



## Day One

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### ***SUPERVISORY ROLE AND PERSONAL STRENGTHS***



## Objectives

The role of the supervisor is essential, pivotal, rewarding, and can powerfully enhance one's skills and development. By the time you complete SSG, you will have begun to practice strategies to:

- Attract and retain top talent
- Increase workplace engagement, satisfaction and performance
- Build strong teams and increase morale

### Notes:

## What Will We Do in SSG?

|                   | Day 1   | Day 2   | Day 3  | Day 4                                   |
|-------------------|---|---|--|---|
| <b>Morning</b>    | Overview of Supervision                                 | A Strength-Based Approach to Supervision      | Legal and Labor Relations overview                         | Diversity and Cultural Competence       |
| <b>Afternoon</b>  | All about YOU: Strengths                                | A Strength-Based Approach to Supervision      | Nuts and Bolts of Labor and Labor Relations                | Special Topics Course Review Next Steps |
| <b>Assignment</b> | Identify 5-7 major job duties for a case study employee | One outcome you want from Labor Relations Day | HR Special Topics. Bring questions. Watch Diversity video. |   |

## Working Agreement

- Silent Electronics
- Be on time
- Come prepared
- Stretch yourself (e.g., Tend to be introverted? We value your contribution! Preference for extroversion? Remember to allow others to contribute also!)
- Pursue what you need
- Ask questions
- Confidentiality
  - Speakers: speak in generalities. No identifying others, (co-workers or employees)
  - Listeners: listen for *ideas*, not identifying characteristics
- Recognize diversity in classmates
- We all have different:
  - years of experience in state government
  - personalities and approaches for communication
  - styles of supervision
  - numbers of employees
- Respect differences of opinions
- Speak for yourself, not others
- Be aware of assumptions
- Classroom and hallway etiquette: cell phones, computers, email, food, etc.

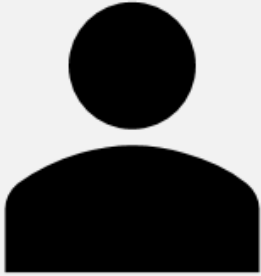
## What We Want to Learn

*What top three things do you want to learn?*

|   |
|---|
| How do I retain my new hire &/or staff, especially high performers?               |
| Morale is slumping or slumped. How do I turn that around?                         |
| I want to do meaningful evaluations. How do I do this?                            |
| I am feeling unsupported from my supervisor or manager. How do I change this?     |
| What to do with employees who don't follow through?                               |
| How do I handle passive aggressive employees?                                     |
| What do I do with the fear (mine or employees') of grievances?                    |
| How to do more with less (limited staff, limited resources) with heavy workloads? |
| How do I supervise under contracts – performance vs. misconduct?                  |
| What are some new ways to motivate and engage employees? Seasoned or new?         |
| How can diversity benefit my team?  |
| How can I build more resilience with my team?                                     |
| How do I write and deliver effective performance appraisals?                      |
| What are some effective team building strategies?                                 |
| What are some low cost, free, or creative ways to reward and recognize employees? |

## My Top 3 Learning Goals

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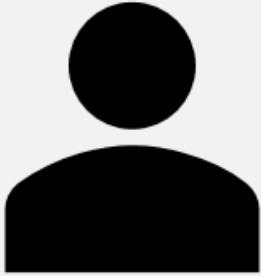


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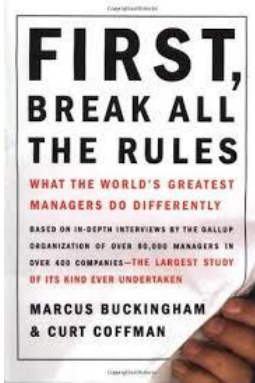


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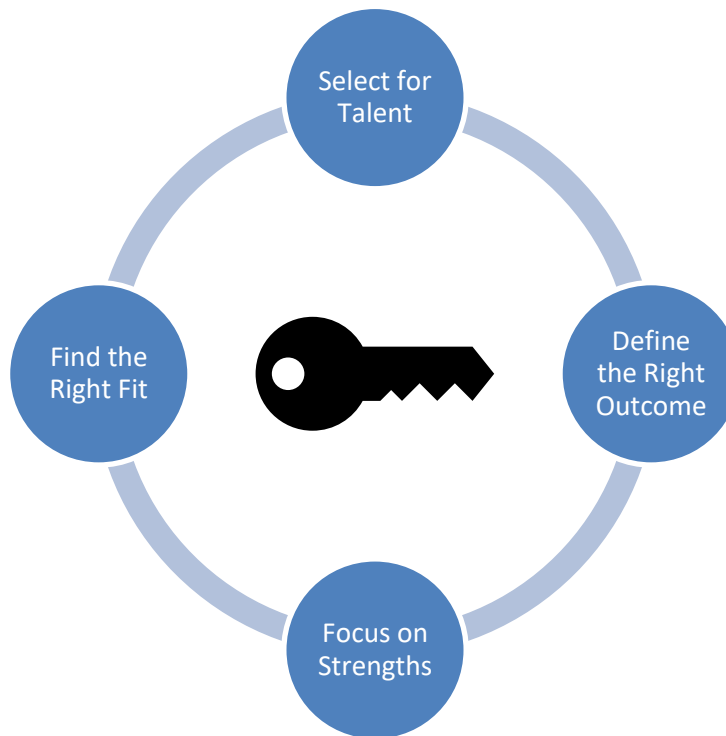
- Which concept in the article most resonated with you?
- How might the article benefit you as a supervisor?
- If you apply the key points of this article as a supervisor, what impact might it have on your employees?

### Notes:

A large, empty, rounded rectangular box with a blue border, intended for taking notes.



## 4 Keys for Unlocking Potential



## 4 Pitfalls of Control

### 4 Pitfalls of Control

1. Don't attempt to make perfect people. This will diminish and demean people.
2. Never declare that they don't have enough talent. Make sure to select for it.
3. Don't buy into the belief that trust is precious and must be earned. This will lead to micromanagement.
4. Don't buy into the notion that some outcomes defy definition. Some are hard to define (employee morale), but are measurable.

## Definitions for Supervision

### Engagement

**An engaged employee** is committed to the organization's goals and values, *motivated* to contribute to its success, and enhances their own sense of well-being.

### Satisfaction

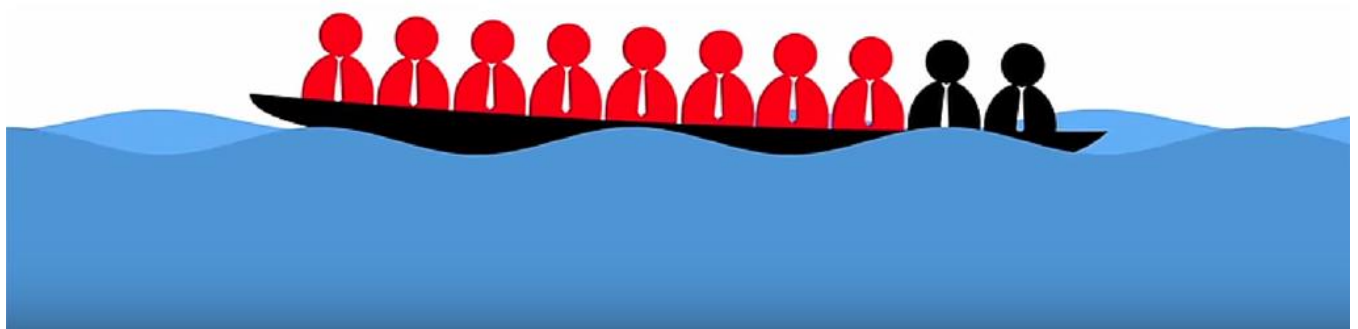
**Satisfied employees** have what they need: sufficient pay, benefits, time off; or other tangible things that create a feeling of fulfillment, but very different from engagement.

### Performance

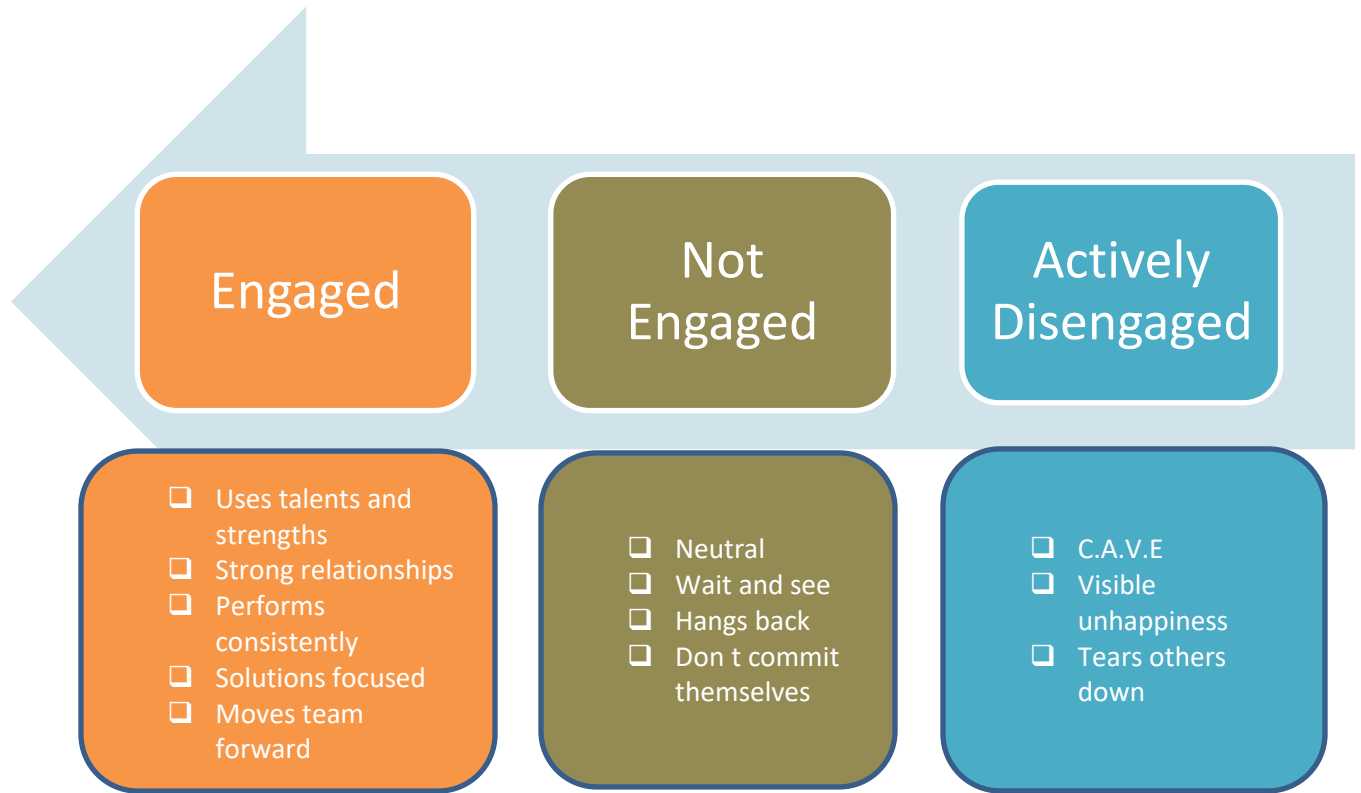
**Performing employees** meet or exceed the measures established for their major job duties.

## Who's Sinking Your Boat?

### Who's Sinking Your Boat?



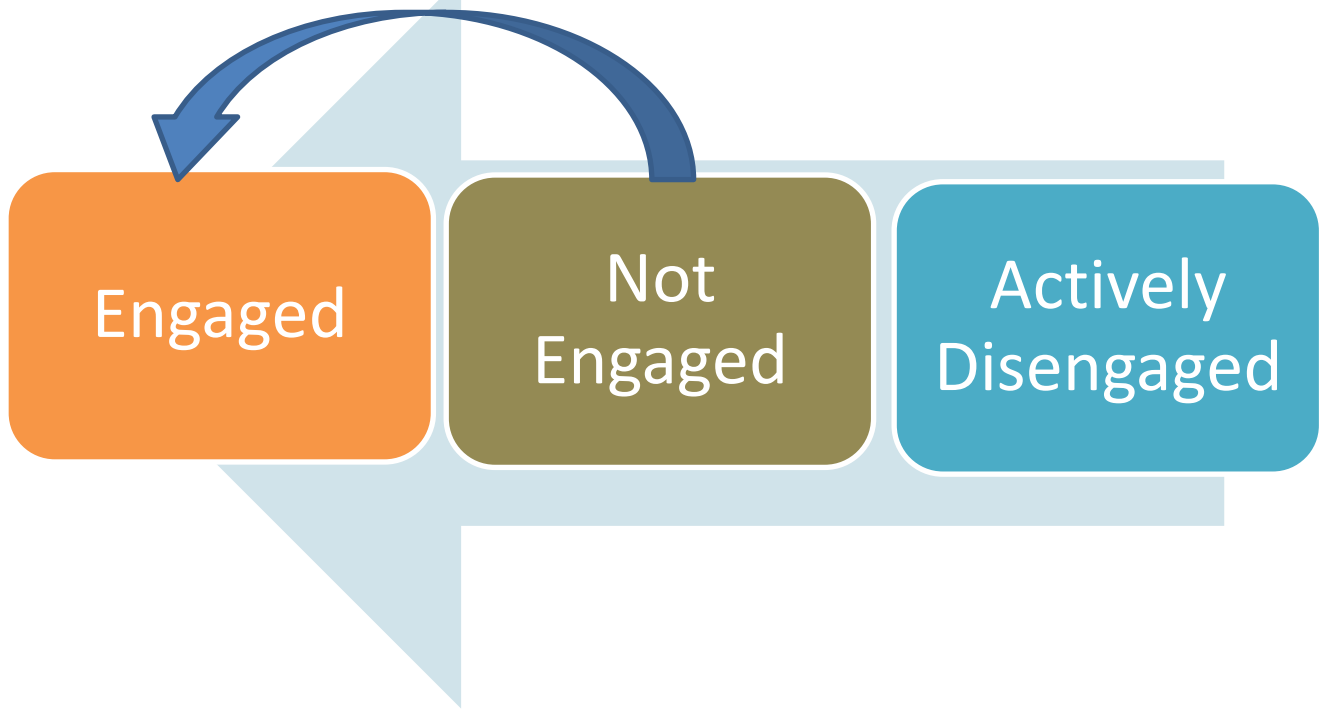
## Engagement Continuum



## Engagement for Employees and Managers

|   |   |   |           |
|---|---|---|-----------|
| % | % | % | Employees |
| % | % | % | Managers  |

Moving from Not Engaged to Engaged



## Gallup Engagement Hierarchy



*How might a supervisor impact or positively influence these 4 areas of the Q12?*

*What can you do? (Be specific)*

## The 12 Elements of Great Managing

To identify the elements of worker engagement, Gallup conducted many thousands of interviews in all kinds of organizations, at all levels, in most industries, and in many countries. These 12 statements – the Gallup Q<sup>12</sup> – emerged from Gallup's pioneering research as those that best predict employee and workgroup performance.

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.

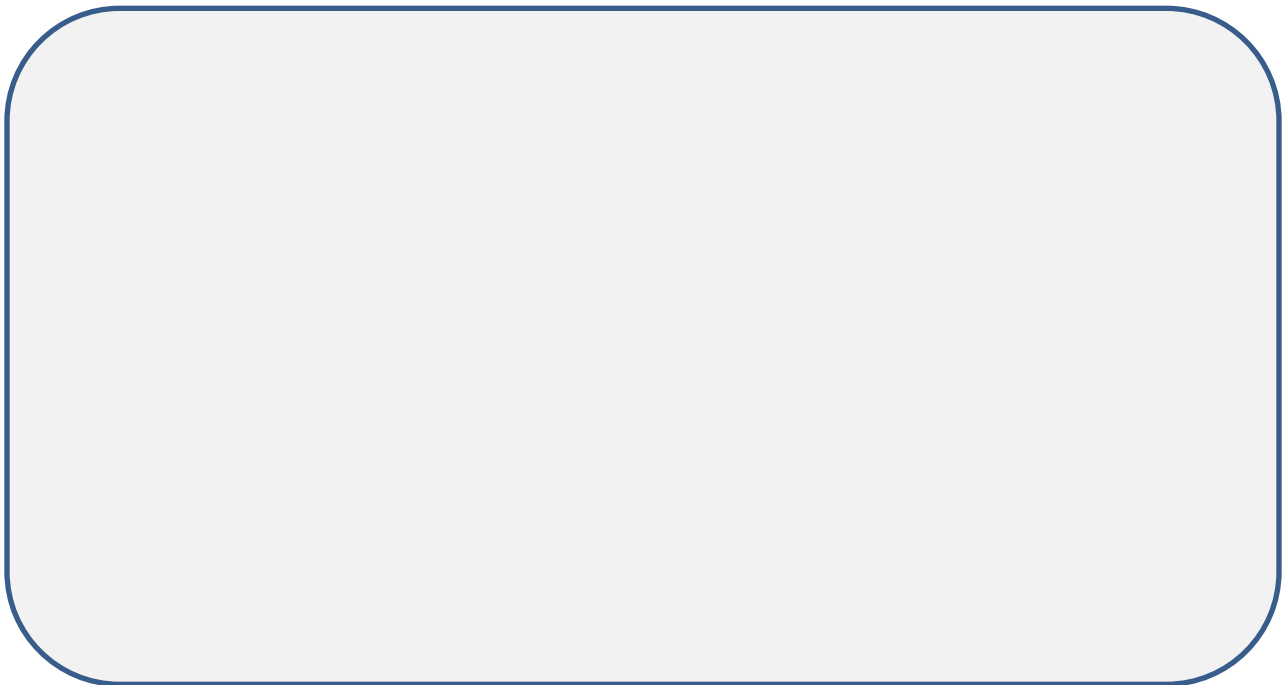
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## What is a Supervisor?

**MY BEST SUPERVISOR...**



**MY WORST SUPERVISOR...**



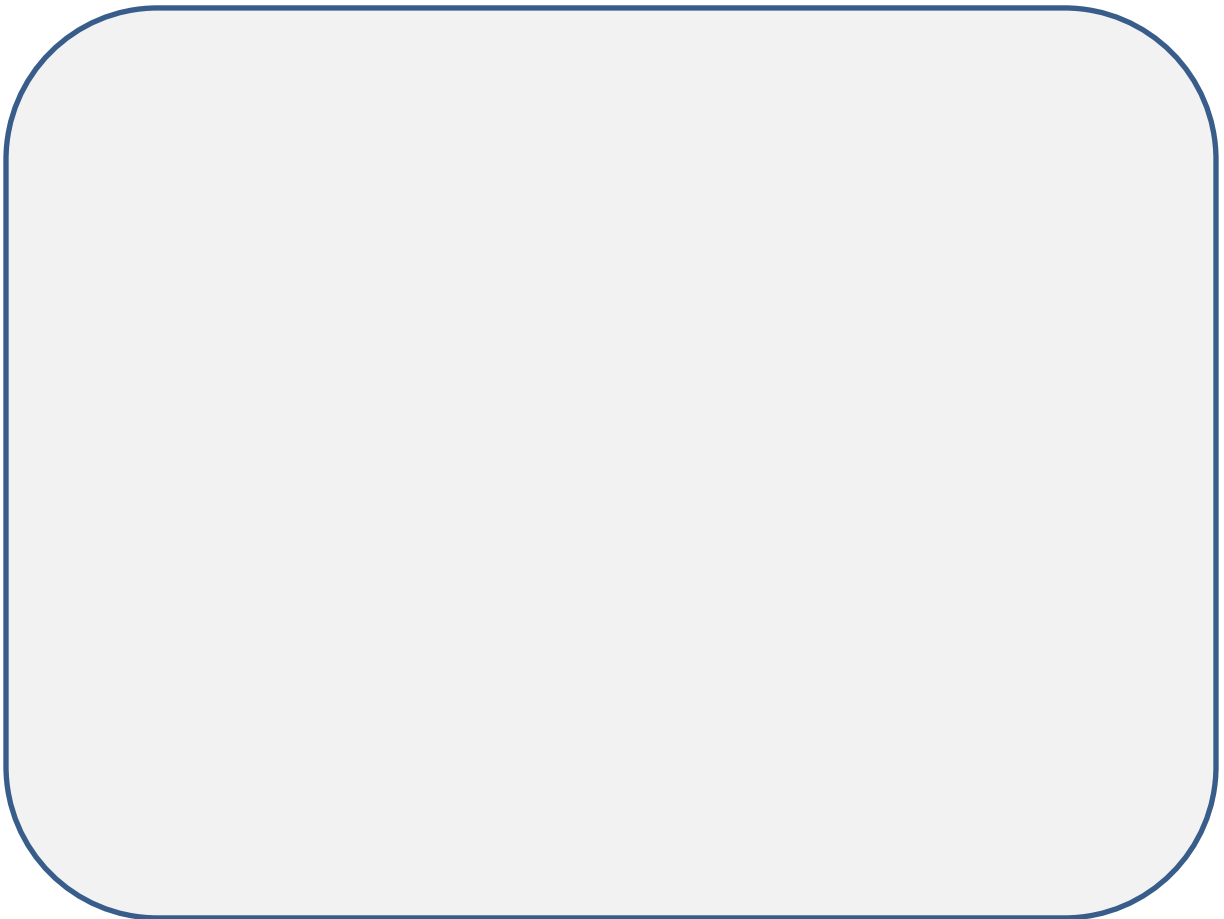
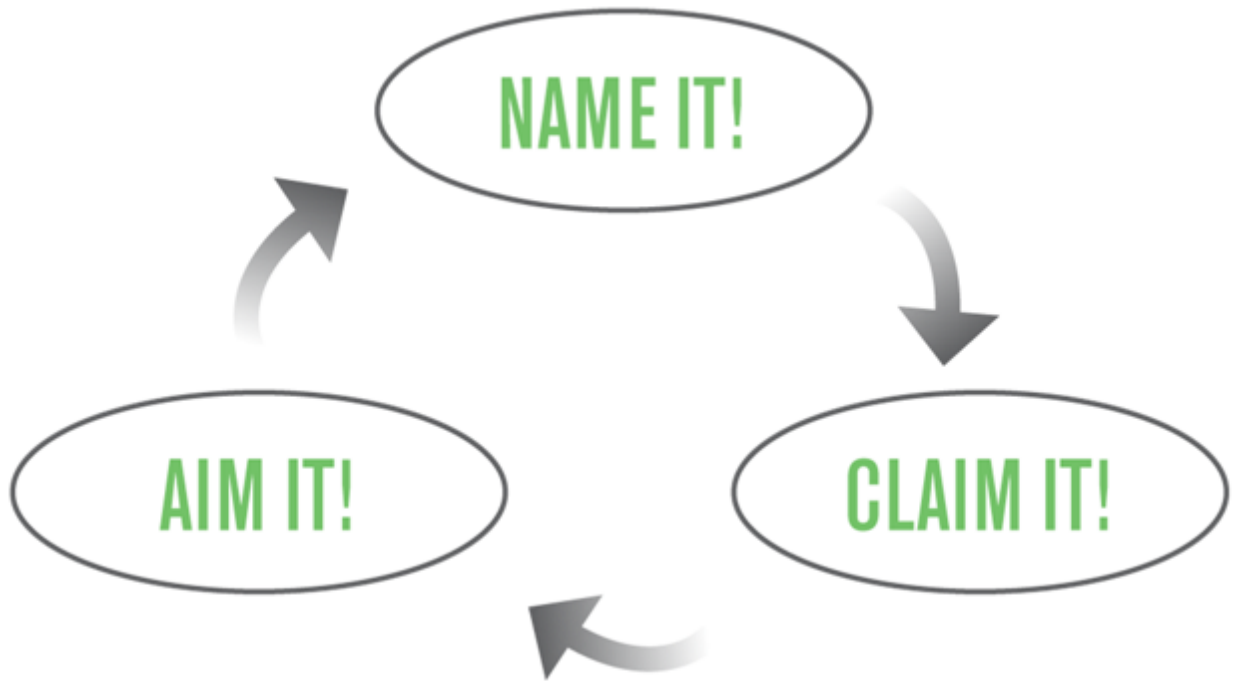
## Common Language

|          |  |
|----------|--|
| Talent   | Naturally recurring pattern of thought, feeling, or behavior that can be <i>productively applied</i> |
| Theme    | Collection of talents pointing in a direction  |
| Strength | Something you do well, happily, and repeatedly   |

### Strength







### 3 Myths of Strengths

As you grow, your personality will change over time

- 66% believe this
- It is interwoven into our culture
- Charles Dicken's *A Christmas Carol*

You will grow the most in the areas where you're the weakest

- 61% believe this
- This myth begins in school
- The false concept of the "well rounded" person

Good team members do whatever it takes to help the team

- 91% believe this
- Flexibility and adaptability are held in high esteem
- Those that focus on themselves are deemed to be selfish

### 3 Realities of Strengths

1

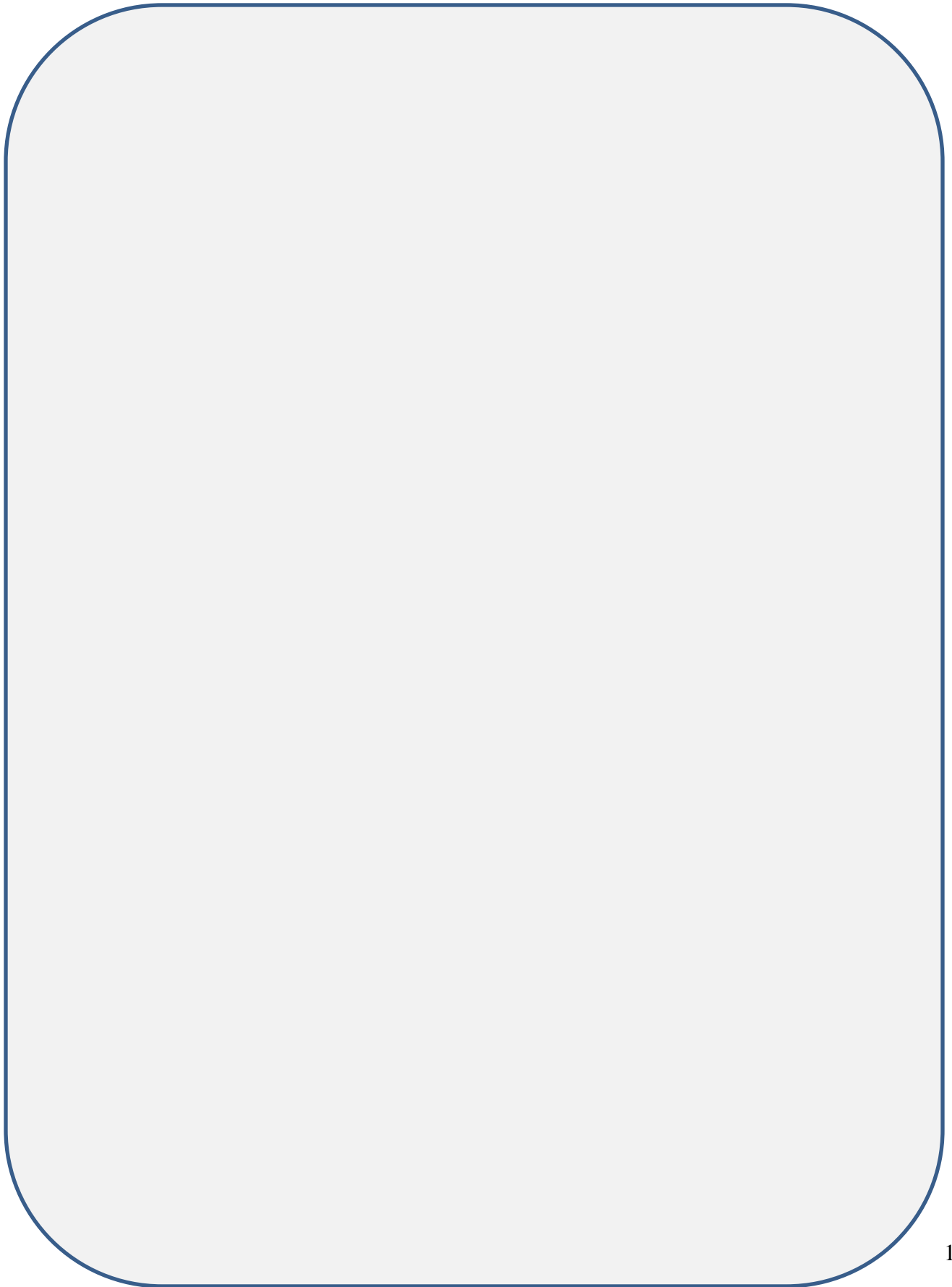
As you grow and mature, you actually end up becoming more of who you already are.

2

You will always find growing in your areas of greatest strength to be easiest and the most fun.

3

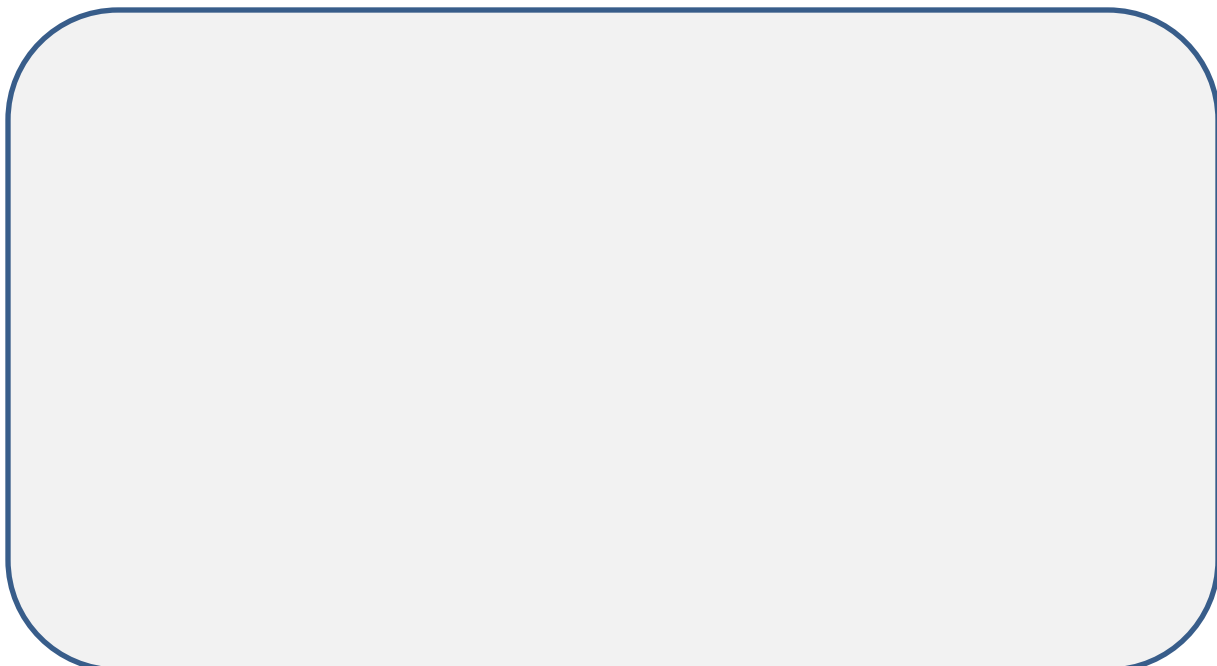
Good team members volunteer their strengths to a team the majority of the time so they can be effective contributors, and not merely dead wood.



## What is a Supervisor?

|  |
|--|
| Plans and organizes work to accomplish the organization's goals efficiently and effectively, drawing on the strengths and ideas of team members.   |
| Assign work appropriate to the roles and skill levels of employees.  |
| Provide the materials and equipment needed to succeed.   |
| Ensure employees understand their duties and performance expectations.   |
| Document performance, and provide recognition/reward for progress and provide feedback for improvement.  |
| Provide annual performance evaluations, including future goals.  |
| Communicate essential information between management and employees.  |
| Develop the workgroup as a team, fostering an environment of team engagement in problem-solving and continual improvement.   |
| Orient employees to the job, and ensure their orientation to all relevant HR and labor contract information.   |
| Provide opportunities for growth and development through planning, coaching and feedback, rewards and recognition, and opportunities for learning and skill development, using a strengths-based approach. |
| Work with DHR on labor contract matters, including disagreements, complaints, performance and disciplinary actions, and grievances.  |
| Account to their manager for the performance of those they supervise, and for their own performance.   |
| Support continuous improvement at the organizational level.  |
| May also recruit and hire.   |
| Executes other administrative duties: approving time and expenses, report FMLA, etc.   |
| Act as a role model for professional and ethical behavior.   |

### **Notes**



## Supervisor's Responsibilities (Job Description)

Most supervisors in state government carry a combination of responsibilities including supervisory duties and a portion of the technical/subject matter/functional work of the unit. In the left-hand column are common supervisory duties.

**Directions:** 1) Add a few of *your major functional responsibilities* in the right-hand column.

2) Highlight 5-8 items in either column that you consider to be high priority items.

3) Circle the number or bullet of the ones you spend the most time on.

| Supervisory Duties   | Functional Duties |
|--|-------------------|
| Plan and organize work to accomplish the organization's goals efficiently and effectively, drawing on the strengths and ideas of team members.   |                   |
| Assign work appropriate to the roles and skill levels of employees.  |                   |
| Provide the materials and equipment needed to succeed.   |                   |
| Ensure employees understand their duties and performance expectations.   |                   |
| Document performance, and provide recognition/reward for progress and provide feedback for improvement.  |                   |
| Provide annual performance evaluations, including future goals.  |                   |
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| Support continuous improvement at the organizational level.  |                   |
| May also recruit and hire.   |                   |
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| Act as a role model for professional and ethical behavior.   |                   |

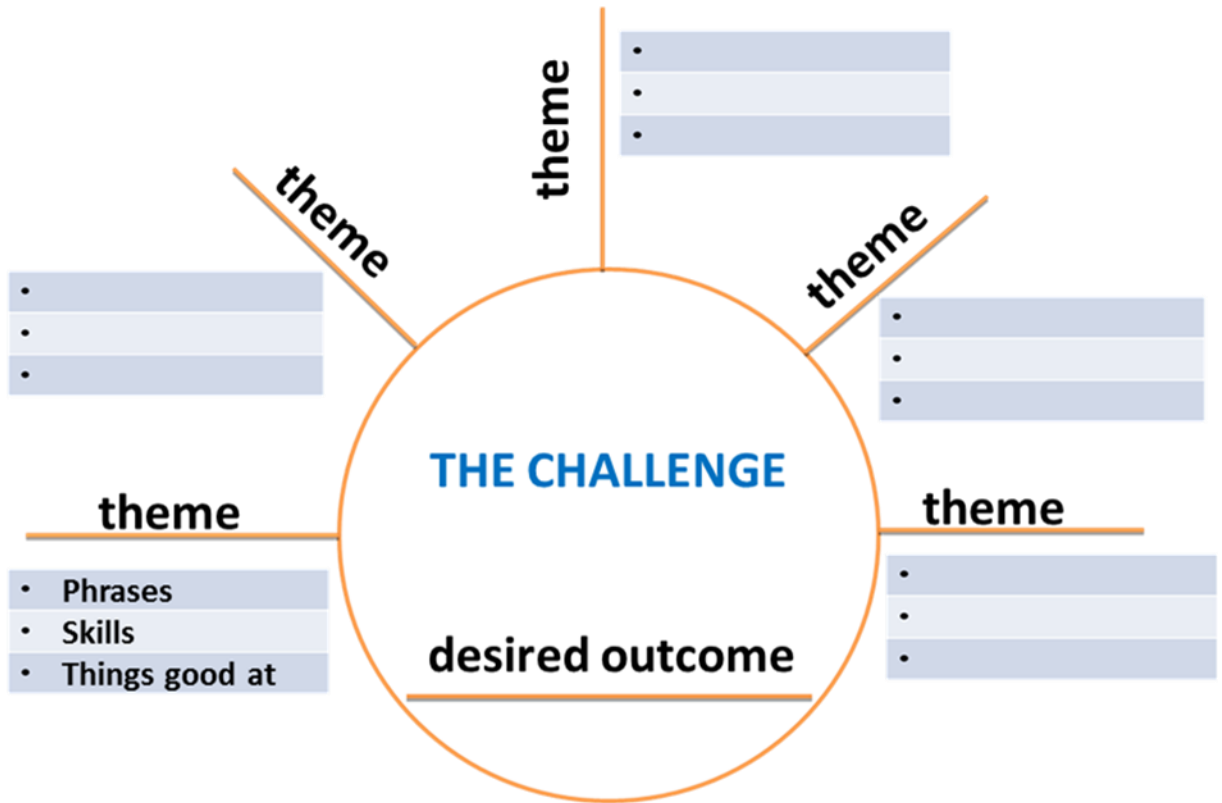
## Supervisor's Responsibilities Reflection

*What is one duty from the functional list that you can change to make room for supervisory duties?*



*How might you do that? What can you do **this week** to begin?*



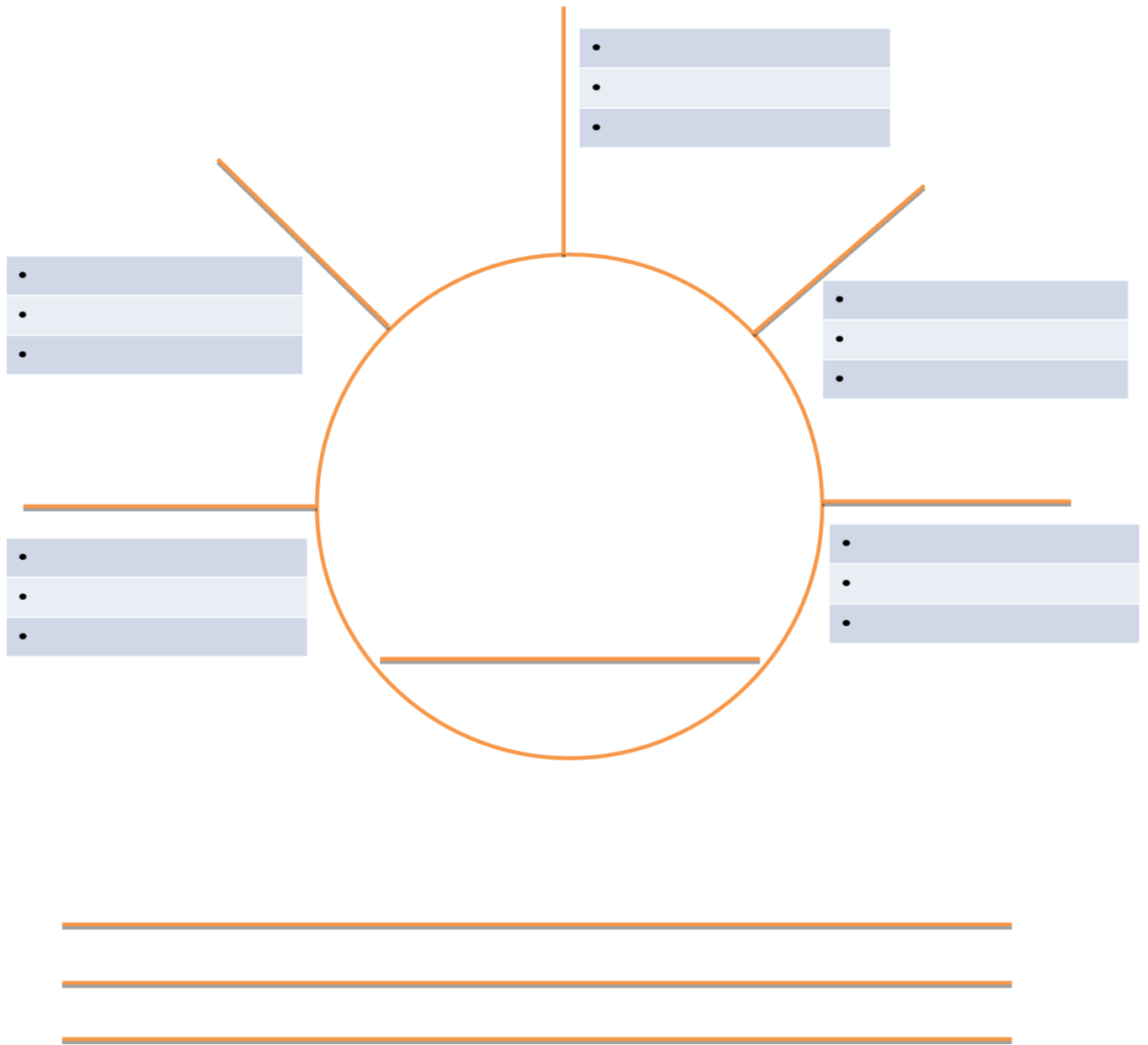


**Concrete actions to leverage a theme(s) into a solution**

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## The Sunrays Tool Reflection

*How can AIMING your strengths support you in solving problems?*



*What supervisory duty/responsibility could benefit from an exercise in aiming your strengths? What would that look like?*



## Take Aways and Action



*What are you taking away for yourself from today? Why is this important to remember?*

*What action step will you take to advance this take-away?*

# Clifton StrengthsFinder® THEMES

|                       |  |
|-----------------------|--|
| <b>ACHIEVER®</b>      | People exceptionally talented in the Achiever theme work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.  |
| <b>ACTIVATOR®</b>     | People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.   |
| <b>ADAPTABILITY®</b>  | People exceptionally talented in the Adaptability theme prefer to go with the flow. They tend to be “now” people who take things as they come and discover the future one day at a time.   |
| <b>ANALYTICAL®</b>    | People exceptionally talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.   |
| <b>ARRANGER®</b>      | People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity. |
| <b>BELIEF®</b>        | People exceptionally talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.   |
| <b>COMMAND®</b>       | People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.   |
| <b>COMMUNICATION®</b> | People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.   |
| <b>COMPETITION®</b>   | People exceptionally talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.   |
| <b>CONNECTEDNESS®</b> | People exceptionally talented in the Connectedness theme have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.  |
| <b>CONSISTENCY™</b>   | People exceptionally talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone with equality by setting up clear rules and adhering to them.                                 |
| <b>CONTEXT®</b>       | People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.  |
| <b>DELIBERATIVE™</b>  | People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.  |
| <b>DEVELOPER®</b>     | People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.                                 |
| <b>DISCIPLINE™</b>    | People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.   |
| <b>EMPATHY™</b>       | People exceptionally talented in the Empathy theme can sense other people’s feelings by imagining themselves in others’ lives or situations.   |
| <b>FOCUS™</b>         | People exceptionally talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.   |

|                           |   |
|---------------------------|---|
| <b>FUTURISTIC®</b>        | People exceptionally talented in the Futuristic theme are inspired by the future and what could be. They energize others with their visions of the future.  |
| <b>HARMONY®</b>           | People exceptionally talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.   |
| <b>IDEATION®</b>          | People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.   |
| <b>INCLUDER®</b>          | People exceptionally talented in the Includer theme accept others. They show awareness of those who feel left out and make an effort to include them.   |
| <b>INDIVIDUALIZATION®</b> | People exceptionally talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.   |
| <b>INPUT®</b>             | People exceptionally talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.  |
| <b>INTELLECTION®</b>      | People exceptionally talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.                                     |
| <b>LEARNER®</b>           | People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.                             |
| <b>MAXIMIZER®</b>         | People exceptionally talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.                   |
| <b>POSITIVITY®</b>        | People exceptionally talented in the Positivity theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.   |
| <b>RELATOR®</b>           | People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.   |
| <b>RESPONSIBILITY®</b>    | People exceptionally talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.                        |
| <b>RESTORATIVE™</b>       | People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.  |
| <b>SELF-ASSURANCE®</b>    | People exceptionally talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right. |
| <b>SIGNIFICANCE™</b>      | People exceptionally talented in the Significance theme want to be very important in others' eyes. They are independent and want to be recognized.  |
| <b>STRATEGIC™</b>         | People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.                               |
| <b>WOO™</b>               | People exceptionally talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.           |

## Four Domains of Team Strength

| EXECUTING  | INFLUENCING  | RELATIONSHIP BUILDING  | STRATEGIC THINKING   |
|--|--|--|--|
| <p>People with dominant Executing themes know how to make things happen.</p>   | <p>People with dominant Influencing themes know how to take charge, speak up, and make sure the team is heard.</p>       | <p>People with dominant Relationship Building themes have the ability to build strong relationships that can hold a team together and make the team greater than the sum of its parts.</p> | <p>People with dominant Strategic Thinking themes help teams consider what could be. They absorb and analyze information that can inform better decisions.</p> |
| <p>Achiever<br/>Arranger<br/>Belief<br/>Consistency<br/>Deliberative<br/>Discipline<br/>Focus<br/>Responsibility<br/>Restorative</p> | <p>Activator<br/>Command<br/>Communication<br/>Competition<br/>Maximizer<br/>Self-Assurance<br/>Significance<br/>Woo</p> | <p>Adaptability<br/>Connectedness<br/>Developer<br/>Empathy<br/>Harmony<br/>Includer<br/>Individualization<br/>Positivity<br/>Relator</p>  | <p>Analytical<br/>Context<br/>Futuristic<br/>Ideation<br/>Input<br/>Intellection<br/>Learner<br/>Strategic</p>   |

## Notes