

Supervisor Academy Month Three

Leadership and Influence



Month Three: Leadership and Influence

Team building is the most commonly requested training, but what does a successful team look like? So much of the results depend on the foundation laid by the supervisor. Is there trust? Can we manage through changes? Are you leading in a way that lets your team follow you?

Month 3: Leadership and Influence

Week 1: Building a Successful Team

- Live Virtual Training

Week 2: Applying Leadership Basics

- Online

Week 3: Managing Change

- Online

Week 4: Group Consultation

- Choose One

Month Three

Week One: Building a Successful Team

Teams have been found to be incredibly effective in improving productivity and quality in organizations-provided they are properly developed and managed. Keep in mind:

- A team that does not function effectively wastes a tremendous amount of energy and money.
- Team skills are not a natural part of our culture and require special effort to develop.
- Teams are not the answer to every work challenge.

Week One: Building a Successful Team

Teams provide a sound way of structuring many work tasks and have proven effective in a variety of environments.

Create a Clear Vision of Team Success - It is essential that you create a clear vision of team success as it relates to your organizational goals.

1. Clarify the meaning and purpose of a team.
2. Set team effectiveness goals.

Guide the Team through Development Phases - Team leaders and members play a critical role in helping a team develop the ability to perform excellently.

3. Establish a foundation in Forming.
4. Manage team conflict through Storming.
5. Encourage performance in Norming.
6. Attain excellence in Performing.
7. Seek closure in Concluding or Renewing.

Empower the Team to Achieve Results - A competent team that is using appropriate structure and methods is positioned to achieve results, providing they are empowered to make decisions within their area of responsibility and experience.

8. Ensure the right technical skills mix.
9. Enhance interpersonal and teaming skills.
10. Recognize and reward team accomplishments.

Constructive Group Behaviors

Certain behaviors and skills are more conducive to a high functioning group or team. As you evaluate your members, make notes of the behaviors that aren't present and consider developing those first.

Initiating

- Suggests goals, methods, and procedures
- Starts the group moving

Information or Opinion Seeking

- Draws out relevant information or opinions from other members

Clarifying

- Interprets issues
- Elaborates on ideas
- Provides examples and illustrations

Summarizing

- Pulls together related ideas
- Restates suggestions
- Demonstrates relationships among ideas

Supporting

- Stimulates activity
- Praises others
- Expresses solidarity and togetherness

Gatekeeping

- Includes non-participants
- Prevents dominance
- Helps everyone interact

Harmonizing

- Conciliates feelings of others
- Mediates disagreements between others

Tension Relieving

- Diverts attention from tense situations
- Relaxes others
- Introduces relevant humor

Following

- Listens to others
- Goes along with group decisions

Compromising

- Offers alternative ideas that improve member status
- Admits errors
- Modifies position to aid progress

Consensus Testing

- Checks to see if the group is close to a decision
- Attempts a trial close on the decision

Top 3 For Us To Work On







Team Process Assessment

How well is the team working together? Are the ground rules effective? How about your meetings? Are they focused, concise, worthwhile? Do people follow through on assignments? These are important questions at any time in the team's development, but are critical while establishing a team. Most of the time a process check can be quick and informal. Use the Team Process Assessment to help you with both formal and informal process checks.

Team Skill	Ratings				
1. How do people collaborate with each other?	1 - Each person works independently.	2	3 - There is some collaboration when people are pushed into it.	4	5 - People easily work with others as needed.
2. How much do people trust each other to carry out assignments and do their share?	1 - There is almost no trust at all.	2	3 - Some trust exists, but it isn't widespread.	4	5 - There is high trust among all.
3. How open and free are communications in team meetings?	1 - Communication is very closed, guarded, and careful.	2	3 - People will talk about things that they consider to be safe.	4	5 - Everyone feels free to say what they want.
4. When people have differences or conflicts, how are they handled?	1 - Conflicts are ignored or people are told not to worry about them.	2	3 - Conflicts are sometimes addressed but are usually left open.	4	5 - Conflicts are discussed openly and are resolved.
5. How much do people feel like a team?	1 - People don't really feel like a team.	2	3 - From time to time there is a feeling that we're a team.	4	5 - There is a deep feeling of team pride and spirit.
6. How well do people in your work unit understand what others need from them in order to achieve team goals?	1 - People don't understand what others need from them.	2	3 - There is some understanding among some people.	4	5 - Each person truly understands what others need from them.
7. How committed are the people in your unit to working hard to achieve the goals?	1 - People demonstrate surface-level commitment to the goals.	2	3 - People work at achieving the goals with which they agree.	4	5 - Everyone is deeply committed to all of the goals.
8. How effective are your team meetings?	1 - We waste a lot of time in unproductive meetings.	2	3 - Every once in awhile we have a good meeting.	4	5 - Most of our meetings are focused, productive, and add value.
9. How supportive and helpful are the team leader and team members toward each other?	1 - There is little mutual support.	2	3 - There is some support and help some of the time.	4	5 - There is high support and help most of the time
10. Generally, how satisfied are you with the way your work unit functions as a team?	1 - I am not satisfied at all.	2	3 - Sometimes I'm satisfied and sometimes not.	4	5 - I am very satisfied almost all of the time.

Team Process Assessment Follow Up

After rating team processes or after an informal discussion during a meeting, the team can confirm the strengths they are seeing and identify where they need process improvement.

Team Strengths	Team Areas to Improve

As a team, select one or two areas of improvement, and agree on action steps to take. Indicate the date on which you will check the process again to evaluate your progress.

Team Action Plan			
Process:	Action(s):	Desired Outcome:	Progress Check:

Rewards Don't Have to Cost You

Although monetary incentives are appreciated, the idea of "more than a paycheck employee" means we have to provide incentives, rewards, and appreciation in ways other than just a paycheck. Read through this list and make notes of what you have and haven't tried.

1. Praise employees: Find opportunities to give praise in various ways, in private, in team meetings, in informal groups, etc.
2. Say, "Thank you!"
3. Give them the opportunity to present successes. Allow them the opportunity to speak at a conference or a meeting.
4. Allow them more autonomy if they like working on their own
5. Ask their advice whenever you can. Then give credit to them.
6. Greet them when you see them. Ask how things are going.
7. Invite them to coffee/lunch alone with you or with other members of the team.
8. Ask for suggestions.
9. Compliment them on their work progress or an idea.
10. Recognize them in a newsletter.
11. Communicate achievements of your unit and its employees to higher-level management in a visible and positive way. Show pride in, and support for, them.
12. Convey the attitude that everyone's work is important.
13. Notice the good work they are doing and talk about it to them and to others outside your area.
14. Give credit where credit is due.
15. Send them to a seminar or a conference and ask them to report back to the team.
16. Give awards and commendations, such as a wall plaque, a food basket, or tickets to a movie.
17. Provide social outlets. Bring people together for potlucks, after-work wine and cheese parties, or put a picnic together. Make a speech about the team and recognize individual contributions.
18. Upgrade their technology when you can.
19. Bring coffee-break treats, and have coffee with the team and individuals.
20. Give them more responsibility when they are ready. Tell them it is because you know they can do it and are ready.

Month Three

Week Two: Applying Leadership Basics

Leaders are made, not born. By learning and practicing the fundamentals of effective leadership, you can make a dynamic leader of yourself.

- Basic leadership is considered to be a necessary component of the managerial process.
- Becoming a true expert in leadership requires extensive training and experience, including an awareness of the different theories and approaches on leadership.
- Even if you do "everything right" things can go wrong.

Week Two: Applying Leadership Basics

Emotional intelligence is the ability to use your emotions positively and constructively in relating to others, achieving your objectives, and meeting the requirements of day-to-day life.

Establish a Firm Direction. - Sound leadership involves both the leader and the people he or she leads. Everyone needs to work in harmony to accomplish a specific purpose.

1. Maintain a clear vision.
2. Establish a positive culture.
3. Be decisive.

Build Relationships - The second basic element of leadership addresses how to build relationships between you and those who you are leading.

4. Lead by example.
5. Foster innovation.
6. Instill discipline.
7. Maintain relationships.

Direct the Effort - As the leader, you are expected to actively and visibly direct the effort of your group. It is your responsibility to ensure that all personnel focus on the key objectives and priorities. You should see that resources are properly directed, all decisions are implemented effectively, and overall results are acceptable.

8. Work from a plan.
9. Control the resources.
10. Address change.

Guide to Applying Power

As a leader you are in a position where you will apply different types of power, depending on the circumstances.

You must consider the different types of power and how the application can come across to peers and employees. There is inherent power in your role which means there is also the risk of the perception of abuse of power.

Issues to Consider:

Coercive Power

- Have personnel repeatedly ignored prior instructions?
- Is a lack of respect for authority evident?

Reward Power

- Are there apparent side benefits to personnel that can be promoted?
- Is compensation based on bonuses or other types of personal incentives?

Legitimate Power

- Does the organization actively support the management team?
- Is your authority well grounded, and fully understood by others?

Expert Power

- Do the issues under question fall within your established professional credentials?
- Do personnel recognize and appreciate that expertise?

Referent Power

- Does a strong bond of trust exist between you and others who are involved?
- Do others who are involved personally respect you?

Actions to Avoid:

- Threatening the loss of one's job
- Intimidating through an overly aggressive attitude
- Threatening a demotion
- Implying loss of opportunity
- Treating some with favoritism
- Arbitrarily withholding perquisites

Guide to Assessing Leadership Style

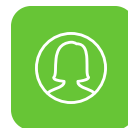
We tend to gravitate toward a leadership style that is easiest to implement, based on our own personality and experience. Although this is an important factor, it should not be the decisive one.

When determining a type of leadership style, ask yourself the following questions:



Ask Yourself:

- What is the follower's ability?
- What is the follower's willingness?
- What is the type of task?
- What is the relationship between the follower and me?



Use the DIRECTING style when:

- The follower has limited ability and experience.
- The follower is reluctant.
- The task is clear-cut and requires a minimum of judgment.
- You are not fully familiar with the follower's capabilities and track record.



Use the PARTICIPATING style when:

- The follower has demonstrated experience in the field.
- The follower is cooperative.
- The development of the work statement can benefit from input by others and strong team buy-in is important.
- You are comfortable with the capabilities and experience of the follower.



Use the DELEGATING style when:

- The follower has a high level of expertise.
- The follower is cooperative and demonstrates a strong desire to influence the outcome.
- Portions of the work statement remain unresolved, and you feel comfortable in the follower's ability to deal with this uncertainty.
- You have full confidence in the ability of the follower to develop and implement, without direct supervision, much of the strategy to be employed.

Guide to Dealing with Change

You should routinely evaluate how the planned course of events could be altered, and the impact the change could have on the planned outcome. Through such "What if" scenarios you will be able to prepare yourself for the impact of change by:

1. Identifying those factors that are most critical to your team's performance
2. Focusing on the success of those critical factors
3. Anticipating possible alternatives to addressing those critical factors
4. Analyzing the advantages and disadvantages of different alternatives

Prepare for the impact of change by:

- Identifying those factors that are most critical to performance
- Focusing on the success of those critical factors
- Anticipating possible alternatives
- Analyzing the advantages and disadvantages of different alternatives

Overcome resistance to change by:

- Involving people in decisions that will affect them
- Providing relevant information in a timely manner
- Giving people advance notice regarding planned change
- Provide education and training so people feel competent
- Avoiding pretense and false promises

Conduct a risk analysis on alternatives by:

- Describing the possible negative consequences
- Estimating the degree of severity of those consequences
- Estimating the degree of impact of those consequences
- Creating a plan for addressing those consequences with medium to high severity or impact

Top 3 For Me To Work On







Effectiveness in Leadership

The following are the most common pitfalls encountered when attempting to exercise your role as a leader:

Effectiveness Indicators	Is this me?	How can I improve in the future?
I communicate a clear vision of what is to be accomplished.		
I am generally not overly concerned about the attitudes and "group culture" that evolve among the individuals I lead.		
I am able to incorporate prompt, effective decision making.		
My personal work behavior and attitudes have little to do with how effective I lead.		
Creativity and innovation interfere with my ability to establish a firm leadership direction.		
A disciplined approach constrains the flexibility needed to lead.		
I place a high priority on the attitudes and needs of the individuals I lead.		
I de-emphasize planning and follow my 'gut' reaction almost exclusively.		
I devote a major effort to controlling the use of resources.		
When there are changing conditions, I address them.		
Common Pitfalls		
You lack the personal commitment to lead.		Re-assess your role and responsibilities.
You lose objectivity by becoming too personally involved with subordinates in your leadership efforts.		Reflect on why you are so involved. Take extra care to step back.
Failing to make timely decisions.		Recognize the impact of delays on the resources being wasted.
You base your decisions on faulty or incomplete information.		Do you make your decisions too quickly? Do you overlook important sources of information? Do you punish people for speaking up?
You fail to stay abreast of team activities and lose touch with the key issues driving performance.		This needs to be a priority. Make sure you stay involved with formal communication and coordination activities.

Month Three

Week Three: Managing Change

Organizations and individuals need to develop comfort in dealing with the constant challenge of managing change.

- Organizations often change for reasons that are not obvious to all employees.
- Changes tend to come on top of each other in constant motion, not in a linear fashion.
- Change may be imposed upon us, however, individuals always have control over how they respond.

Week Three: Managing Change

Although meaningful change is rarely easy, it is a necessity of modern life. Developing attitudes and processes for continuing productivity through change is more important than any specific accomplishment or event.

Start with a Plan - Regardless of where you are in the organization, and how your own leaders have chosen to approach change, you have a responsibility to make sure your employees are able to move from here to there.

1. Set goals.
2. Develop a strategy.
3. Define roles.
4. Anticipate predictable problems.

Focus on "Transition" Factors - Transition is internal and psychological—the process people go through to come to terms with the new situation. Managing transition is not so easy and it requires skilled leadership.

5. Address the three phases of transition.
6. Respect individual concerns.
7. Deal with resistance.

Ensure Results - Your leadership is a large factor in the finished product of your team. There is potential for inevitable waste and disillusionment unless you maintain your momentum.

8. Reinforce the vision.
9. Demonstrate commitment to the change.
10. Monitor and assess progress.

Manager's Guide to Managing Transition

Understanding the three Phases of Transition is extremely important in managing change.

You are probably much more comfortable redesigning work areas, moving inventory, and budgeting resources than you are dealing with the internal and psychological issues of your employees. But the transition—the people stuff—is what will determine whether or not the change is successful.

Phase I: Endings – This is when "what was" will "be no more." It is characterized by disorientation and a sense of loss. This phase may happen quickly or slowly. People try to hang on to what is left, but may intellectually acknowledge the need for change.

Characteristics

- Shock
- Denial
- Anger
- Hostility

Management actions

- Attend to and resolve personal concerns.
- Disseminate information.
- Calm the troops.
- Control rumors.
- Continue to make decisions and provide leadership.

Phase II: "In Between" – The key to this phase is to generate movement by accepting (though not necessarily agreeing with) the change. It begins in confusion and ends in direction. People begin to connect the old with the new and look for new connections.

Characteristics

- Withdrawal
- Depression
- Suffering
- Feelings of help/hopelessness
- Resistance to Change
- Sabotage

Management actions

- Encourage employees to express their feelings.
- Recognize and reduce resistance to change.
- Prepare for lowered morale and productivity.
- Work with employees to formulate short-term goals
- Provide assurances and reduce uncertainty.
- Communicate a vision of the future.
- Continue to make decisions and provide leadership.

Phase III: New Beginnings – Beginnings are not solutions, but rather extensions of the movement that was started in Phase II.

Characteristics

- Exploration
- Resolution
- Commitment

Management actions

- Conduct team-building activities.
- Build commitment and loyalty.
- Conduct career-coaching discussions.
- Shape and reinforce the new culture.
- Formulate short-term and long-term goals and objectives.
- Involve employees in planning for the future.

Managing Change Planning

Successful changes, whether personal or organizational, begin with the end in mind. It isn't enough to make general comments such as have better quality or be more effective. Resist the temptation to define results in terms of activities. Be specific about what is desired.

- What will the organization look like when the change has been successfully implemented?
- What will be better, and how much?
- What will be in place that is not in place now?
- What are the observable and measurable results that will be achieved?

Questions to consider:

1. What are the business issues facing the organization?
2. What is our vision of the future?
3. What is our present state?
4. What are our goals for change?

- Primary Goal -
- Secondary Goal -
- Additional Goal -

5. How will we communicate the vision and goals?
6. What resistance do we expect?

- From where or whom?
- Issues?

7. How will we accomplish our goals?

- Action Items
- Who owns them?
- When is the deadline?

8. What are the potential risks?
9. What will we do to mitigate these risks?
10. How will we monitor our progress?

- Milestones?
- Dates?

11. How will we know we have been successful?
12. Other notes or considerations:



Overcoming Resistance to Change

There is often a natural resistance to change in employees, especially if something has been "the way it is" for an extended period of time. It is important to acknowledge the existence of resistance, involve employees in the process and decisions where possible, and deal with the feelings before the facts.

You will find that resistance to change can be minimized and overcome by following these suggestions.

- Involve people in decisions that will affect them.
- Provide relevant information in a timely manner.
- Give people advance notice regarding planned change so that they can adjust their thinking.
- Put past actions/performance in perspective.
- Provide education and training to ensure that people feel competent.
 - Technical/Professional Skills
 - Interpersonal Skills
 - Leadership Skills
- Present the change as consistent and continuous with tradition.
- Avoid pretense and false promises.

Top 3 I See A Need For

-  _____
-  _____
-  _____



Suggestions for Maintaining or Rebuilding Trust

As always, goals must be broken down into objectives and action steps.
What action steps should you take to improve trust?

Goal	Objectives	Action Steps	Supports Needed	People Needed	Check In Date	Follow Up
Improve communication	Keep subordinates informed.					
	Explain decisions and policies.					
	Be candid about your own problems.					
Show support for subordinates	Demonstrate concern for subordinates as people.					
	Be available and approachable.					
	Help them, coach them, and encourage their ideas.					
	Define subordinates' positions.					
Demonstrate respect	Model how you want employees to treat and behave toward each other.					
Be fair	Maintain an impartial position.					
	Give people the benefit of the doubt.					
Be predictable	Maintain routines.					
	Be consistent.					

Month Three

Week Four: Final Group Consultation

As you have managed yourself through this Academy process, put some time aside to reflect on what your biggest take away(s) will be

- Am I doing anything differently than before?
- Am I getting different results?
- What are the barriers to adjusting my management style?

Week Four: Final Group Consultation

Consultation for supervisors can continue to be helpful to you after the academy. Remember to talk to others in supervisory roles, share ideas, and learn from each other.

Managing Performance Issues - Earlier interventions with compassion and clarity see the best results.

Goal Setting and Establishing Clear Expectations - Employees and teams need general guidance in establishing their purpose and what to strive for in their role.

Improving Meeting Planning and Facilitating Skills - With limited time, supervisors are challenged to make the most of meetings and discussions.

Project Based Work - Most supervisors have a long to-do-list that never quite seems to shorten. When ongoing projects and tasks are in the mix, it can be easier to have them overlooked or become complacent.

Performance Action Plan

Prior to a course or training

My motivation for developing this particular skill at this particular time is:

- I need it to do my job right now.
- I have received feedback that I need to develop this skill from my supervisor
- Multi-rater or 360° feedback
- My personal assessment of my skills
- Colleagues or others
- The organization has identified this as an essential skill.
- It fulfills requirements of my company's Management Competency Model.
- I have recently been given new responsibilities that will require this skill.
- I want to prepare for a promotion or opportunity, and I know this will help me.
- I have developed a performance improvement plan with my supervisor.
- Other:

My training objective(s):

-
-

My desired performance results:

-
-

After a course or training

My experience level with these skills is: None High Medium Low

If I have used these skills in the past, what have I done well?

-
-

What problems have I had?

-

What did I learn from this course that will be particularly helpful?

-

How will I apply what I have learned? When With whom Completed

-

Roadblocks I can anticipate:

-

How I can prevent, avoid, or overcome the roadblock:

I will measure my success by:

-



Thank you for joining us!

SWEAP Supervisor Academy

A 3-Month Training Series



SWEAP
Connections