Supervision Skills for SEMP leaders: Supporting Teams

INNOVATIONS IN EMPLOYMENT SUPPORTS

How have you been prepared to supervise and lead a SEMP team?
Supporting:

Teams VS. Individuals

Supporting Teams

- Team Charter
- Measurable goals
- Operating guidelines
- Defining roles & responsibilities
- Staff meetings
- Supervising remote workforce/virtual teams

At a minimum, your charter should include:

- Team Purpose (Mission)
- Measurable / verifiable goals
- Operating guidelines

The “What”
The “How”
Team Purpose (Mission)

• The reason for the team’s existence
• Why you come to work
• The core business activity

Supporting Teams

Sample Charter: (Fisher & Fisher, 2000)

The purpose of ______________ is to ________________

Our primary responsibilities are _________________

Our top priority is to ______________________________

The “key results” expected from us are ________________

Example

The purpose of Employment Resource is to assist and support job seekers in finding meaningful, competitive, integrated employment through a process of matching individual skills, interests, and abilities with business needs.

Our primary responsibilities are to engage the job seeker in a process of Discovery to learn about strengths and support needs, and to complete a thorough Discovery report. Completion of a thorough job analysis with the business to identify required skills, as well as workplace culture considerations. A job match will be determined through a process of a discrepancy analysis, negotiating duties with the business, and identifying supports and accommodations needed to ensure the job seeker will be able to perform the job as independently as possible.
Our top priority is to ensure that we have done a thorough Discovery of the job seeker and a job analysis of the business, and the match will meet the needs of both, as well as the expectations of OPWDD as outlined in SEMP regulations.

The “key results” expected from us are X# of job seekers will transition from day services to ETP/SEMP and secure competitive employment. X# of supported employees will transition to Extended services.

Team Operating Guidelines

- Code of conduct and safe environment
- Meeting guidelines
- Decision making guidelines
- Conflict resolution process
- Workload distribution
- Internal and external communications
- Team additions and terminations

(Fisher & Fisher, 2000)

Examples of Items found in Operating Guidelines

1. We call into the office daily
2. We rotate the times of meetings to minimize impact on any one person
3. We keep information confidential unless we have a valid purpose and a release
Breakout

1. What are some things you, as a supervisor, would want to add to the operating guidelines?

2. What do you believe your team will want to add to the operating guidelines?

Defining Roles & Responsibilities

- Be clear on roles and responsibilities.
- What is expected of all team members?
- What are each person’s expected contributions?
- Is there a need for any kind of cross-training?

(Fisher & Fisher, 2000)

Remote Workforce

- Utilizing remote work can improve efficiencies in service delivery.
- There is increasing demand by the workforce for flexible work locations and schedules.
- Supervising remote staff is challenging.

(C. Frank, Accountability on the Road, Eleverity, 2019)
Crafting Your Telework Policy

• Who can telework, and how much?
• How should employees apply for – or be asked to – telework?
• How can I assess whether a telework program is working?
• How can any telework problems be resolved?
• What are the baseline policies and legal issues to consider?

Supporting Teams

Managing Remote Teams

• Schedule a daily check-in
• Communicate often
• Take advantage of technology
• Manage expectations
• Outcomes vs. activity
• Provide needed tools and technology
• Be flexible

Supervising & Coaching
Effective Departmental Communication

1. Share important news and developments
2. 1:1 meetings
3. Solicit feedback from employees
4. Use internet collaboration platforms [i.e., Google Docs, OneDrive]
5. Keep your office door open
6. Create an honest and open culture
7. Invest in team-building activities
8. Give stay interviews and exit interviews
Staff Development Plan

1. Is a process for helping individuals improve skills for their current job.
2. To acquire knowledge and skills for new roles and responsibilities

- Help attract talented applicants
- Increase worker engagement and motivation
- Improve employee performance
- Increase your department’s efficiency and profitability
- Nurture promotable employees
- Improve employee retention and satisfaction

Staff development and retention

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>A</th>
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<th>T</th>
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<tbody>
<tr>
<td>SPECIFIC</td>
<td>Provides a clear description of what needs to be achieved.</td>
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<tr>
<td>MEASURABLE</td>
<td>Includes a metric with a target that indicates success.</td>
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<tr>
<td>ATTAINABLE</td>
<td>Set a challenging target but keep it realistic.</td>
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<td>RELEVANT</td>
<td>Relevant to job function. Goal is meaningful.</td>
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<tr>
<td>TIMELY</td>
<td>Set a date for what the goal needs to be achieved.</td>
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- **Who** – Consider who needs to be involved to achieve the goal (important when you’re working on a group project).
- **What** – Think about exactly what you are trying to accomplish and don’t be afraid to get very detailed.
- **When** – You’ll get more specific about this question under the “time-bound” section of defining S.M.A.R.T. goals, but you should at least set a time frame.
- **Where** – This question may not always apply, especially if you’re setting personal goals, but if there’s a location or relevant event, identify it here.
- **Which** – Determine any related obstacles or requirements. This question can be beneficial in deciding if your goal is realistic.
- **Why** – What is the reason for the goal?
As the "M" in SMART states, there should be a source of information to measure or determine whether a goal has been achieved.

- The M is a direct (or possibly indirect) indicator of what success for a particular goal will look like.
- Sometimes measurement is difficult, and managers and employees will need to work together to identify the most relevant and feasible data sources and collection methods.
- Measurement methods can be both quantitative (productivity results, money saved or earned, etc.) and qualitative (client testimonials, surveys, etc.).

This focuses on how important a goal is to you and what you can do to make it attainable and may require developing new skills and changing attitudes. The goal is meant to inspire motivation, not discouragement.

- Think about:
  - How to accomplish the goal
  - If you have the tools/skills needed
  - If you do not have what you need to accomplish the goal, what will it take to attain them

Relevance refers focusing on something that makes sense with the broader business goals. For example, if the goal is to launch a new program or service, it should be something that's in alignment with the overall business/department objectives.
Timely

- If a goal lacks realistic timing, chances are you’re not going to succeed.
- Providing a target date for deliverables is imperative.
- Ask specific questions about the goal deadline and what can be accomplished within that time period.
- If the goal will take three months to complete, it’s useful to define what should be achieved halfway through the process. Providing time constraints also creates a sense of urgency.

Staff Meetings:

- Identify Purpose
  • Disseminating Information
  • Planning (goals, timelines, assignments)
  • Status Updates / “State of the State”
  • Teaching / Training
  • Idea Generation
  • Decision Making

- Problem Solving / Getting Input
  • Strengthen Relationships
  • Build Alignment
  • Share Best Practices
  • Crisis Management
  • Debriefing (projects, problems, incidents)

Management Tips: Staff Meetings

- Scheduled meeting times
- Use agenda / assign a time-keeper
- Planning weekly and monthly
- Plan for mentoring and staff supervision
- Establish cell phone rules
- No side conversations / one person speaks at a time
- Everyone responsible to keep on topic and participate
- Establish traditions (check-ins, successes, jokes)
- At times, meetings may be used to teach or train—by manager or staff
Supervision / Coaching

Performance Issue Model

**Mandated Issue**

**Single Incident**

**Behavior Pattern**

**Persistent Pattern**

**Disciplinary Intervention**

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**Supervision / Coaching**

**Question**

Regarding both on-site and off-site staff, my most time-consuming supervisory challenge(s) is/are…

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**Supervision / Coaching**

**Do Not Label People**

“Define the problem as a person and you’re in trouble. Define it as a behavior and you can do something.”

(Okasha and Goldsmith. Resolving Conflicts at Work, 2000.)

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Labeling the Behavior

- Use observable terms.
- Use measurable terms.
- Use positive terms.
- Be clear, concise, and complete.

Label vs. Behavior

Describing Difficult Behavior

Label
Behavior
Actions
Impact

LAZY
UNENGAGED
APATHETIC
DISRESPECTFUL
ATTITUDE
PROBLEM

Labels
Does not complete documentation on time.

Is loud and disruptive in work area.

Supervision / Coaching

**Behavior**

- Stops working and browses phone several times during the day
- Only responds to direct verbal prompts
- Does not initiate tasks
- Excessive socialization with coworkers
- Stares out window for extended periods of time

**Actions**

- Personal calls during the workday and yells at their children
- Plays music without the use of headphones
- Excessive socialization, including loud laughter and jokes in poor taste for work setting

**Impact on Team**

- Productivity and morale goes down for everyone
- Creates negative attitudes toward problematic employee or others follow suit
- Can disrupts another department
- Reflects poorly on management
- Impacts billing
- Impacts quality services

**Impact**
What Makes you Reluctant to Address Problem Behaviors?

Supervision / Coaching

Answers gotten in other classes:

• I need HR approval – takes too long
• It just makes matters worse
• The belief that it won’t happen again
• I am uncomfortable with confrontation
• Lack of proof / confidence / information
• Lack of understanding about what I can say or P&P
• I don’t know what to say
• I’m afraid they will “go off” / cry / talk about me
• Am I within my rights?
• They might turn the team against me
• I can’t afford to lose a staff [even if they are a problem]

What is the impact of NOT addressing problem behavior and poor performance?

1. Using the challenge(s) you identified earlier, choose 1 or 2, and describe the behavior and the measurable actions.

2. How might you outline a SMART goal?

The Main Effects of Perceived Support

• Increased commitment
• Improved job satisfaction and mood
• Increased interest in work
• Increased performance
• Decreased psychological strain
• Increased desire to remain working for the organization
• Decreased withdrawal [lateness, absenteeism, turnover]
Please type your full name in the chat box to “EVERYONE”

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