult-to-adult.
2. Understanding the "directive continuum".
3. Distinguishing between task-oriented delegation and empowerment-oriented delegation and knowing when to use each one.
4. Effectiveness when giving and receiving feedback.
5. Treating people with dignity and respect.

START HERE

I. UNDERSTAND AND APPLY THE WISDOM OF RELATING ADULT-TO-ADULT.

A. Head of leadership development worldwide for a Fortune 500 company, "Historically it has not been uncommon for people at all levels of an organization to view their boss as the customer and not the customer as the customer. In a sense, this flows out of the parental/hierarchical systems of the past where you were in the "parent" position when dealing with a subordinate and in the "child" position when dealing with your superior. What is needed in today's environment of flattened organizational structures and rapid change is for people at all levels to relate responsibly and mutually to each other on an adult-to-adult basis. This is a major paradigm shift and a difficult adjustment for many people."

B. Three central benefits of relating adult-to-adult.

1. People learn to be more self-directed; self-managed which will build their self esteem as well as their effectiveness.
2. You will be able to give and get more straightforward feedback with less emotional costs.
3. It is much more enjoyable (unless you are looking to parent your people and/or your supervisee is looking to be parented).

C. Three central disadvantages of <u>not</u> relating adult-to-adult.

1. Supervisor/supervisee relationships are much more demanding as supervisees act out unresolved childhood developmental issues in their relationship with the supervisor (e.g., adulation, both overt and covert rebellion, unwitting projection of unfinished conflicts with their real parents, etc.) and/or the supervisor carries an inordinate weight of responsibility to help their "child" make it through life at work.
2. Customer service deteriorates because front line people place way too many items in the "do not do without the supervisor's approval" category. Furthermore, they will do more to please the supervisor than the customer because they actually see the boss as their main customer.
3. The manager to staff ratio will need to decrease to maintain effectiveness because staff in this type of setup need a lot more attention and for a longer period of time - in some situations indefinitely.

II. UNDERSTAND AND APPLY THE WISDOM OF THE "DIRECTIVE CONTINUUM".

A. People require different degrees and types of direction and supervision based on a wide variety of factors (e.g., their position, their experience in their field, their age, their educational background, their longevity and experience with this organization, etc.) In short, supervision is definitely not a one-size-fits-all proposition.

B. The degree of direction and supervision is inversely proportional to the amount of experience, education, proven effectiveness.

DIRECTIVE CONTINUUM

High ***DIRECTION AND TRACKING***	With little experience, education and track-record the direction and tracking need to be high.	When you provide too much direction and tracking to an experienced person you will either under-utilize or frustrate that individual - and likely both.
	When you provide little direction and tracking to an inexperienced person you set them up for failure.	With a high level of experience, education and an excellent track-record the level of direction and tracking can be significantly lower.

Low ***LEVEL OF EXPERIENCE, EDUCATION AND TRACK-RECORD*** High

C. Wisely discerning and handling the directive continuum requires at least as much art as science. A more intuitive personality may need less specificity than a less intuitive person. An older person who is inexperienced in the job you are asking them to do but more experienced in life than you is another subtlety. An open-ended person may need more external deadlines and tracking reminders than a closure-oriented person. Financial people may at times require a different leadership touch than marketing people. The list goes on and on. So even though we can draw some general principles in this area we need to be aware that the nuances of each person and situation require a fair amount of wisdom..

III. UNDERSTAND AND APPLY THE WISDOM OF TASK-ORIENTED DELEGATION AND EMPOWERMENT-ORIENTED DELEGATION.

A. The difference between task-oriented delegation and empowerment-oriented delegation has to do mostly with control and, typically, scope. As a rule task-oriented delegation involves more supervisory control and usually a smaller scope. Empowerment-oriented delegation involves much less supervisory control and often, but not always, involves a broader scope. When a person is involved in delegated activities they tend to be functioning as an extension of the supervisor with limited latitude (e.g., A front desk clerk at a hotel may respond to a guest's request for an exception by saying, "I'm sorry sir but those are the rules"). When someone is empowered they tend to be functioning more on their own area with a wider degree of latitude (e.g., In this situation the front desk clerk at the hotel may respond to a guest's request for an exception by saying, "Sir I have been given the freedom to do whatever will make your stay with us to your satisfaction. I will be glad to make that exception. I'll take care of that for you right away.")

B. Empower people as much as you can but don't make empowerment-oriented delegation an "always" ideal. There are some situations when task-oriented delegation is more appropriate than empowerment-oriented delegation (e.g., You need someone to deliver the organization's deposit to the bank.)

C. In most cases, the more you can move in the direction of empowerment-oriented delegation the more productive the team member and the more productive the organization.

D. Whether it is task oriented delegation and empower-oriented delegation - don't abdicate and abandon. Abdication is when you think you are you task delegating but you neglect to make sure the person understands what they are being asked to do and you don't track with them to make sure it was done. Abandonment is when you think you are empowering but you do not make sure that the person has the coaching and other resources needed to be successful.

IV. UNDERSTAND AND APPLY THE WISDOM OF EFFECTIVELY GIVING AND RECEIVING FEEDBACK.

A. Ten characteristics of giving effective correctional feedback.

1. Clear but not dogmatic.
2. Ask assertive versus tell assertive when dealing with correctional feedback.
3. Discerning but not judgmental.
4. Not arrogant.
5. Sensitivity to timing.
6. Courteous; respectful.
7. Specific; unambiguous.
8. Behavior focused not person focused.
9. A realistically hopeful outlook even in the face of concerns.
10. Solution and opportunity oriented.

B. The characteristics of receiving correctional feedback.

1. Open; non-defensive.
2. Non-retaliatory.
3. Humble - a willingness to learn from subordinates.
4. Willingness to admit error and apologize if necessary.
5. Responsive but not overly responsive *(remember that because of projection a person's evaluation at times may be more about them than about you and usually it is a little of each. Wisdom and a teachable heart are required to discern which).*
6. Listening skills that draw the staff member out.
7. Gratitude.
8. Proactive to make changes when appropriate.

C. The characteristics of giving effective encouraging feedback.

1. Generous.
2. Specific.
3. Accurate.
4. Encourage the ordinary as well as the extraordinary.
5. Encouraging thoughts routinely verbalized.

D. The characteristics of receiving encouraging feedback.

1. Do express appreciation for the encouragement.
2. Do not discount the other person's opinion.
3. Do look for things to learn from the positive feedback as much as you do from negative feedback.
4. Do not criticize motives.

V. UNDERSTAND AND APPLY THE WISDOM OF TREATING PEOPLE WITH DIGNITY AND RESPECT.

A. Not treating people with dignity and respect is exceptionally costly to both your subordinate and the organization.

1. It violates the way people are created. Whenever humans are treated without dignity and respect they report a host of undesirable symptoms varying everywhere from stabbing emotional pain to a loss of motivation to frustration and anger to false guilt to feeling like giving up, and many more.
2. It harms relationships and, therefore, leadership effectiveness. The head of leadership development for the Fortune 500 company we discussed earlier said this, "If I can teach people good relational skills the rest is easy. If I can't teach a person relational skills then their advancement in leadership is almost assuredly quite limited." Treating others without dignity and respect is relational genocide and antithetical to leadership effectiveness, emotional health and spiritual maturity.
3. There are huge productivity costs. Typically people whose dignity and respect is violated will naturally be less motivated, cooperative, willing and able to give you a 100% effort.

B. Not treating people with dignity and respect is exceptionally costly to you.

1. When you disregard dignity and respect in your relationships your own being is diminished.
2. Your areas of responsibility will suffer through the lost productivity of your the staff that have been treated unwisely.
3. It reflects poorly on your own character - our mistreatment of others is a reflection of our character, not a reflection of the other person's shortcomings. *(Illustration: Jean val jean and Jobert from Les Miserables)*.
4. The law of sowing and reaping makes it unwise to sow seeds that harm another person's dignity and respect. To the extent that we believe that what we sow often comes back to us in a multiplied way it is never wise to sow destructive actions.
5. Conversely if we sow seeds of dignity and respect we will be doing for ourselves a wise thing.

C. Summary.

1. The downside risks of not treating people with dignity and respect are exceptionally severe.
2. The upside potential of developing a habit pattern of treating others with dignity and respect will not only help others and our organization but it will also help us.
3. The cost-benefit ratio is, therefore, overwhelmingly weighted on the side of treating everyone, including ourselves, with the dignity and respect they were created to receive.