Georgia Department of Human Services

Skills for Successful Supervision

A Primer of Basic Supervisory Skills and Techniques

DAY THREE

Stronger Families for a Stronger Georgia

Agenda

- Safety
- Performance Management Process Overview
- Four Phases of Performance Management

How to Safely Use A Fire Extinguisher

P.A.S.S.

Pull the pin

Aim the hose or nozzle at the base of the fire

Squeeze the lever

Sweep the agent

Fire Extinguishers Inspections

- Under NFPA 10 (98) Monthly Visual Inspections are required to completed by the office personnel. The tag should be signed off on the back.

- The Annual Fire Extinguisher Inspection, the maintenance inspections should be conducted by an approved extinguisher servicing company. The tag should be punched with the month/year.

- 6 or 12 year hydrostatic testing of each extinguisher is required.

In Case of Emergency... Know What To Do!

- How do we report emergencies & get assistance?

- What does the alarm sound like?

- What are the primary & secondary exits and routes?

- Where do we meet after exiting the building?

- Who accounts for us?

- How do we report missing person

- Who tells us to return?

Report All Injuries & "Near-Misses"

- **Learn from near-misses** to prevent serious injuries. Track them!

- **Report injuries Immediately** to your supervisor-Investigate them-Establish Root Cause (s). Document!

- **Prevent Recurrence!** Establish a Corrective Action (s)! Document

Conclusion - Hazard Controls

- Ensure proper layout of office, furniture, equipment and lighting
- Conduct an ergonomic evaluation of workstations
- Control small appliances such as heaters, toasters, etc.
- Ensure proper use of electrical devices, extension cords and surge protectors
- Use proper lifting and materials handling techniques and maintain storage areas in proper condition
- Maintain proper aisles and clear walking surfaces
- Conduct and practice emergency planning
- Enforce the fire prevention program

The Performance Management Process

- Components of the process

- Necessary skills

- Your comfort level with the process

Georgia Department of Human Services

Value of Performance Management

- Drives **accountability** throughout the organization

- Ensures there is **alignment** between an individuals' goals and objectives and their agency's goals and strategic plans

- Drives **clear expectations** with measurable, objective criteria

- Provides **opportunities for feedback** to employees

- Supports **individual development** planning to expand individuals' skill sets

Georgia Department of Human Services

Web Tools

doas.ga.gov

Performance Planning
Developing and aligning competencies, goals, responsibilities with Agency and Individual goals

Performance Coaching
Ongoing observation and providing 2-way feedback on how the employee can improvement

Performance Evaluation
Reviewing, rating, and documenting the employee's 12-month performance objectively, providing overall insight about the employee's performance and needs-for-improvement
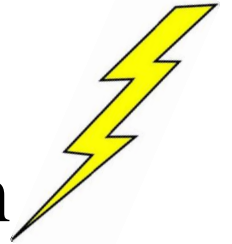
Performance Recognition
Tangible or intangible rewards based on the employee's overall summary ratings, as well as the employee's personal motivational needs

Planning

Improvement

Evaluation

Recognition

Coaching
Motivation
Leadership
Development
Communication
2-Way Feedback

Phase 1: Performance Planning

- Key Components of the Performance Plan (refer handout)

  - Identify Goals

  - Align state and agency goals

  - Identify competencies

  - Agree on responsibilities, tasks and projects

  - Create an individual development plan (IDP)

Georgia Department of Human Services

Phase 1: Performance Planning

- The Performance Plan
  - Who gets a performance plan?
  - The role of the employee and the supervisor in the planning process
  - The Reviewing Manager's process
  - Elements of the performance plan

##Elements of the Performance Plan

- Statewide core competencies

- Individual goals and competencies

- Job responsibilities

- Individual development plan (IDP)

- Weighting of each section except for the IDP

Section 1: Statewide Core Competencies

- What are competencies?

    - **Core Competencies:** Required of all state employees

    - **Behavioral Competencies:** Optional, based on the specific job

Competencies

Statewide Core and Leadership Competencies		
Core Competencies		**Leadership Competencies**
■ Customer Service ■ Accountability		■ Talent Management
■ Teamwork and Cooperation ■ Judgment and Decision Making		■ Transformers of Government
■ Results Orientation		
Additional Behavioral Competencies		
■ Communication	■ Flexibility	■ Project Management
■ Conflict Management	■ Initiative	■ Teaching Others
■ Creativity and Innovation	■ Negotiation and Influence	■ Team Leadership
■ Cultural Awareness	■ Professional Development	

Georgia Department of Human Services

##Section 1: Statewide Core Competencies

- **This section includes:**

    – Customer Service

    – Teamwork and Cooperation

    – Results Orientation

    – Accountability

    – Judgment and Decision Making
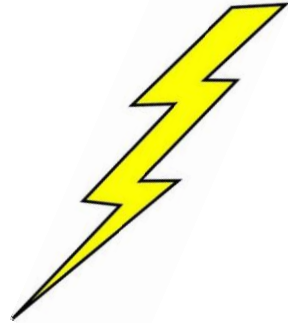
Section 3: Job Responsibilities

- Job responsibilities are automatically generated on the evaluation based on State job descriptions

- Supervisors do not have to use these; can add or delete as necessary

- Use the S-M-A-R-T model to write job responsibilities

Georgia Department of Human Services

Section 3: Job Responsibilities

- Limit number of responsibilities to between 4-5 per employee

- Focus on responsibilities that are most important to the employee's success in the position

- Reflect changes in responsibilities during a performance period

Georgia Department of Human Services

S-M-A-R-T GOALS

S – Specific

M – Measurable

A – Attainable

R – Realistic

T – Time limited or target driven

SPECIFIC

Clearly define what you are going to do or accomplish

- Use *action verbs* like increase, reduce, implement...

Answer the questions:

- What do I want to accomplish

- Why do I need to accomplish this goal?

- Who needs to be involved?

- How will I accomplish this goal?

MEASURABLE

Goals must be measurable so you have evidence that you've accomplished them

Answer the questions:

- How much?

- How many?

- How will I know when it's accomplished?

ATTAINABLE

Goals should be challenging, not impossible to achieve. They must be attainable and still provide a stretch.

Answer the questions:

- Does this goal provide a challenge for me?

- Can I achieve this goal?

- Do I have the necessary knowledge, skills and abilities to accomplish this goal?

- Can I achieve this goal given the resources available?

Georgia Department of Human Services

RELEVANT

Goals must be important to achieve. They should line up the Agency's strategies and goals. Their accomplishments should make a difference

Answer the questions?

- Does this goal line up the Agency's strategies and goals?

- Is the purpose of the goal important to the Agency?

- What would be the impact of my not achieving the goal?

TIME BOUND

Goals must state a limit or deadline that the goal is to be achieved

- If a specific deadline isn't established the goal can be too vague and won't truly be measurable

Answer the questions:

- When must the goal be accomplished?

- Does this deadline create an appropriate sense of urgency?

Example of S-M-A-R-T GOAL

Goal: Conduct Financial Audits

Goal using SMART criteria:

- Complete 100-110 net worth income tax audits, maintaining 60-70% field audit time, prior to July 1, 2017

S-M-A-R-T GOAL

Goal: Complete 100-110 net worth income tax audits, maintaining 60-70% field audit time, prior to July 1, 2017

- **Specific** – Net worth audits

- **Measurable** – 100- 110 audits

- **Attainable** – Can be done within 60-70% audit time

- **Relevant** – Each auditor needs to complete same %

- **Time Bound** – July 1, 2017

Georgia Department of Human Services

"Critical" Designation

- Show importance of a section by the weight it is given in comparison to other sections

- When determining the importance of a section, ask yourself:

  Are the responsibilities/competencies listed so essential for the success of the position that failure to perform or adequately carry them out would most likely result in an unacceptable job performance rating?

"Critical" Designation

- Factors to consider when determining the importance of a section:

  - Consequences to customers, organization or to the public

  - Health or safety implications

  - Financial or budgetary implications

  - "Political" considerations

  - Proportion of total work time spent

Georgia Department of Human Services

Weighting

- Weight first three sections, not the IDP
- Weighting is based on State & Department guidelines, as well as importance of the section
  - Section 1: minimum of 25%
  - Section 2: 0%-75% (default is 50%)
  - Section 3: 0%-75% (default is 25%)
- Weights must be determined & communicated up front

Section 4: Individual Development Plan

- An action plan: goals, activities, projects, etc. for further development

- Critical to developing and retaining an excellent workforce

- Focus needs to be on:
  - Current role
  - Expansion of skill sets or knowledge
  - Preparation for future roles
- All employees should have one

Georgia Department of Human Services
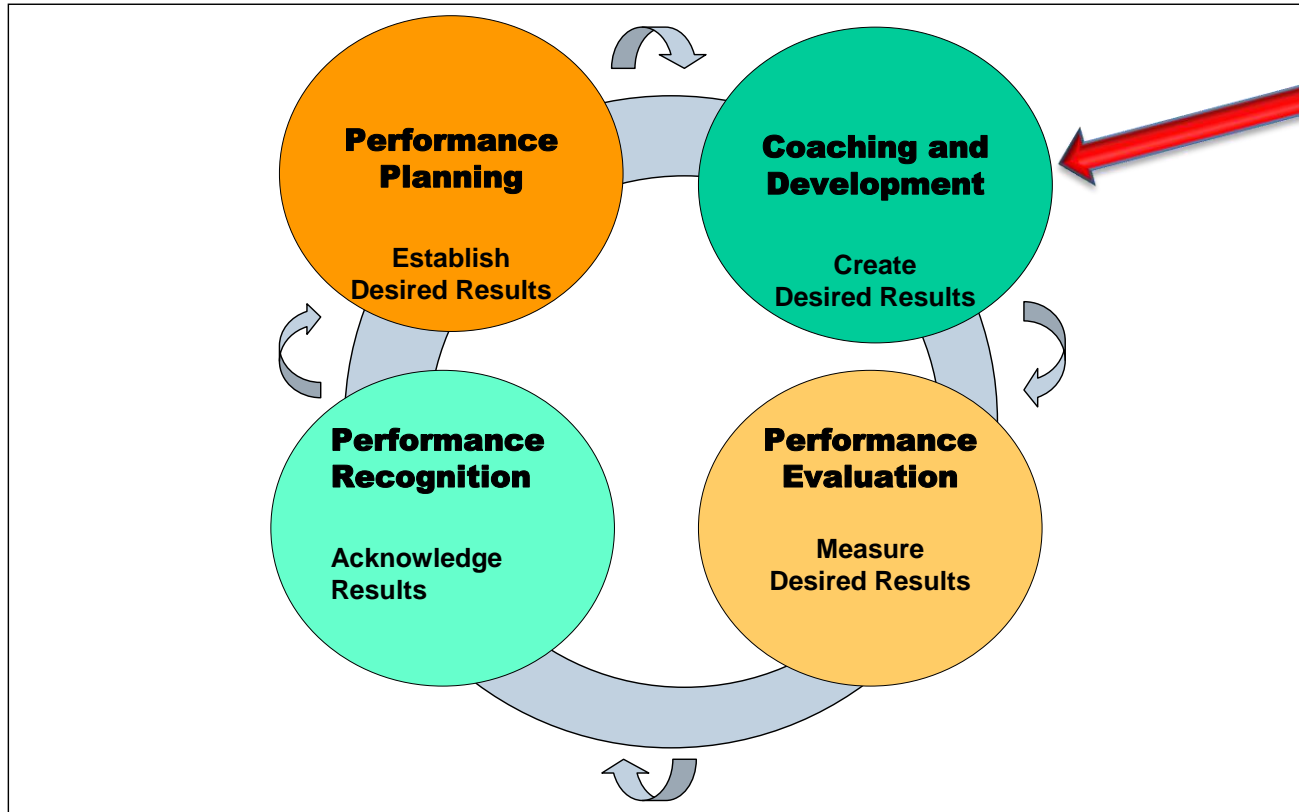
Meeting About Performance Plan

- Thoroughly discuss performance expectations

- Identify actions and behaviors necessary to meet the expectations-what successful & exceptional performance looks like.

- Communicate how performance will be measured.

- Review the method of tracking, monitoring, or observing

- Discuss activities, target dates, & progress measurement for IDP

Phase 2: Coaching & Development

Performance Management
4-Phase Model

Performance Planning — Establish Desired Results

Coaching and Development — Create Desired Results

Performance Recognition — Acknowledge Results

Performance Evaluation — Measure Desired Results

Georgia Department of Human Services

Coaching

- **Work Progress**
  - Discuss potential barriers to work success
    - o Act as a sounding board for potential solutions
    - o Help employee think through the pros and cons of each solution

- **Building Skills**
  - Provide opportunities for new skills to be learned and practiced
  - Talk about what employee learned and what new skills they've developed

Coaching

- **Solving Problems**
  - Encourage employees to define the problem and come up with possible solutions
  - Remain sympathetic to the employee's difficulties while encouraging them to continue dealing with the problem

- **Overcoming Conflicts**
  - Help employee think through other perspectives
  - Focus discussion on results rather than personalities

Giving Positive Feedback

- Recognize good performance promptly

- Be specific

- Describe why a behavior or result is important

- Relate to goals

- Praise in public

- Mean what you say

- Encourage continued good performance

Giving Corrective Feedback

- Address problems ASAP

- Be specific about deficiencies

- Use opportunity to improve skills

- Describe effect on goals

- Aim at commitment

- Protect employee's self-esteem

- Avoid public correction

- When it's over, it **IS** over

Management Coaching Model

- Tell employee the significance of the discussion

- Share important, specific details about the situation and desired outcome

- Use open-ended questions to help employee brainstorm to reach desired outcome (use active listening skills)

- Agree on an outcome and summarize actions to be taken (focus on win-win solutions)

- Set a follow-up meeting and assure the employee that you have confidence in their ability to resolve the issue

Georgia Department of Human Services

Coaching Role Play Exercise

Development

Foster professional growth whenever possible

- Training – search for outside resources

- Focus on and enhance employee strengths

- Use veteran employees for some on-the-job training; encourage mentoring

- You demonstrate competencies and model professional behavior
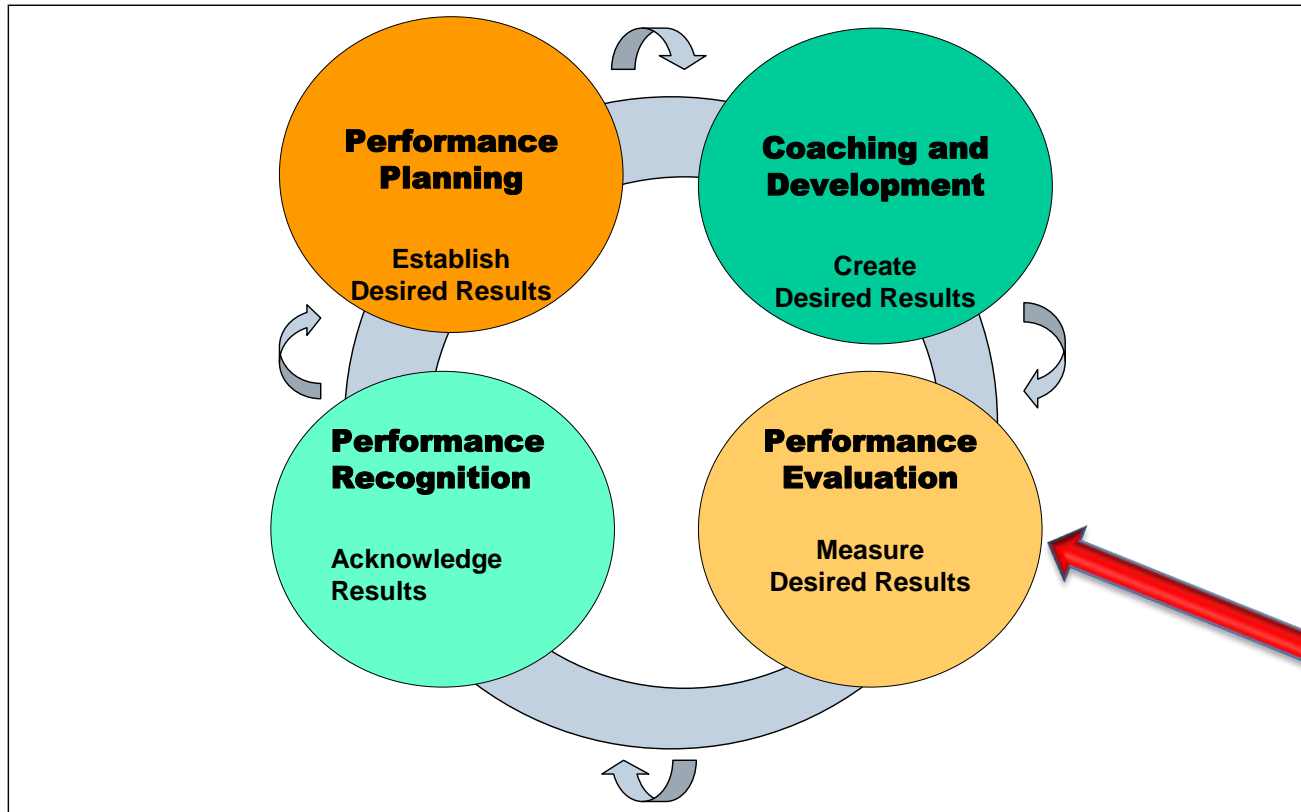
Mentoring

- Typically not done by the supervisor
- Developmental relationship with a more experienced "expert"
- One-on-one confidential relationship
- Fosters employee growth and confidence
- Less formal structure
- Requires skilled communicator

Phase 3: Performance Evaluation

Performance Management
4-Phase Model

- Performance Planning — Establish Desired Results
- Coaching and Development — Create Desired Results
- Performance Recognition — Acknowledge Results
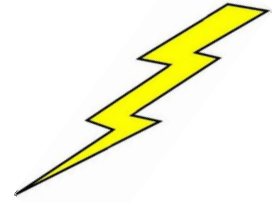- Performance Evaluation — Measure Desired Results

Phase 3: Evaluating Goals & Responsibilities

- Achievement of results or behaviors from performance plan

- Appropriate cost of efforts

- New and innovative methods of working

- Satisfied customers

- Work completed in a timely manner

- Acceptable methods or manner of performance

##Reviewing the IDP

- Compare actual performance to goals

- Note which were achieved and which were not and why

- Consider extenuating circumstances

- Put unachieved goals on next IDP

- Communicate any ramifications of failing to achieve goals

Georgia Department of Human Services

##Rating Levels

- **5 - *Exceptional***: exceeded all performance expectations. Exceptional contributor to the success of State & agency-demonstrated role model behaviors.

- **4 - *Successful plus***: met all and exceeded most (more than 50%) of the established performance expectations.

- **3 - *Successful***: met all performance expectations and may have exceeded some (less than 50%). Solid contributor to the success of State & agency

- **2 - *Successful minus***: met most (more than 50%), but failed to meet some (less than 50%) performance expectations. Needs to improve in one or more areas of expected job results or behavioral competencies.

- **1 - *Unsatisfactory***: did not meet all or most (more than 50%) of the established performance expectations. Employee needs significant improvement in critical areas of expected job results or behavioral competencies.

Georgia Department of Human Services

Calculation of Ratings

- Assess each goal, competency or responsibility individually

- System calculates over-all rating for the section

- System than calculates an overall rating based on the weights

Evaluation Meeting

- Be prepared
- Explain purpose
- Take notes
- Two-way exchange
- Some problem-solving and goal setting
- Review expectations and definitions
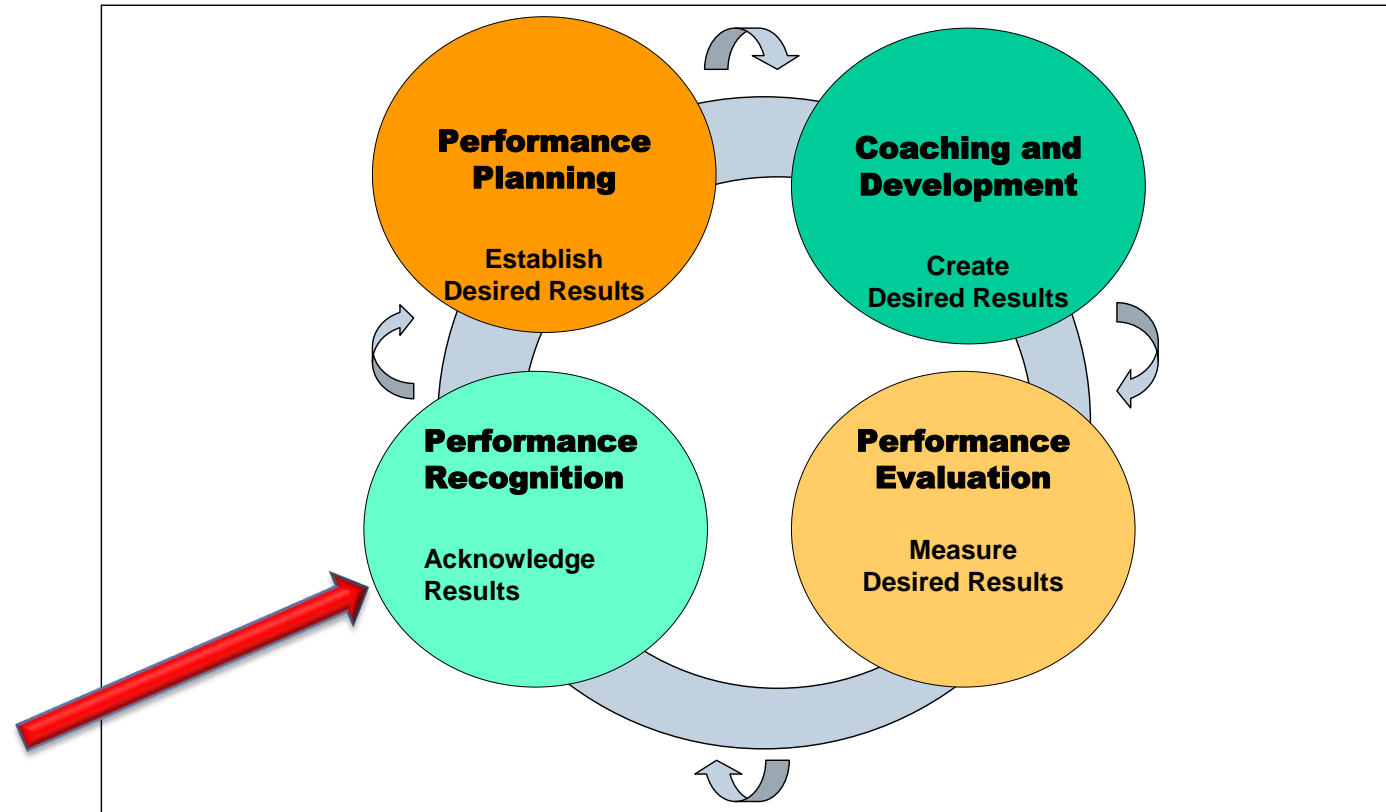- Discuss self evaluation

Evaluation Meeting (cont'd.)

- Review ratings and cite examples

- Obtain agreement on action plans

- Summarize major points

- Give employee opportunity to make any other comments

- Express confidence that employee can maintain and/or improve performance

- Forward to and/or meet with manager

Phase 4: Performance Recognition

Performance Management
4-Phase Model

Performance Planning — Establish Desired Results

Coaching and Development — Create Desired Results

Performance Recognition — Acknowledge Results

Performance Evaluation — Measure Desired Results

Georgia Department of Human Services

Motivation

Determine what motivates your staff

- Work itself

- Advancement

- Responsibility

- Salary and benefits

- Social relationships

- Recognition

Motivation: Pygmalion Effect

- Self-fulfilling prophecy

- Express confidence and high expectations

- Don't be surprised by high performance

- Share the rewards
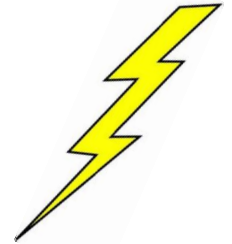
- Inspire others with "sight triggers"

Benefits of Employee Recognition

- Re-enforced behavior tends to reoccur

- Encourages others to excel

- Increases productivity when done genuinely, fairly and frequently

- Helps to create a cohesive work team

- Increases organizational commitment

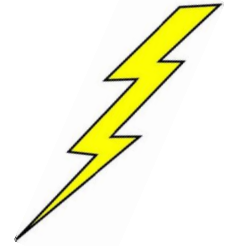- Gains employee respect for manager

##Non-monetary Rewards

- Flexibility
  - Telework and flexible schedules
  - Freedom in approach to work
- Achievement
  - Additional roles and responsibilities

Non-monetary Rewards (cont'd.)

- Personal Growth
  - Developmental opportunities
  - Ways to gain marketable skills
- Challenging Work
  - Interesting/visible projects
  - Opportunities to improve/innovate

Rewarding Employees

- Handwritten note from manager

- Make work fun

- Help people connect

  - Introduction to key staff, field trips

- Reward effort as well as success

- Wall of fame

- Visual recognition

Georgia Department of Human Services

Consequences

- Be sure to follow through with actions necessary to reward or correct the behavior

- Focus on job related, not personal issues

- Understand that employee has earned the reward or correction and were given a fair opportunity to meet expectations

- Don't approve salary increases except for truly satisfactory performance

Georgia Department of Human Services

Performance Evaluation Tips

- Clarify expectations and evaluate employees based on expectations

- Monitor all areas of behavior

- Define the review period

- Use interim evaluations more frequently

*Be sure that ratings are consistent with discipline,
and that any need for performance, conduct,
and/or attendance improvement is expressed*

Common Performance Evaluation Mistakes

- Giving satisfactory ratings when there have been disciplinary actions during the period

- Failing to weigh the importance of actions against rest of performance

- Failing to evaluate performance based on whole rating period

- Failing to have adequate documentation to justify ratings

Georgia Department of Human Services