

# Appraisal and Supervision Training

February/March 2010

## Welcome

- Name
- One thing you're pleased about
- Five things that you are already doing regarding appraisal/supervision etc that you'd like to keep doing

## Learning Objectives

- What are your best hopes from this morning?

## Programme

- Policy
- Definitions
- Leading by doing
- Explaining
- Telling
- Feedback
- Conducting meetings

## Definitions

- Appraisal
- Supervision
- Day to day management
- Delegation

*What do these terms mean? How would you use each of these management tools?*

## Appraisal and Supervision – Span of Interest



## Leading By Doing

Some useful thoughts – particularly when things are difficult

- You cannot, not communicate
- Staff like to see their managers around – particularly when things are difficult
- Politeness is the bedrock of leadership
- Catch your staff doing what you want them to do and rewards them



## Leading by doing

- Albert Merhabian
  - 7% words
  - 38% tone
  - 55% body language
- It's not always what you say that people notice, but it's almost always what you do



## “If we could but see ourselves as others do.....”

What would staff say if you asked them to list what was good about the way in which managers behaved?

What would they (and you) like to see more of?



## “Exceeding Expectations” Report 2009

- Think systemically and act long term
- Bring meaning to life
- Apply the spirit not the letter of the law
- Self aware and authentic to leadership first, their own needs second
- Understand that talk is work
- Give time and space to others
- Grow people through performance
- Put “we” before “me”
- Take deeper breaths and hold them longer



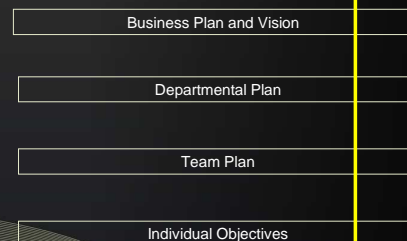
## Explaining

Some useful thoughts

- People are doing the best they can with the resources they have at their disposal
- Managers are translators



## The Golden Thread



## Translation exercise

Take a card – list 5 different ways which link the messages on the card to organisational, team objectives, linked to the needs of others including other agencies, colleagues, service users.

Approach the exercise as if you were speaking to a member of staff who is struggling to understand



## Delegation

- In many organisational cultures it is tasks that are delegated whilst accountability remains in the line management system
- If proper process has been followed we tend to think of accountability as being shared
- Delegation without sufficient support, skills, knowledge and resources is to be avoided



## Delegation Steps

- Identify an outcome which you wish your team to achieve
- Make an assessment as to who has the capacity and skills to do this task
- Consider delegation as a development opportunity
- Delegate outcome rather than individual tasks
- “Walk through” the project with staff member, eliciting ideas as to how it can be successful
- Give guidance, refer to policy, procedures etc where necessary
- Agree review dates and mechanisms, limit to authority, ways of achieving support
- When complete, review learning as well as outcome



## What works well?

Some ideas,,,

- Broaden their picture
- Remind them how valuable their work is
- Make links with the beneficiaries of the service
- Helping people to see themselves as others see them
- Emphasise collective responsibility
- Highlight the importance of reputation
- Listen and elicit their ideas



## How do you decide what to talk about in these meetings?

- Appraisals
  - The balance of affirmative and developmental feedback
  - How many objectives?
- Supervision
  - What is your format?
  - How do you record?



## “The Timely Word”

- When a line manager (or someone else in authority) steps in to take immediate action in relation to what they have just seen or heard
- When is “the timely word” useful?



## Telling people

Some useful thoughts...

- People's sense of self-determination is their most valuable asset
- Even when you've told them, you'll still need their goodwill
- Sometimes our worries about "being tough" get in the way



## What gives you the authority to tell people what to do?

- Formal role
- Experience
- Broader view
- Understanding the consequences
- Mandate by virtue of position
- Accountability in terms of performance



## What's made it OK?

When you have been the recipient of a criticism or difficult message – what has worked well?



## Rapport

- Physiology
- Voice tone and modulation
- Words used
- Matching
- Matching and leading



## NVC

- Use observations rather than judgements
- Still explain your requirements, even when you're telling
- Keep asking as long as you can
- If you have to tell – only do enough telling and no more
- Use the process to emphasise your commitment to them



## Remembering what does motivate people

- Maintain your support in front of their colleagues
- Keep focused on this persons wish to do well
- Be future focused
- Use language that indicates what you do want, not what you do not, not want : - )



## Voice tone

End of sentence which.....

- Goes up indicates a question
- Stays level indicates neutrality
- Goes up indicates a commend

## Let's do some telling

- Physiological rapport
- Observations and clarity about requirements (NVC)
- Voice tone

## Worst possible outcomes

- Formal proceedings are not a guarantee of a good outcome
- When things go wrong it can be expensive stressful and disruptive
- Good records of what has been communicated will help considerably
- Professional help is needed



Title of photograph

Caption or other text