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SUPERVISORS’ TRAINING MANUAL

INTRODUCTION

Who should use this module
This module is intended as a guide for Project Accept staff (Project Directors and Project Coordinators) assuming supervisory roles over other staff in the PTSS, VCT and CM components of the intervention. The module will also be of benefit to other Project Accept staff with supervisory responsibilities, such as, Counselor Team Leaders who will supervise study counselor teams and outreach workers who will supervise community mobilization volunteers.

Learning is an ongoing process, and this module should not be viewed as the core of supervisor training as it only provides the basic level of supervisory skills training. Project Accept staff with supervisory responsibilities are encouraged to continue learning using a variety of methods, such as, reading current texts (via internet and/or journals) and attending advanced courses in supervisory skills training available in their in-country institutions.

Course Objectives
The overall aim of the supervision module is to enable Project Accept supervisors to acquire the skills necessary to supervise, provide emotional support, and address the professional development of the study staff by:

- Providing clear understanding of what is meant by staff supervision within the context of supporting Project Accept staff.
- Clarifying roles and relationships among supervisors, staff and Project Accept.
- Identifying types of supervisory practices and settings.
- Identifying supervisory methods and tools and their applications.
- Developing supervisory skills through practice.

WHAT IS "SUPERVISION"? WHAT DO SUPERVISORS DO?

What is supervision?
Supervision in this module refers to how Project Accept supports and oversees staff members’ performance. For example, first-level supervisors supervise entry-level employees. Supervision is a management activity and supervisors have a management role in the organization.

Supervision provides a way to support staff and, therefore, to address participants’ needs while at the same time upholding the professional practice of staff in Project Accept. It is also important to understand that all staff require ongoing support, training, and skills development in order to prevent or reduce the impact of burnout and to uphold ethical practices in research. The success of Project Accept depends on staff having the...
education, skills, and support required to adequately perform their roles and responsibilities. This can be achieved by providing effective supervision mechanisms. The overall goal of this training manual is to help project directors and project coordinators develop demonstrated skills and competency in staff supervision.

**What will Project Accept Supervisors Do?**
Supervision of a group of staff will include
1. Conducting basic management skills (decision-making, problem solving, planning, delegation and meeting with management
2. Organizing their project components and staff teams
3. Noticing the need for and designing new job roles in the group
4. Hiring new employees
5. Training new employees
6. Employee performance management (setting goals, observing and giving feedback, addressing performance issues, firing employees, etc.)
7. Conforming to personnel policies and other internal regulations

**TYPICAL ROLES OF SUPERVISORS**

**Coach**
A good supervisor places a high priority on coaching employees. Good coaching involves working with staff to establish suitable goals, action plans and time lines. The supervisor delegates and also provides ongoing guidance and support to the staff as they complete their action plans. Rarely can job goals be established without considering other aspects of an employee's life, e.g., time available for training, career preferences, personal strengths and weaknesses, etc. A supervisor is sometimes confronted with walking a fine line between being a supervisor and the employee's confidant.

**Mentor**
Usually the supervisor understands the organization and the staff's profession better than the staff. Consequently, the supervisor is in a unique position to give ongoing advice to the staff about job and career. The staff can look to the supervisor as a model for direction and development. An effective mentor-mentee relationship requires the supervisor to accept the responsibility of mentorship. A good supervisor can be a priceless addition to the career of a staff member.

**Advocate for Organization**
Often, the supervisor is the first person to tell employees about new policies and programs from management. It's not uncommon that employees are confused or frustrated by these new actions, and need further clarification and support from supervisors. In the rapidly changing world of today's organizations, it can be a major challenge to present new programs to employees without their being frustrated or even cynical. The supervisor must be authentic, yet tactful.
Advocate for Employee
The supervisor is often responsible to represent the employee's requests to management, along with also representing the employee's case for deserving a reward. For example, if an employee deserves a promotion, the supervisor often must justify the case for promotion to the supervisor's supervisor, as well. If the employee has a rather unique personal situation that warrants special consideration by the rest of management, the supervisor must explain this situation and how it can be handled. It's not unusual for employees to sometimes see the supervisor as part of "management" while at other times seeing the supervisor as a personal friend.

TYPICAL RESPONSIBILITIES OF A SUPERVISOR

Often, Supervisors Hold Two Jobs
It is important to remember that a supervisor often holds two jobs. However, in many organizations, the supervisor is responsible not only for supervisory responsibilities, but also for product-line responsibilities such as making sure that research targets are met, that is, to get a service out the door. Consequently, the role of supervision sometimes takes a "background" role to the research’s goals and.

Support of Human Resources Department
Note that at most Project Accept sites, the supervisors will be fortunate to have a staff department, e.g., Human Resources (HR) Department, that will direct or support many of the activities carried out by supervisors. However, the supervisor will still carry out the supervisory responsibilities in the field.

Personnel Policies and Procedures
The supervisor will be responsible to ensure that staff follow the organization's policies and procedures, e.g., for sick time, personal leave, overtime, confidentiality about organization information, etc. Concurrently, the supervisor must follow policies and procedures for carrying out supervisory responsibilities, e.g., policies and procedures for hiring, firing, promotions, etc.

Staffing
Supervisors regularly review the needs of their staff. Consequently, they're often the first to notice the need for a new position in the organization. In this case, the supervisor opens a new role by getting authorization from upper management. This often requires communication and justification for funds to fill the new position. The supervisor reviews advertisements for job candidates, reviews resumes and conducts interviews. The supervisor recommends who should be hired from among job candidates and ensures a job offer is made to the most suitable candidate. There's usually a great deal of paperwork, e.g., a job application, starting a personnel file, providing an employee manual, salary and tax forms, etc. Finally, the supervisor must ensure the new employee has adequate facilities, e.g., desk, computer, office supplies, etc.
Employee Training and Development
Supervisors ensure new employees are oriented to the organization, its policies, facilities, etc. They develop training plans with employees to ensure employees have the necessary expertise to carry out their jobs. They provide ongoing guidance to employees, often in the forms of ongoing coaching and counseling. Supervisors often provide career counseling, as well, to help employees develop and advance in their careers. (Note that there's a trend that employees are being held responsible for their own career planning, while supervisors provide career counseling to help the employee in their effort.) (See

Employee Performance Management
Supervisors ensure that job descriptions accurately record the primary responsibilities, qualifications and terms for each job role in their group. They set performance standards for tasks, jobs and roles of their employees. They ensure employees have appropriate and realistic job goals. They provide ongoing feedback about the employee's performance. They conduct performance appraisals on a regular basis, including assessing how the employee has performed and what they can do to improve in their jobs. They develop performance improvement plans if an employee's performance is not adequate. In addition, supervisors provide rewards for employee accomplishments.

CHALLENGING EXPERIENCES OF SUPERVISORS

Rarely Have Adequate Training
Often, staff are appointed or promoted to supervision because of their strong technical expertise -- expertise in providing a service such as counseling or mobilizing communities. Suddenly, the new supervisor is now charged with a whole new range of responsibilities, many of which have little to do with technical expertise.

In Project Accept, staff in supervisory positions will deal with a great deal of paperwork (i.e. QA/QC forms, utilization logs) and people. Although paperwork is usually the most tedious, it's often the most predictable. People aren't always predictable. They have moods, illnesses, career expectations, crises in their family lives, etc. The supervisor's technical expertise is often useless when it comes to supervising people.

Sometimes Intimidated by Wide Range of Policies and Procedures
The new supervisor can be suddenly faced with a wide range of rules and regulations -- each of which the supervisor is responsible to enforce. The supervisor is responsible for authorizing time off, overtime, granting compensation time, dealing with performance problems, developing job descriptions, following hiring procedures, dealing with grievances, and the list goes on. It can be quite difficult to conform to today's wide range of employee laws, rules and regulations -- and at the same time be a productive employee.

New Supervisors Rarely Have Enough Time
No matter how many courses or degrees a new supervisor has completed, they're often surprised that management activities are so hectic and demanding. No matter how
thorough the planning, supervisors rarely get to spend much time on any one activity. The role of most supervisors, whether one is a new or old supervisor, is interspersed with frequent interruptions. Any surprise in the work or lives of staff is a sudden demand on supervisors.

New supervisors often expect to have complete knowledge of everything that goes on in their group. They don't want to encounter any surprises. So they spend more time reading, thinking, planning, communicating with staff -- new supervisors often spend 60 hours a week on the job. Still, they don't feel they have enough time to do the job right.

**New Supervisors Often Feel Very Alone**

Each project director or project coordinator will have a unique role in the intervention component. Often, there are no clear procedures for dealing with the numerous challenges that suddenly face management. Ultimately, it is going to be up to each supervisor to get through the day. Faced with a great deal of pressure, little time and continuing demands from other staff, the new supervisor can feel quite alone.

The supervisor will be responsible to be an advocate for Project Accept and an advocate for the staff. For example, if the Project Accept implements an unpopular new policy, the supervisor will be responsible to communicate and justify that new policy to the staff. In this case, management, such as the PI, will expect the supervisor to present and support the new policy. Staff will often vent their frustration to the supervisor. However, if the supervisor wants to promote the employee or present some other reward, he or she is now representing the staff's case to the rest of management. The supervisor is often alone, stuck in the middle.

The new supervisor wants to come across as having deserved their appointment or promotion, as being in control of the situation. It can be difficult to seek help from others in the organization. Even when there is someone there to talk to, it's difficult to fully explain the situation -- the new supervisor sometimes doesn't know how things got so hectic and confusing.

**New Supervisors Often Feel Overwhelmed, Stressed Out**

The new supervisor is responsible, often for the first time, for the activities of another employee. The supervisor must ensure the employee knows his or her job, has the resources to do the job and does the job as effectively as possible.

Until a new supervisor develops a "feeling for the territory", they often deal with the stresses of supervision by working harder, rather than smarter. They miss the comfort and predictability of their previous job.

The stress and loneliness in the role of new supervisor can bring out the worst in a person. If they deal with stress by retreating, they'll retreat to their offices and close the door. If they deal with frustration, they'll become angry and unreasonable with the staff they supervise. If they are used to getting strong praise and high grades, they'll work harder and harder until their jobs become their lives.
Support and Development Are Critical for New Supervisors
Courses in supervision, delegation, time management, stress management, etc., are not enough. New supervisors need ongoing coaching and support, just like the staff they supervise. They need someone whom they can confide in. Ideally, they should have a mentor in the organization who remembers what it's like to be a first-time supervisor, someone who makes themselves available.

If the experience of first-time supervision is successful, then being a supervisor can be both challenging and fulfilling, particularly, if the supervisor acquires some basic skills in supervision.

CORE SKILLS IN SUPERVISION

PROBLEM SOLVING AND DECISION MAKING

Much of what managers and supervisors do is solve problems and make decisions. New managers and supervisors, in particular, often solve problems and make decisions by reacting to them. They are "under the gun", stressed and very short for time. Consequently, when they encounter a new problem or decision they must make, they react with a decision that seemed to work before. It's easy with this approach to get stuck in a circle of solving the same problem over and over again. Therefore, as a new manager or supervisor, get used to an organized approach to problem solving and decision making. Not all problems can be solved and decisions made by the following, rather rational approach. However, the following basic guidelines will get you started. Don't be intimidated by the length of the list of guidelines. After you've practiced them a few times, they'll become second nature to you -- enough that you can deepen and enrich them to suit your own needs and nature. (Note that it might be more your nature to view a "problem" as an "opportunity". Therefore, you might substitute "opportunity" for "problem" in the following guidelines.)

Basic guidelines in problem solving and decision-making

Define the problem

This is often where people struggle. They react to what they think the problem is. Instead, seek to understand more about why you think there's a problem.

Defining the problem: (with input from yourself and others)

Ask yourself and others, the following questions:

- What can you see that causes you to think there's a problem?
- Where is it happening?
- How is it happening?
- When is it happening?
- With whom is it happening? (HINT: Don't jump to "Who is causing the problem?" When we're stressed, blaming is often one of our first reactions. To be an effective manager, you need to address issues more than people.)
• Why is it happening?
• Write down a five-sentence description of the problem in terms of "The following should be happening, but isn't ..." or "The following is happening and should be: ..." As much as possible, be specific in your description, including what is happening, where, how, with whom and why.

**Defining complex problems:**
• If the problem still seems overwhelming, break it down by repeating steps a-f until you have descriptions of several related problems.

**Verifying your understanding of the problems:**
• It helps a great deal to verify your problem analysis for conferring with a peer or someone else.

**Prioritize the problems:**
• If you discover that you are looking at several related problems, then prioritize which ones you should address first.
• Note the difference between "important" and "urgent" problems. Often, what we consider to be important problems to consider are really just urgent problems. Important problems deserve more attention. For example, if you're continually answering "urgent" phone calls, then you've probably got a more "important" problem and that's to design a system that screens and prioritizes your phone calls.

**Understand your role in the problem**
• Your role in the problem can greatly influence how you perceive the role of others. For example, if you're very stressed out, it'll probably look like others are, too, or, you may resort too quickly to blaming and reprimanding others. Or, you are feel very guilty about your role in the problem, you may ignore the accountabilities of others.

**Look at potential causes for the problem**
• It's amazing how much you don't know about what you don't know. Therefore, in this phase, it's critical to get input from other people who notice the problem and who are effected by it.
• It's often useful to collect input from other individuals one at a time (at least at first). Otherwise, people tend to be inhibited about offering their impressions of the real causes of problems.
• Write down what your opinions and what you've heard from others.
• Regarding what you think might be performance problems associated with an employee, it's often useful to seek advice from a peer or your supervisor in order to verify your impression of the problem.
• Write down a description of the cause of the problem and in terms of what is happening, where, when, how, with whom and why.

**Identify alternatives for approaches to resolve the problem**
• At this point, it's useful to keep others involved (unless you're facing a personal and/or employee performance problem). Brainstorm for solutions to the problem. Very simply put, brainstorming is collecting as many ideas as possible, then screening them to find the
best idea. It's critical when collecting the ideas to not pass any judgment on the ideas -- just write them down as you hear them.

Select an approach to resolve the problem
When selecting the best approach, consider:

- Which approach is the most likely to solve the problem for the long term?
- Which approach is the most realistic to accomplish for now? Do you have the resources? Are they affordable? Do you have enough time to implement the approach?
- What is the extent of risk associated with each alternative?

Plan the implementation of the best alternative (this is your action plan)

- Carefully consider "What will the situation look like when the problem is solved?"
- What steps should be taken to implement the best alternative to solving the problem? What systems or processes should be changed in your organization, for example, a new policy or procedure? Don't resort to solutions where someone is "just going to try harder".
- How will you know if the steps are being followed or not? (these are your indicators of the success of your plan)
- What resources will you need in terms of people, money and facilities?
- How much time will you need to implement the solution? Write a schedule that includes the start and stop times, and when you expect to see certain indicators of success.
- Who will primarily be responsible for ensuring implementation of the plan?
  g. Write down the answers to the above questions and consider this as your action plan.
- Communicate the plan to those who will involved in implementing it and, at least, to your immediate supervisor.
  (An important aspect of this step in the problem-solving process is continually observation and feedback.)

Monitor implementation of the plan
Monitor the indicators of success:

- Are you seeing what you would expect from the indicators?
- Will the plan be done according to schedule?
- If the plan is not being followed as expected, then consider: Was the plan realistic? Are there sufficient resources to accomplish the plan on schedule? Should more priority be placed on various aspects of the plan? Should the plan be changed?

Verify if the problem has been resolved or not
One of the best ways to verify if a problem has been solved or not is to resume normal operations in the organization. Still, you should consider:

- What changes should be made to avoid this type of problem in the future?
  Consider changes to policies and procedures, training, etc.
Lastly, consider "What did you learn from this problem solving?" Consider new knowledge, understanding and/or skills.

Consider writing a brief memo that highlights the success of the problem solving effort, and what you learned as a result. Share it with your supervisor, peers and subordinates.

**EFFECTIVE DELEGATION**

The hallmark of good supervision is effective delegation. Delegation is when supervisors give responsibility and authority to subordinates to complete a task, and let the subordinates figure out how the task can be accomplished. Effective delegation develops people who are ultimately more fulfilled and productive. Managers become more fulfilled and productive themselves as they learn to count on their staff and are freed up to attend to more strategic issues.

Delegation is often very difficult for new supervisors, particularly if they have had to scramble to start the organization or start a major new project themselves. Many managers want to remain comfortable, making the same decisions they have always made. They believe they can do a better job themselves. They don't want to risk losing any of their power and stature (ironically, they do lose these if they don't learn to delegate effectively). Often, they don't want to risk giving authority to subordinates in case they fail and impair the organization. However, there are basic approaches to delegation that, with practice, become the backbone of effective supervision and development.

**General steps to accomplishing delegation**

**Delegate the whole task to one person**
This gives the person the responsibility and increases their motivation.

**Select the right person**
Assess the skills and capabilities of subordinates and assign the task to the most appropriate one.

**Clearly specify your preferred results**
Give information on what, why, when, who and where. You might leave the "how" to them. Write this information down.

**Delegate responsibility and authority -- assign the task, not the method to accomplish it**
Let the subordinate complete the task in the manner they choose, as long as the results are what the supervisor specifies. Let the employee have strong input as to the completion date of the project. Note that you may not even know how to complete the task yourself -- this is often the case with higher levels of management.

**Ask the employee to summarize back to you, their impressions of the project and the results you prefer**

**Get ongoing non-intrusive feedback about progress on the project**
This is a good reason to continue to get weekly, written status reports from all direct
reports. Reports should cover what they did last week, plan to do next week and any potential issues. Regular employee meetings provide this ongoing feedback, as well.

**Maintain open lines of communication**

Don't hover over the subordinate, but sense what they're doing and support their checking in with you along the way.

**If you're not satisfied with the progress, don’t take the project back**

Continue to work with the employee and ensure they perceive the project as their responsibility.

**Evaluate and reward performance**

Evaluate results more than methods. Address insufficient performance and reward successes.

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**BASICS OF INTERNAL COMMUNICATIONS**

Effective communications is the "life's blood" of an organization. Organizations that are highly successful have strong communications. One of the first signs that an organization is struggling is that communications have broken down. The following guidelines are very basic in nature, but comprise the basics for ensuring strong ongoing, internal communications.

**Have all employees provide weekly written status reports to their supervisors**

Include what tasks were done last week, what tasks are planned next week, any pending issues and date the report. These reports may seem a tedious task, but they're precious in ensuring that the employee and their supervisor have mutual understanding of what is going on, and the reports come in very handy for planning purposes. They also make otherwise harried employees stand back and reflect on what they're doing.

**Hold monthly meetings with all employees together**

Review the overall condition of the organization and review recent successes. Consider conducting "in service" training where employees take turns describing their roles to the rest of the staff. For clarity, focus and morale, be sure to use agendas and ensure follow-up minutes. Consider bringing in a participant (only if appropriate) to tell their story of how the organization helped them. These meetings go a long way toward building a feeling of teamwork among staff.

**Hold weekly or biweekly meetings with all employees together if the organization is small (e.g., under 10 people); otherwise, with all managers together**

Have these meetings even if there is not a specific problem to solve -- just make them shorter. (Holding meetings only when there are problems to solve cultivates a crisis-oriented environment where managers believe their only job is to solve problems.) Use these meetings for each person to briefly give an overview of what they are doing that week. Facilitate the meetings to support exchange of ideas and questions. Again, for clarity, focus and morale, be sure to use agendas, take minutes and ensure follow-up minutes. Have each person bring their calendar to ensure scheduling of future meetings accommodates each person's calendar.
Have supervisors meet with their direct reports in one-on-one meetings every month
This ultimately produces more efficient time management and supervision. Review overall status of work activities, hear how it's going with both the supervisor and the employee, exchange feedback and questions about current products and services, and discuss career planning, etc. Consider these meetings as interim meetings between the more formal, yearly performance review meetings.

MEETING MANAGEMENT (see Group Facilitation Manual re: PTSS)

Meeting management tends to be a set of skills often overlooked by leaders and managers. So take meeting management very seriously.
The process used in a meeting depends on the kind of meeting you plan to have, e.g., staff meeting, planning meeting, problem solving meeting, etc. However, there are certain basics that are common to various types of meetings. These basics are described below. (Note: there may seem to be a lot of suggestions listed below for something as apparently simple as having a meeting. However, any important activity would include a long list of suggestions. The list seems to become much smaller once you master how to conduct the activity.)

Selecting Participants
- The decision about who is to attend depends on what you want to accomplish in the meeting. This may seem too obvious to state, but it's surprising how many meetings occur without the right people there.
- Don't depend on your own judgment about who should come. Ask several other people for their opinion as well.
- If possible, call each person to tell them about the meeting, it's overall purpose and why their attendance is important.
- Follow-up your call with a meeting notice, including the purpose of the meeting, where it will be held and when, the list of participants and whom to contact if they have questions.
- Send out a copy of the proposed agenda along with the meeting notice.
- Have someone designated to record important actions, assignments and due dates during the meeting (minute taking). This person should ensure that this information is distributed to all participants shortly after the meeting.

Developing Agendas
- Develop the agenda together with key participants in the meeting. Think of what overall outcome you want from the meeting and what activities need to occur to reach that outcome. The agenda should be organized so that these activities are conducted during the meeting. In the agenda, state the overall outcome that you want from the meeting
- Design the agenda so that participants get involved early by having something for them to do right away and so they come on time.
Next to each major topic, include the type of action needed, the type of output expected (decision, vote, action assigned to someone), and time estimates for addressing each topic.

Ask participants if they'll commit to the agenda.

Keep the agenda posted at all times.

Don't overly design meetings; be willing to adapt the meeting agenda if members are making progress in the planning process.

Think about how you label an event, so people come in with that mindset; it may pay to have a short dialogue around the label to develop a common mindset among attendees.

**Opening Meetings**

- Always start on time; this respects those who showed up on time and reminds late-comers that the scheduling is serious.
- Welcome attendees and thank them for their time.
- Review the agenda at the beginning of each meeting, giving participants a chance to understand all proposed major topics, change them and accept them.
- Note that a meeting recorder if used will take minutes and provide them back to each participant shortly after the meeting or as soon as possible before the next meeting.
- Model the kind of energy and participant needed by meeting participants.
- Clarify your role(s) in the meeting.

**Establishing Ground Rules for Meetings**

You don't need to develop new ground rules each time you have a meeting, surely. However, it pays to have a few basic ground rules that can be used for most of your meetings. These ground rules cultivate the basic ingredients needed for a successful meeting.

- Four powerful ground rules are: participate, get focus, maintain momentum and reach closure. (You may want a ground rule about confidentiality.)
- List your primary ground rules on the agenda.
- If you have new attendees who are not used to your meetings, you might review each ground rule.
- Keep the ground rules posted at all times.

**Time Management**

- One of the most difficult facilitation tasks is time management -- time seems to run out before tasks are completed. Therefore, the biggest challenge is keeping momentum to keep the process moving.
- You might ask attendees to help you keep track of the time.
- If the planned time on the agenda is getting out of hand, present it to the group and ask for their input as to a resolution.

**Evaluations of the Meeting Process**

It's amazing how often people will complain about a meeting being a complete waste of time -- but they only say so after the meeting. Get their feedback during the meeting.
when you can improve the meeting process right away. Evaluating a meeting only at the end of the meeting is usually too late to do anything about participants' feedback.

- Every couple of hours, conduct 5-10 minutes "satisfaction checks".
- In a round-table approach, quickly have each participant indicate how they think the meeting is going.

**Evaluating the Overall Meeting**

- Leave 5-10 minutes at the end of the meeting to evaluate the meeting; don't skip this portion of the meeting.
- Have each member rank the meeting from 1-5, with 5 as the highest, and have each member explain their ranking
- Have the most senior staff rank the meeting last, so as to not influence subordinates' opinions.

**Closing Meetings**

- Always end meetings on time and attempt to end on a positive note.
- At the end of a meeting, review actions and assignments, and set the time for the next meeting and ask each person if they can make it or not (to get their commitment)
- Clarify that meeting minutes and/or actions will be reported back to members in at most a week (this helps to keep momentum going).

**MANAGING YOURSELF**

**The Role of a New Manager or Supervisor is Often Very Stressful**

The experience of being a first-time supervisor or manager is often one of the most trying in your career. You may have been because of your technical expertise, not because of your managerial expertise. You may not have adequate training for the new management role --. You suddenly have a wide range of policies and other regulations to apply to your subordinates. Work is never "done". You are expected to represent upper management to your subordinates, and your subordinates to upper management. You are stuck in the middle. You can feel very alone.

**Guidelines to Manage Yourself**

Everyone in management has gone through the transition from individual contributor to manager. Each person finds their own way to "survive". The following guidelines will help you keep your perspective and your health.

- **Monitor your work hours**
  The first visible, undeniable sign that things are out of hand is that you're working too many hours. Note how many hours you are working per week. Set a limit and stick to that limit. Ask your peers or boss for help.

- **Recognize your own signs of stress**
  Different people show their stress in different ways. Some people have "blow ups". Some people get very forgetful. Some people lose concentration. For many
- **Get a mentor or a coach**
  Ideally, your supervisor is a very good mentor and coach. Many people have "been there, done that" and can serve as great mentors to you.

- **Learn to delegate**
  Delegating is giving others the responsibility and authority to carry out tasks. You maintain the accountability to get them done, but you let others decide how they will carry out the tasks themselves. Delegation is a skill to learn. Start learning it.

- **Communicate as much as you can**
  Have at least one person in your life with whom you are completely honest. Hold regular meetings with staff -- all of them in one meeting at least once a month, and meet at least once every two weeks with each of your direct reports. A common problem among new managers and supervisors (or among experienced, but ineffective ones) is not meeting unless there's something to say or when there is a problem. There is always something to communicate, even if to say that things are going well and then share the health of your family or pets. New managers and supervisors often assume that their employees know as much as they do. One of the first signs of an organization in trouble is that communications break down. Err on the side of too much communication, rather than not enough.

- **Recognize what's important from what's urgent - fix the system, not the problem**
  One of the major points that experienced manages make is that they've learned to respond to what's important, rather than what's urgent. Phone calls, sick employees, lost paperwork, disagreements between employees all seem to suddenly crop up and demand immediate attention. It can seem like your day is responding to one crises after another. As you gain experience, you quit responding to the crisis and instead respond to the problem that causes the crises. You get an answering machine or someone else to answer the phone. You plan for employees being gone for the day -- and you accept that people get sick. You develop a filing system to keep track of your paperwork. You learn basic skills in conflict management. Most important, you recognize that management is a process -- you never really "finish" your to-do list -- your list is there to help you keep track of details. Over time, you learn to relax.

- **Recognize accomplishments**
  Our society promotes problem solvers. We solve one problem and quickly move on to the next. The culture of many organizations rewards problem solvers. Once a problem is solved, we quickly move on to the next to solve that one, too. Pretty soon we feel empty. We feel as if we're not making a difference. Our subordinates do, too. So in all your plans, include time to acknowledge accomplishments -- if only by having a good laugh by the coffee machine or during a tea break, do take time to note that something useful was done.
STAFFING

HIRING (ADVERTISING, SCREENING AND SELECTING)

Many supervisors or manager find themselves assuming the responsibility of hiring staff when they have had no formal training or experience in doing this. For most managers and supervisors, this is a skill that they learn on the job.

Advertise the position [In some institutions, this is HR department responsibility]
Post advertisement in classified sections of a local major and neighborhood newspapers. In the ads, include the job title, general responsibilities, minimum skills and/or education required, whom they should send a resume to if they are interested and by when. Consider having a closing date after which you won't accept resumes.

Note that current employees should be able to apply for the job.
Considerations in hiring them for the new role will have to include the impact on the organization if the employee leaves behind a critical and unfilled role in the organization. For most organizations, it is standard practice invite internal candidates to apply for the job first.

Screen resumes
When screening resumes, note if they stayed at jobs long or left quickly. Are there holes in their work history? Note their education and training. Is it appropriate for the new role? Consider what capabilities and skills might be evidenced in their past and current work activities. If you have lots of resumes, it helps greatly to enter in a word processor, the "highlights" and "concerns" information about each candidate; otherwise, after about 10 resumes, they all look the same. Having information on-line helps you keep perspective and you can go back later and have a strong overview of the candidates. Consider passing on resumes past key employees to collect their rankings. Interview all candidates that meet the minimum qualifications. (At this point, be sure that you're not excluding candidates because of unfair biases.)

Interview candidates
Send the job description to candidates before they come to the interview meeting. While interviewing candidates, always apply the same questions to all candidates to ensure fairness. All questions should be in regard to performing the duties of the job [you can have a list of questions on a piece of paper and a rating scale for each question]. Ask about their compensation needs and expected or needed benefits. Attempt to ask open-ended questions, i.e., avoid "yes-no" questions. Talk for at most 25% of the time -- for the rest, listen. Don't rely on your memory -- ask permission from the interviewee to take notes. Find out when they can start if offered the job. Consider having multiple people at the interview; although this can be intimidating to the interviewee, this practice can ensure them a much more objective and fair presentation. Have the same interviewers in all of the interviews if possible. Consider asking some challenging, open-ended questions, such as "What skills do you bring to this job?", "What concerns do you have
about filling this role?", "What was your biggest challenge in a past job and how did you meet it?" Don't ask questions about race, nationality, age, gender, disabilities (current or previous), marital status, spouses, children and their care, criminal records or credit records. Have all interviewers share/record their impressions of the candidate soon after the interview meeting. Explain to the candidate that you'll be getting back to them soon, and always do this. Ask if you can get and check any references. Always check references and share them with the interviewers. Be sure to tell candidates of any relevant personnel policies terms, such as probationary periods. (The best way to deal with a poor performer is not to hire him or her in the first place. It is often wise to have a probationary period of, e.g., six months, wherein if the employee does not meet the responsibilities of the position, you can terminate the employee.) If practical, look into the applicant's background to ascertain if they have a criminal record.

**Select the candidate**
Usually, this is not as easy as one would like because two or three candidates come in close. Have a highly focused meeting with all interviewers. Have each suggest their favorite candidate. If there is disagreement, focus discussion to identify the one or two areas in which interviewers disagree about the candidates. Then have each interviewer explain their impressions. At this point, interviewers usually come to consensus and agree on one candidate.

**If there does not seem to be suitable candidate**
Consider if the job requirements are too stringent or are an odd mix. For example, you might not find someone who's highly interested in a certain technical skill or service and who also shows strong interest in general skills. Consider hiring the candidate who came in closest and plan for dedicated training to bring their skills to the needed levels. Or, re-advertise the position. Consider getting advice from a human resources professional (at this point, your need for them is quite specific, so they might provide services on a pro bono basis). Or, consider hiring a consultant on a short-term basis, but only as a last resort as this may be quite expensive.

**If everyone turns down the job**
The best strategy is to ask the candidates why they turned the job down. Usually, you'll hear the same concerns, e.g., the pay is too low or the benefits incomplete, the organization seems confused about what it wants from the role, the interview process seemed hostile or contentious, etc. Reconvene the interviewers and consider what you heard from the candidates. Recognize what went wrong and correct the problem. Call back your favorite candidates, admit the mistake and what you did, and why you'd like to make an offer to them again.

**Offer letter**
If they accept an offer, always follow-up with an offer letter, specifying the compensation, benefits, and starting date and reference an attached job description. Ask them to sign a copy of the offer letter and return it to you.
Start a personnel file
Include in the file, the signed offer letter, tax withholding forms, the job description and any benefits forms.

EMPLOYEE TRAINING

Orienting New Employees
Develop a staff orientation checklist and consider the following activities for inclusion on the list. The following activities should be conducted by the staff supervisor:

- **Before the employee begins employment, send them a letter welcoming them**
  to the organization, verifying their starting date and providing them a copy of the employee policies and procedures manual [e.g. employment contract]. Note that you'll dedicate time for them to discuss the manual with you later.

- **When the employee begins employment, meet with them**
  to explain how they will be trained, introduce them to staff, get them to sign any needed employment forms [e.g. oath of confidentiality], and provide them copies of important documents (an organization chart, the employee policies and study manuals and SOPs).

- **Show them the facilities,**
  including layout of offices, bathrooms, storage areas, kitchen use, copy and fax systems, computer configuration and procedures, telephone usage, and any special billing procedures for use of office systems.

- **Schedule any needed computer training,**
  including use of passwords, overview of software and documentation, location and use of peripherals, and where to go to get questions answered.

- **Review any policies and/or procedures about use of facilities.**

- **Assign an employee to them as their "buddy"**
  who remains available to answer any questions.

- **Take them to lunch on the first day (if possible)**
  and invite other employees along.

- **Meet with them at the end of the day**
  to hear any questions or comments.

- **Meet with the new employee during the first few days**
  of employment to review the job description again. Remind them to review the employee contract and sign a form indicating they have reviewed the contract and will comply with its contents. Review any specific goals for the position, e.g., goals from the strategic plan. In the same meeting, explain the performance review procedure and provide them a copy of the performance review document.

- **Have one-on-one meetings with the new employee on a weekly basis for the first six weeks, (if possible)**
  to discuss the new employee's transition into the organization, get status on work activities, hear any pending issues or needs, and establish a working relationship with their immediate supervisor.
Job Training

Some Basics to Know About Training

Reasons for Introducing Training
Employee job training can be initiated for a variety of reasons for an individual employee or a group of employees, e.g.:

- When a performance appraisal indicates performance improvement is needed
- To "benchmark" the status of improvement so far in a performance improvement effort
- As part of an overall professional development program
- As part of succession planning to help an employee be eligible for a planned change in role in the organization
- To train about a specific topic

Very Basic Types of Training
When planning training for your staff, it helps to understand some basics about training.

Four types of training.
- **Self-Directed Learning**
  Self-directed learning is where the learner decides what he or she will learn and how.
- **Other-Directed Learning**
  Other-directed learning is where other people decide what the learner will learn and how.
- **Informal training**
  Informal training has no predetermined form. Examples are reading books to learn about a subject, talking to friends about the subject, attending a presentation, etc.
- **Formal Training**
  Formal training has a predetermined form. The form usually includes specification of learning results, learning objectives and activities that will achieve the results, and how the training will be evaluated. Examples might be college courses, workshops, seminars, etc. Note that because formal training has a form, it does not necessarily mean that formal training is better than other forms.

Informal Means of Training
This is probably the most common type of training and includes, for example, on-the-job training, coaching from supervisors, using manuals and procedures, advice from peers, etc.

Coaching
Probably the most common form of informal training is job coaching [e.g. watching a nurse counselor practice rapid testing using old blood samples]
The supervisor, or some other expert at the subject matter or skill, tells the employee how to do something.
- The employee tries it.
- The expert watches and gives feedback.
- The employee tries it until he or she gets it right.

The above approach works best in tasks or jobs that include straightforward procedures or routines. As jobs and roles become more complex, employees often require more formal training.

**Common Pitfalls in Employee Training**
- New managers and supervisors often underestimate the value of training.
- Or, they perceive it as occurring only in classrooms.
- Or, they assume that because an employee has attended a course, workshop or seminar, then he or she must have learned what they needed to know.
- Or, they believe that good training can only occur from highly trained professionals.

**Learn How to Plan Your Training**
Supervisors and employees can accomplish highly effective training by following certain guidelines, such as:
- Determine Your Overall Goals in Training
- Identify Your Learning Objectives and Activities
- Develop Any Materials You May Need
- Plan Implementation of Your Training Plan
- Plan Evaluation of Your Training Plan and Experiences
- Budget Necessary Resources for Training

**STAFF PERFORMANCE MANAGEMENT**

**SETTING GOALS**

**New Managers and Supervisors Often Lack Perspective on Performance of Employees**
One of the common problems that new managers and supervisors experience is no clear, strong sense whether their employees are really being effective or not. The first step toward solving this problem is to establish clear performance goals.

Some people have a strong negative reaction toward setting goals because they fear goals as "the law" that must be maintained and never broken. Some people fear they will not achieve the goals. Others have disdain for goals because goals seem to take the "heart" out their work.

**Advantages of Goals**
Despite the negative views that one can have about goals, they hold certain strong advantages in the workplace. They:
• Provide clear direction to both supervisor and employee
• Form a common frame of reference around which the supervisor and employee can effectively communicate
• Clearly indicate success, and can facilitate strong sense of fulfillment for employee and supervisor
• Help clarify the roles of the supervisor and employee.

Goals for Performance Gaps, Growth Gaps, Opportunity Gaps and Training Gaps

Goals can be established for a variety of reasons, for example, to overcome performance problems, quality for future jobs and roles, take advantage of sudden opportunities that arise and/or give direction to training plans.

Performance gaps are identified during the employee performance management process. Ideally, performance gaps are addressed by performance improvement plans. In these plans, goals are established to improve performance, and may include, for example, increased effort on the part of the employee, support from the supervisor, and certain training and resources to assist the employee in their development. Dedicated employees can greatly appreciate having specific performance goals for them to achieve in order to keep their jobs, verify their competence to their supervisor and accomplish overall professional development.

Growth gaps are identified during career planning. Employees perceive certain areas of knowledge and skills that they would like to accomplish in order to qualify for certain future roles and positions. Employees often appreciate having clear-cut goals that mark what they need to do to advance in their careers.

Opportunity gaps are identified when a sudden opportunity arises for the employee. If the employee is highly interested in taking advantage of the opportunity, then he or she will appreciate knowing exactly what they need to accomplish (what goals they need to achieve) to grab the opportunity.

Training gaps are identified when hiring a new employee, during employee performance management or career planning. Gaps are usually in terms of areas of knowledge, skills or abilities. Training plans can be designed with clear-cut training goals to give direction to the employee and trainer.

Whatever the type of goal, it's critical that the employee have strong ownership and commitment to achieving the goal.

Goals Can Be Agreeable to Supervisors and Employees

These views can be addressed, largely by
• ensuring that employees are strongly involved in identifying them,
• goals are conveyed as guidelines and that they can be missed as long as there is clear explanation for missing the goals before they are missed, and
• the goals are "SMARTER" (more on this below).
When setting goals with employees, strive to design and describe them to be "SMARTER". This acronym is described in this guide, in a subsection listed above, and stands for:
1. Specific
2. Measurable
3. Acceptable
4. Realistic
5. Timely
6. Extending capabilities
7. Rewarding
If goals seem insurmountable to the employee, then break goals down into smaller goals, or sub-goals or objectives. Each of these should be SMARTER, as well.

Supporting Staff Motivation

Motivating staff is extremely important to managers and supervisors. However, despite the importance of the topic, several myths persist -- especially among new managers and supervisors. Before looking at what management can do to support the motivation of staff, it's important first to mention these common myths.

Clearing up Common Myths about staff motivation

Myth #1 -- "I can motivate people"
Not really -- they have to motivate themselves. As a supervisor, you can't motivate people anymore than you can empower them. Staff have to motivate and empower themselves. However, you can set up an environment where they best motivate and empower themselves. The key is, knowing how to set up the environment for each of your employees.

Myth #2 -- "Money is a good motivator"
Not really. Certain things like money, a nice office and job security can help people from becoming less motivated, but they usually don't help people to become more motivated. A key goal is to understand the motivations of each of your staff.

Myth #3 -- "Fear is a damn good motivator"
Fear is a great motivator -- for a very short time. That's why a lot of yelling from the boss won't seem to "light a spark under employees" for a very long time.

Myth #4 -- "I know what motivates me, so I know what motivates my staff"
Not really. Different people are motivated by different things. Some may be greatly motivated by earning time away from their job to spend more time with family. You might be motivated much more by recognition of a job well done. Not all staff are motivated by the same things. Again, a key goal is to understand what motivates each of your staff.
Myth #5 -- "Increased job satisfaction means increased job performance"
Research shows this isn't necessarily true at all. Increased job satisfaction does not necessarily mean increased job performance. If the goals of the organization are not aligned with the goals of employees, then employees aren't effectively working toward the mission of the organization.

Myth #6 -- "I can't comprehend employee motivation -- it's a science"
Not true. There are some very basic steps a supervisor can take that will go a long way toward supporting staff to motivate themselves toward increased performance in their jobs.

Basic Principles to Remember

Motivating employees starts with motivating yourself
It's amazing how, if you hate your job, it seems like everyone else does, too. If you are very stressed out, it seems like everyone else is, too. Enthusiasm is contagious. If you're enthusiastic about your job, it's much easier for others to be, too. Also, if you're doing a good job of taking care of yourself and your own job, you'll have much clearer perspective on how others are doing in theirs.

A great place to start learning about motivation is to start understanding your own motivations. The key to helping motivate your employees is to understand what motivates them. So what motivates you? Consider, for example, time with family, recognition, a job well done, service, learning, etc. How is your job configured to support your own motivations? What can you do to better motivate yourself?

Always work to align goals of the organization with goals of employees
As mentioned above, employees can be all fired up about their work and be working very hard. However, if the results of their work don't contribute to the goals of the organization, then the organization is not any better off than if the employees were sitting on their hands -- maybe worse off! Therefore, it's critical that managers and supervisors know what they want from their employees. These preferences should be worded in terms of goals for the organization. Identifying the goals for the organization is usually done during strategic planning. Whatever steps you take to support the motivation of your employees (various steps are suggested below), ensure that employees have strong input to identifying their goals and that these goals are aligned with goals of the organization.

Key to supporting the motivation of your employees is understanding what motivates each of them
Each person is motivated by different things. Whatever steps you take to support the motivation of your employees, they should first include finding out what it is that really motivates each of your employees. You can find this out by asking them, listening to them and observing them. (More about this later on below.)

Recognize that supporting employee motivation is a process, not a task
Organizations change all the time, as do people. Indeed, it is an ongoing process to
sustain an environment where each employee can strongly motivate themselves. If you look at sustaining employee motivation as an ongoing process, then you'll be much more fulfilled and motivated yourself.

**Support employee motivation by using organizational systems (for example, policies and procedures) -- don't just count on good intentions**

Don't just count on cultivating strong interpersonal relationships with employees to help motivate them. The nature of these relationships can change greatly, for example, during times of stress. Instead, use reliable and comprehensive systems in the workplace to help motivate employees. For example, establish compensation systems, employee performance systems, organizational policies and procedures, etc., to support employee motivation. Also, establishing various systems and structures helps ensure clear understanding and equitable treatment of employees.

**Steps You Can Take**

The following specific steps can help you go a long way toward supporting your employees to motivate themselves in your organization.

**Briefly write down the motivational factors that sustain you and what you can do to sustain them**

This little bit of "motivation planning" can give you strong perspective on how to think about supporting the motivations of your employees.

**Make of list of three to five things that motivate each of your employees**

Write down the list yourself for each of your employees and then have each of your employees fill out the list for themselves. Compare your answers to theirs. Recognize the differences between your impression of what you think is important to them and what they think is important to them. Then meet with each of your employees to discuss what they think are the most important motivational factors to them.

**Work with each employee to ensure their motivational factors are taken into consideration in your reward systems**

For example, their jobs might be redesigned to be more fulfilling. You might find more means to provide recognition, if that is important to them. You might develop a personnel policy that rewards employees with more family time, etc. [e.g field staff living away from their families can be de-motivated if they don’t get enough time off to be with family. You can give them alternate weekends off).

**Have one-on-one meetings with each employee**

Employees are motivated more by your care and concern for them than by your attention to them. Get to know your employees, their families, their favorite foods, names of their children, etc. This can sound manipulative -- and it will be if not done sincerely. However, even if you sincerely want to get to know each of your employees, it may not happen unless you intentionally set aside time to be with each of them.
**Cultivate strong skills in delegation**
Delegation includes conveying responsibility and authority to your employees so they can carry out certain tasks. However, you leave it up to your employees to decide how they will carry out the tasks. Skills in delegation can free up a great deal of time for managers and supervisors. It also allows employees to take a stronger role in their jobs, which usually means more fulfillment and motivation in their jobs, as well.

**Reward it when you see it**
A critical lesson for new managers and supervisors is to learn to focus on employee behaviors, NOT on employee personalities. Performance in the workplace should be based on behaviors toward goals, not on popularity of employees. You can get in a great deal of trouble (legally, morally and interpersonally) for focusing only on how you feel about your employees rather than on what you're seeing with your eyeballs.

**Reward it soon after you see it**
This helps to reinforce the notion that you highly prefer the behaviors that you're currently seeing from your employees. Often, the shorter the time between an employee's action and your reward for the action, the clearer it is to the employee that you highly prefer that action.

**Implement at least the basic principles of performance management**
Good performance management includes identifying goals, measures to indicate if the goals are being met or not, ongoing attention and feedback about measures toward the goals, and corrective actions to redirect activities back toward achieving the goals when necessary. Performance management can focus on the organization, the group, and processes in the organization and employees.

**Establish goals that are SMARTER**
SMARTER goals are: specific, measurable, acceptable, realistic, timely, extending of capabilities, and rewarding to those involved.

**Clearly convey how employee results contribute to organizational results**
Employees often feel strong fulfillment from realizing that they're actually making a difference. This realization often requires clear communication about organizational goals, employee progress toward those goals and celebration when the goals are met.

**Celebrate achievements**
This critical step is often forgotten. New managers and supervisors are often focused on a getting "a lot done". This usually means identifying and solving problems. Experienced managers come to understand that acknowledging and celebrating a solution to a problem can be every bit as important as the solution itself. Without ongoing acknowledgement of success, employees become frustrated, skeptical and even cynical about efforts in the organization. [e.g. when you meet your target sample size in enrolment, reward staff or have a small celebration to show your appreciation].

**Let employees hear from their clients or participants**
Let employees hear participants proclaim the benefits of their efforts [e.g. having benefited from their counseling]. Allow the participant to express their appreciation to the employee.

Admit to yourself (and to an appropriate someone else) if you don't like an employee

Managers and supervisors are people. It's not unusual to just not like someone who works for you. That someone could, for example, look like an uncle you don't like. In this case, admit to yourself that you don't like the employee. Then talk to someone else who is appropriate to hear about your distaste for the employee, for example, a peer, your boss, your spouse, etc. Indicate to the appropriate person that you want to explore what it is that you don't like about the employee and would like to come to a clearer perception of how you can accomplish a positive working relationship with the employee. It often helps a great deal just to talk out loud about how you feel and get someone else's opinion about the situation. As noted above, if you continue to focus on what you see about employee performance, you'll go a long way toward ensuring that your treatment of employees remains fair and equitable.

Providing Staff Support

Part of staff supervision involves supporting staff. Support for staff is a way of helping staff to do their jobs more quickly, effectively, and comfortably. Support can take a variety of forms, including physical, professional, emotional, intellectual, and financial. Your staff (and volunteers) expect you to defend and uphold what they do as valid and right, and also set them back on track when necessary. This involves providing your staff with the help they need even when not requested.

To provide support is fundamental if you want to have productive and satisfied staff members. Supported staff members are key to most successful efforts. The people that work for or with you should be treated as assets, with respect and caring. There are many ways of showing and providing support. You can support the people who do the work, you can support the work they do, and you can create a supportive physical environment. There are occasions in which support is fundamental, but there's no right time to do it. Whatever you do, remember that assisting your staff, and providing them with the support they need, will make your job much easier in the long run.

Recognizing Staff Stress and Burnout (also refer to Counselor Training Manual)

Burnout is the gradual process by which a person in response to prolonged physical, mental, and or emotional stress detaches from work and other meaningful relationships. The result is lowered productivity, cynicism, confusion, a feeling of being drained, and having nothing more to give.

Burnout affects people regardless of age, length of time on the job, marital status, number of dependents, and number of hours worked per week. Some people are more susceptible to burnout than others, such as, highly committed individuals who hold high expectations of themselves; frontline worker (e.g. counselors dealing with difficult issues such as HIV)
Project Accept supervisors need to acquire skills on how to help staff deal with stress and burnout. It will also help the supervisors learn how to deal with their own stress and burnout. It is important for supervisors to understand the stresses and strains staff experience during the course of their work and the toll this might have on one’s physical and emotional health. Supervisors need to be skills on how to recognize symptoms of staff stress and burnout and also skills of helping staff develop coping strategies.

OBSERVING AND GIVING FEEDBACK

- Clarity -- Be clear about what you want to say.
- Emphasize the positive -- This isn’t being collusive in the person's dilemma.
- Be specific -- Avoid general comments and clarify pronouns such as “it,” “that,” etc.
- Focus on behavior rather than the person.
- Refer to behavior that can be changed.
- Be descriptive rather than evaluative.
- Own the feedback -- Use ‘I’ statements.
- Generalizations -- Notice “all,” “never,” “always,” etc., and ask to get more specificity -- often these words are arbitrary limits on behavior.
- Be very careful with advice -- People rarely struggle with an issue because of the lack of some specific piece of information; often, the best help is helping the person to come to a better understanding of their issue, how it developed, and how they can identify actions to address the issue more effectively.

Addressing Performance Issues

NOTE: If your Institution policies about performance management indicate a specific procedure for handling performance issues, that procedure should be followed very carefully to avoid any legal action against you by the employee).

Performance issues should always be based on behaviors that you see, not on characteristics of the employee's personality

Convey performance issues to employees when you see first see the issues!
Don't wait until the performance review! Worse yet, don't ignore the behaviors and hope that they will "go away."

When you first convey a performance issue to an employee, say what you noticed and would like to see instead
Be specific about what you saw that you consider to be a performance problem. Ask the employee for feedback. Ask the employee if there's any special training or more
resources they need to do their job. Explore if the job is configured so that most people would probably fail, and so the job needs to be redesigned. Tell them that you want the behavior to improve. If they react strongly and claim they will quit, give them a day to think it over. In any case, remind them that you support them in their role.

Consider special circumstances
You can usually fire someone if they committed certain gross acts, such as theft, blatant insubordination, a major impropriety, e.g., breaching confidentiality about participants, etc. However, if there is poor performance or chronic absenteeism because of potential verified alcoholism or depression, it's best to consult an expert to deal with this situation.

Make notes about the first meeting and its results, and keep it in a file for yourself
This note may come in handy later on if the performance problem persists. (Refer to your institutional/organization policies on reporting procedures for dealing with such situations).

If the problem occurs again over the next month or two, immediately issue them a written warning
In the memo, clearly specify what you saw, mention the previous meeting and its date, say the behaviors have not improved, warn them that if this occurs again over some period (e.g., the next month), they will be promptly terminated. Meet with them to provide them the memo. If you are convinced that the employee is trying hard, but can't improve, consider placing him or her elsewhere in the organization. (Attempt to have this meeting on other than on a Friday. Otherwise, employees are left to ruminate about the situation without ready access to you for at least three days).

On the third occurrence, consider firing the employee. (Please refer to your Institutional HR policies)

CONDUCTING PERFORMANCE APPRAISALS/REVIEWS (site-specific)
For most institutions or organizations, yearly performance reviews are critical because they help supervisors feel more honest in their relationships with their subordinates and feel better about themselves in their supervisory roles. Subordinates are assured clear understanding of what's expected from them, their own personal strengths and areas for development and a solid sense of their relationship with their supervisor.

The performance review process will be determined by the institutional guidelines under which the Project Accept research site falls. Please refer to your Institutional policies for this activity.

FIRING STAFF/STAFF SEPARATION
Most, if not all sites will have their institutional guidelines for staff separation. Site specific HR guidelines should be followed, i.e. in-country labour regulations. However, the Project Accept intervention SOPs (including QA procedures) also address has guidelines in

**When to consider firing an employee**
Consider firing an employee only if you have
- Given the employee clear indication of what you originally expected from him or her (via a written job description previously provided to the him or her);
- Have clearly written personnel policies which specify conditions and directions about firing employees and the employee initialized a copy of the policy handbook to verify that he or she had read the policies;
- Warned the employee in successive and dated memos which clearly described degrading performance over a specified time despite your specific and recorded offers of assistance and any training (the number of memos depends on the nature of the problem, but should be no more than three or four); and
- You clearly observe the employee still having the performance problem. (Note that if the employee is being fired within a probationary period specified in your personnel policies, you may not have to meet all of the above conditions.)

**Take a day or so to consider what you are about to do.**
Consult with members of your management team (Project Director, PI, Institutional HR department).

**If you still decide to fire the employee, do so promptly**
This is necessary, both for your credibility with other staff and so as not begin procrastinating about this rather painful, upcoming event.

**Write a letter of termination to the employee**
As with the previous letters of warning, be clear about the observed behaviors, when you saw them, earlier warnings and their consequences, what you did in response, and the consequence that must now be enacted according to your policies.

**Tell the computer system administrator to change the employee's password**
and assert that this action should be done promptly and in complete confidence.

**Meet with the employee. Provide them the letter. Explain how the termination will occur,** including when, what they must do, what you request from them and when. Ask for any keys. Give them a half hour or so to remove personal items (you may choose to monitor them during this removal, depending on the nature of the grounds for dismissal). Consider changing the door locks to the facilities. Change the passwords on phone systems, if applicable.

**As with other meetings, make notes of what was said and exchanged**
Keep them in your records.
Sources:

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Family Health International (May 2005) Trainer’s Manual – Counseling Supervision Training (Draft) Adapted for use by Project Accept with permission from FHI.


www.authenticityconsulting.com/pubs/Mngmnt/mn_pubs.htm

Recommended Readings:

How To Motivate Today’s Workers

Complete Guidelines to Design Your Training Plan
http://www.mapnp.org/library/trng_dev/gen_plan.htm