

**County Chief Adult Probation and Parole Officers
Association of Pennsylvania**

Annual Conference Handouts

Breakout Session:

***A Model for Leadership Using the Essentials of
Supervision:
Clear Expectations, Direction, Support, and
Accountability!***

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September 18, 2018

A Model for Leadership Using the *Essentials of Supervision*

Presented by
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State College, PA
September 18, 2018

Notes

Upstream HR:

Foundational Building Blocks

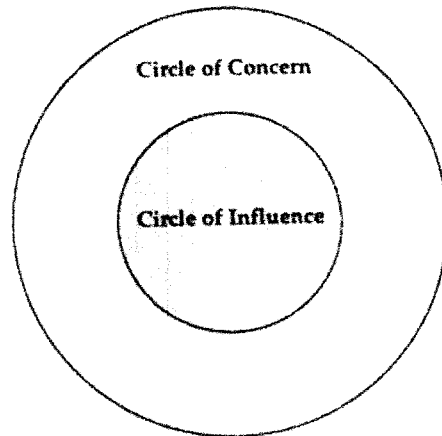
All behavior is chosen and purposeful.

Personal Mission:

Self-care/Personal Wellness:

Professional Boundaries:

Circle of Concern vs. Circle of Influence



What is your predominant leadership style? Directive? Supportive? Hands off?

Options for Supervision: Over-supervise, Under-supervise, or Align with THEIR needs.

Leadership style: the pattern of behaviors you use with others, over time, as perceived by *them*!

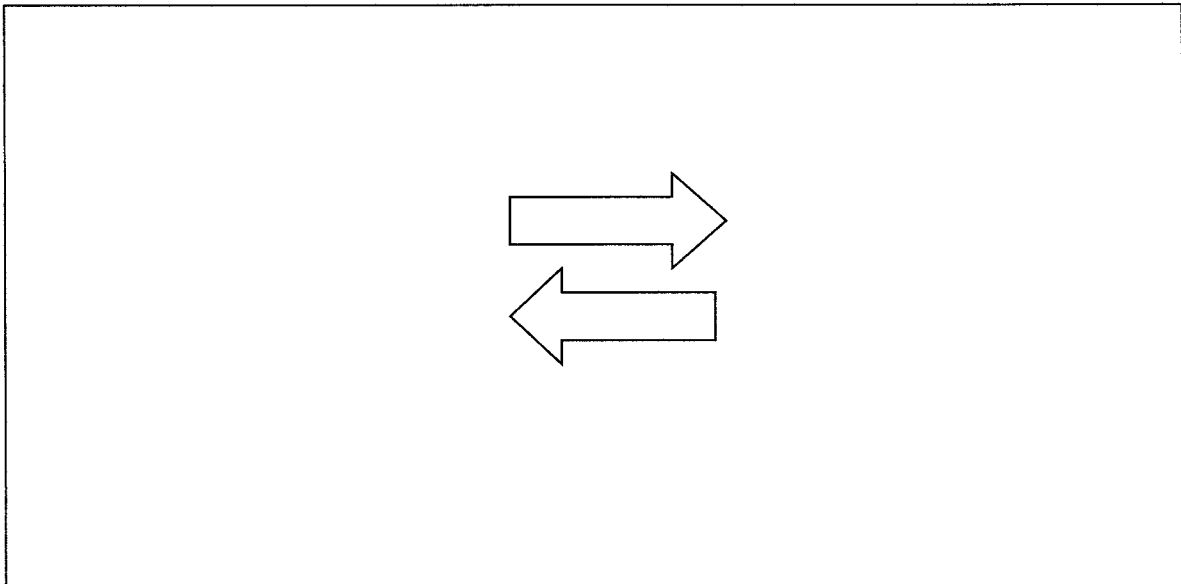
Why use Essentials of Supervision?

- *Opens up communication
- *Develops competence & commitment
- *Establishes performance expectations
- *Allows for accountability & acknowledgement

My responsibilities to those I lead require that I:

My job as a supervisor is to:

Communication



Modes of Communication

...different tools for different purposes/circumstances

In-person
Phone

Hard copy
Voicemail

Text
Snail mail

E-mail
Other?

People's Needs

Personal:

Practical:

Empathy:

Barriers to Communication:

| | | |
|-----------------------|------------------|-----------------------------------|
| History with person | Pre-occupation | Ineffective mode of Communication |
| Emotions | Time Constraints | Lack of Self-care/wellness |
| Physical distractions | Other: _____ | |

CLEAR EXPECTATIONS

“We can't ask of the many what we don't ask of the few.”

Job Description....what are they being paid to do?

Policies: policy vs. practice

Postings:

Performance Appraisals...begin with the end in mind

Probationary period/Orientation:

How do employees know behavior and performance expectations?

Leaders set the tone. Behavior of leaders. We get what we tolerate.
Workplace norms...behavior of those around them.

Employer's Mission vs. Employee's Mission

Job Description: what they think it is vs. what you think it is!

Direction, Support, or combination? What do they need & where do they get it?

Competence (skill): what do they need to know, do & understand to do the job?

Demonstrated competence: can they do it? How do you know?
Transferable knowledge and skills?

Commitment (will)...includes motivation and confidence.

Do they care? Are they committed to the mission? Are they committed to a fair day's work? Are they ethical? Some people quit and leave...others quit and stay!

Development Levels

- *The enthusiastic beginner
- *The disillusioned learner
- *The capable, but cautious performer
- *The self-reliant achiever

Credit: Ken Blanchard, Situational Leadership II

Maturity Continuum:

Dependent---->Independent--->Interdependent

DIRECTION

Providing Direction: what can they do? What do they need to learn?

Telling, showing, and training. Remember...telling isn't training!

Directive behaviors:

Barriers to Giving Direction:

SUPPORT

Supportive behaviors:

Challenges to being supportive:

Professional enabling:

ACCOUNTABILITY

“You get respect when you inspect what you expect!”

Accountability is a two-way street!

Acknowledgement: when we acknowledge performance expectations being met we have a much stronger foundation for holding others accountable when performance expectations are not being met.

**Not meeting performance expectations? Is it a “skill” issue or a “will” issue? Both?
Do they need direction, support, or a combination of both?**

**Professional courage, confidence, and strength to have difficult conversations...do
you have it?**

Providing feedback:

JoHari Window

| | Known to Others | Unknown to Others |
|----------------------------|----------------------------|------------------------------|
| Known to Self | Public | Private |
| Unknown to Self | Blind | Yet to be Discovered |