



SCHOOL OF GOVERNMENT

Center for Public Leadership and Governance

Fundamental Supervisory Practices

ASSIGNMENTS & AGENDAS

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Fundamental Supervisory Practices-Week I

November 29-December 3, 2021

9:00AM - 12:00PM

ONLINE

Monday, November 29

8:30AM Check-in/Log-in

9:00AM Setting the Context

Dale Smith (and Eleanor Green)

- Welcome, Introductions and Expectations
- Overview of Program/Program Expectations/Learning Partner
- Learning Agility and its importance for this program
- Learning Model overview
- Stakeholder Identification Activity
- Public Service-a calling and the role of government
- Supervision in the public sector

12:00PM Instructions for Tomorrow and Adjourn

Post-Class Assignment: All documents are in the Assignments Packet

- Complete the Skills needed for Supervision Worksheet

Tuesday, November 30

8:30AM Mix-n-Mingle Rooms

9:00AM Skills Needed to Be An Effective Supervisor **Dale Smith (and Eleanor Green)**

- Skills needed for supervision
- Behaviors of the Best and Worst Supervisors
- Moving from Buddy to Boss
- Establishing Trust and Credibility with your Direct Reports
- Working with your Learning Partner

12:00PM Instructions for Tomorrow and Adjourn

Post-Class Assignment: All documents are in the Assignments Packet

- Meet with learning partner to discuss Day 1-2 Reflection Questions
- Read through your True TILT profile and bring to class tomorrow

Wednesday, December 1

8:30AM Mix-n-Mingle Rooms

9:00AM Your True TILT and How to Use it

Carolyn Miller (and Eleanor Green)

- Getting Comfortable with Learning New Things about yourself
- The TILT model and you
- Why TILT?
- Exploring True Tilt patterns

12:00PM Instructions for Tomorrow and Adjourn

Thursday, December 2

8:30AM Mix-n-Mingle Rooms

9:00AM Your True TILT and How To Use it, Cont'd

Carolyn Miller (and Eleanor Green)

- Why do I sometimes react that way?
- Choosing Conscious, balanced responses
- How to TILT to context
- Personal Development Planning

12:00PM Instructions for Tomorrow and Adjourn

Post-Class Assignment: All documents are in the Assignments Packet

- Complete the Navigating Legal Issues True/False Questionnaire prior to Day 5 class

Friday, December 3

8:30AM Mix-n-Mingle Rooms

9:00AM Navigating Legal Issues

Carolyn Miller (and Eleanor Green)

- Identify the legal issues and key employment laws you have to navigate as a supervisor.
- Review EEOC protected classes and review best practices to prevent discrimination claims.
- Discuss strategies for creating a productive and safe working environment free from harassment.
- Evaluate common employment situations and determine possible response strategies and resources needed for an appropriate response.

12:00PM Instructions for Week II and Adjourn

Post-Class Assignment: All documents are in the Assignments Packet

- Complete your Guiding Principles Worksheet
- Complete your FSP Week One Personal Development Plan
- Meet with your learning partner prior to Week 2 to discuss Days 3-5 Reflection Questions and share your FSP Guiding Principles to get feedback



Fundamental Supervisory Practices-Week II

December 13-16, 2021

9:00AM-12:00PM

ONLINE

Monday, December 13

8:30AM Mix-n-Mingle Rooms

9:00AM Diversity, Inclusion, and Belonging:
Managing Multiple Generations

Asila Calhoun (and Eleanor Green)

- Your First Thoughts
- Stereotypes and Dispelling Myths
- Diversity Wheel
- Managing Multiple Generations

12:00PM Instructions for Tomorrow and Adjourn

Post-Class Assignment: All documents are in the Assignment Packet

- Suggested reading: "How to Manage Intergenerational Conflict in the Workplace"

Tuesday, December 14

8:30AM Mix-n-Mingle Rooms

9:00AM Effectively Communicating with Staff

Asila Calhoun (and Eleanor Green)

- Importance of Communication
- Review of the Communication Process
- Active Listening Techniques
- Role and Types of Questions
- Ladder of Inference

12:00PM Instructions for Tomorrow and Adjourn

Post-Class Assignment: All documents are in the Assignment Packet

- Read "Who's Got the Monkey" – Harvard Business Review article

Wednesday, December 15

8:30AM Mix-n-Mingle Rooms

9:00AM Checking Yourself

Asila Calhoun (and Eleanor Green)

- Drama Triangle
- Emotional Triggers
- Getting Out of the Drama Triangle
- I messages
- Performance Conversation Planning

12:00PM Instructions for Tomorrow and Adjourn

Post-Class Assignment: All documents are in the Assignment Packet

- Complete Performance Conversation Planning Worksheet prior to Day 9
- Meet with Learning Partner to discuss Day 6-7-8 Reflection Questions

Thursday, December 16

8:30AM Mix-n-Mingle Rooms

9:00AM Feedback and Coaching

Asila Calhoun (and Eleanor Green)

- What is Feedback? Why is it important? What are its limitations?
- Performance Conversation Model
- Feedback and Performance Conversation Practice
- Transfer of Training back on the Job

Post-Class Assignment: All documents are in the Assignment Packet

- Complete FSP Personal Development Plan and share with your supervisor and staff as desired
- Commit to making changes identified in the Personal Development Plan
- Send an email to your Learning Partner using an "I" message to recognize them for how they helped you during FSP program.
- Contact course instructors with questions

12:00PM Adjourn

Skills and Knowledge Needed for Supervision

Rate the following skills on a 1 to 10 scale. 1 is not skilled, 10 is highly skilled. Then, rate according to the relative importance to you now.

Skills

Planning Work

Skill level	1-Low	5	10-High
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Importance	1-Low	5	10-High
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Comments:

Organizing Work

Skill level	1-Low	5	10-High
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Importance	1-Low	5	10-High
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Comments:

Setting Priorities

Skill level	1-Low	5	10-High
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Importance	1-Low	5	10-High
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Comments:

Managing Time

Skill level	1-Low	5	10-High
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Importance	1-Low	5	10-High
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Comments:

Delegating Work

Skill level	1-Low	5	10-High
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Importance	1-Low	5	10-High
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Comments:

Problem-Solving

Skill level	1-Low	5	10-High
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Importance	1-Low	5	10-High
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Comments:

Critical Thinking

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Developing and maintaining relationships (Interpersonal Relationships)

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Openness (Be open and approachable)

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Communication (includes active listening, use of questions, providing feedback, assertiveness)

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Conflict Resolution

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Performance Coaching

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Managing Change

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Working with Teams

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Developing Staff

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Technical Knowledge**HR Laws (EEOC, ADA, Harassment, Generations, etc.)**

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Diversity, Belonging and Inclusion

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Ethics

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Understanding your role

Skill level 1-Low 5 10-High

Importance 1-Low 5 10-High

Comments:

Fundamental Supervisory Practices Day 1-2 Reflection Questions

1. What insights do you have about your role as a supervisor?
2. What questions remain for you around your role as a supervisor?
3. What concerns do you have about developing your own credibility?
4. How are you making the transition from peer to supervisor?
5. What did you learn about learning agility that is relevant for you?
6. What insights do you have about your own mental models? Where have they helped? What have they hurt?

**NAVIGATING LEGAL ISSUES
WHAT DO YOU THINK?**

Directions: Next to each item below, circle the answer that indicates whether you think the statement is True - T or False - F.

- T F 1. It is OK to have different performance expectations for employees doing the same job since some employees can handle more work than others.
- T F 2. The laws on sexual discrimination and harassment protect men as well as women.
- T F 3. It is OK to choose not to hire someone who has a heavy foreign accent that you can barely understand.
- T F 4. During a job interview, the candidate tells you she is divorced and has 2 children. Since she brought it up, then this means that I can ask her questions about her family
- T F 5. If an employee engages in conduct of a sexual nature in the presence of ten people, and only one person is offended, that person can complain of sexual harassment.
- T F 6. An employee does not have to repeat an act of a sexual nature before it can constitute sexual harassment.
- T F 7. If an employee I do not supervise tells me about another coworker making sexually suggestive and inappropriate comments, but asks me not to say anything, I should keep her confidence.
- T F 8. An employer can be held responsible if a customer, contractor, or other nonemployee harasses an employee.
- T F 9. In order to sexually harass a person, you must have the intention of unreasonably interfering with that individual's performance or creating a hostile, intimidating, or offensive environment.
- T F 10. It's OK to joke around and call one of your Muslim co-workers "the terrorist" if he laughs about it and also refers to himself as "the terrorist."
- T F 11. It is OK to re-assign an employee who complained of harassment to a different job to separate her from the person she is accusing of harassment.
- T F 12. Denise is terribly attracted to her boss, Jeff. As a ruse to be alone with him, she asked him to join her for a drink after work on the pretense that she wants to discuss a troubling work situation. After a few drinks, Denise accepts Jeff's offer to drive her home. She insists he come in, and they end up spending the night together at her invitation. This is not harassment.

- T F 13. You cannot discipline an employee for any reason when that employee has filed an EEO complaint.
- T F 14. An individual you are interviewing for a position comes into the interview in a wheelchair. You can ask her why she needs to use a wheelchair.
- T F 15. If an employee has been out on sick leave, I can ask that employee to submit a note from the doctor that he is cleared to return to work.
- T F 16. I must create a "light duty" assignment for a pregnant employee.
- T F 17. A staff member who has diabetes has requested moving to a private office where she can dim the lights since bright lights irritate her eyes and give her headaches. I don't have to provide her with this office space if it will create complaints of unfairness among the rest of the staff.
- T F 18. I must provide a private space for nursing mothers in the workplace that is not the women's restroom.
- T F 19. The Fair Labor Standards Act (FLSA) requires that you provide regular breaks to your employees.
- T F 20. If an employee voluntarily chooses to do work after normal business hours, he or she does not have to be paid for this work.
- T F 21. I can ask my employees to come to work early to get things organized for the day so they will be "ready to roll" when we officially begin work.
- T F 22. A staff member has a bumper sticker on his personal car that some of his co-workers find offensive. I can ask him to remove it to "keep the peace" among the staff.
- T F 23. One of your employees brings you a Facebook post of another one of your staff members in his work uniform with the caption "Don't come work for the County unless you want to be abused." You can take a disciplinary action against the staff member who made the post.

NOTE: Quiz items on this list are intended to check awareness of employment laws and provoke discussion in a training session facilitated by an HR professional who is not an attorney. Supervisors may need to consult their organization's personnel policy or an attorney to answer specific questions applying to an individual situation.



Fundamentals of Supervision Personal Development Plan

Date: _____

Key Learnings from Week 1 Class	Skill areas to Develop	Specific actions I will take back at work to develop identified skill.
Key Learnings for Week 2 Class	Skill areas to Develop	Specific actions I will take back at work to develop identified skill.

What are your Guiding Principles?

Guiding Principles are a set of values that guide your decisions and remind you how to act when managing others. In their book, *Credibility: Why Leaders Gain and Lose It, Why People Demand It*, Kouzes and Posner (2003) note that credibility is strengthened when the leader has a philosophy and acts in ways that are consistent with it. This also requires staying true to these values even in times of adversity.

Developing a set of guiding principles can help you be a more effective supervisor and serve as a framework for managing yourself. Your guiding principles can be written in any style that works for you. Two examples are provided below.

Example 1:

I will follow through and do what I say I will do.

I will make decisions that are in the greatest interest of all, and not just for one person.

I will say “yes” to staff suggestions whenever possible.

I will celebrate accomplishments of staff.

I will approach change with optimism.

I will seek to understand the needs of others.

I will accept responsibility for mistakes.

I will encourage others to make decisions.

Example 2

Lead by example

Be consistent in attitude and actions

Be transparent in decision-making

Help others grow and learn

Set expectations and hold others accountable

Seek feedback from others

Value diversity and foster inclusion

To develop your own guiding principles, consider using the following process.

Step 1: Think about what you would want your staff members to say about you if they were asked to describe you as a supervisor and write those thoughts below.

Step 2: Using the list above, and from considering other relevant self-knowledge, develop 4-8 Guiding Principles that reflect how you want to behave as a supervisor.

Step 3: Examine these principles on a regular basis and ensure your actions are consistent with your Guiding Principles

Fundamental Supervisory Practices Day 3-5 Reflections with Learning Partner

1. What may trigger my stress reactions?
2. What TILT Quadrants do I tend to overuse?

_____ and _____
3. What TILT is my flip-side mirror? What are the 2 big moves I can make to help bring me into greater balance? (Note: See page 4 of TILT report)
4. What TILT sentence starters will you start using, if any? How will these help you?
5. Share your guiding principles with your Learning Partner. Why are these important to you? Do you plan to share these with your staff? Why or why not?
6. What have you included on your Personal Development plan after Week One of FSP? Solicit feedback from Learning Partner on Guiding Principles and Personal Development action steps.

How to Manage Intergenerational Conflict in the Workplace

By Arlene S. Hirsch

February 5, 2020

When Brian Formato began working as an HR manager for Golden Books, the editorial staffers of the now-defunct publisher of children's books were mostly in their late 50s or early 60s and had been with the company for 25 years or longer.

After the company was purchased, it added more than 200 new jobs in one year, with most new hires being recent college grads. The new generation of employees brought fresh ideas but were also far more focused on immediate gratification than long-term success, Formato said. As a result, many veteran employees took early retirement because they couldn't stand by and watch the company they had devoted their careers to change so drastically overnight.

"What was left was a group of high-energy amateurs that lacked the industry knowledge, as well as the discipline, to negotiate attractive deals with the writers," Formato said. Revenues soon fell. "After more than 50 years in business, the company was forced into bankruptcy."

While this may sound like a typical clash between Millennials and Baby Boomers, it's noteworthy that this happened before Millennials were in the workforce and when most Boomers were in their 40s. However, it does highlight the perennial clash that occurs—in every generation—between newcomers with fresh perspectives and more-experienced elders.

There are at least four generations now in the workplace: Baby Boomers, Generation X, Millennials and Generation Z. Managing a multigenerational workforce with so many different perspectives, experiences, values and goals poses a unique organizational challenge for company leaders, managers and HR professionals. However, "generational differences" aren't always the real issue.

"Companies invest millions of dollars in training and development because of their beliefs about generational differences," said Jennifer C. Deal, a senior research scientist at the Center for Creative Leadership in Greensboro, N.C., and co-author of *What Millennials Want from Work: How to Maximize Engagement in Today's Workforce* (McGraw-Hill Education, 2015). "They do it because they believe it's true, even though the evidence doesn't support those beliefs."

Deal believes that life stage and position are better predictors of behavior than the generation a person was born into. "Most intergenerational conflicts are fundamentally about power or clout," she said. "A young person who wants more clout wants to be noticed. They have new ideas that aren't being listened to. An older person wants their experience to be recognized and appreciated. Everyone wants to be heard and respected."

We need to be careful about generational research because it puts people in a box, said Val Grubb, author of *Clash of the Generations: Managing the New Workplace Reality* (Wiley, 2016) and CEO of Val Grubb and Associates in New Orleans. "The key to understanding someone's behavior is to look at the individual, and the best way to find out how to motivate and engage is to ask them what matters to them."

Establishing Norms for Working Together

Haydn Shaw still finds value in traditional generational research, as long as it does not lead to stereotyping.

"Statistical generalizations are an aid to conversation, not a substitute for it. When it comes to understanding another person, nothing replaces conversation," said Shaw, author of *Sticking Points: How to Get 4 Generations Working Together in the 12 Places They Come Apart* (Tyndale Momentum, 2013). "The greatest fear in my work is that people will try to shortcut by using the categories rather than the conversations."

To stimulate productive conversations, Shaw has identified numerous "sticking points" where generational differences tend to emerge, particularly around the use of technology, communication, feedback, time management, work/life balance and organizational structure. Managers need to start conversations at those points so they can better understand the situation.

In Tammy Erickson's experience, misunderstandings about time and place are common among team members from different generations.

"Older generations tend to be more linear and traditional, while younger generations are looser and more spontaneous around time and place," said Erickson, CEO of Boston-based consulting firm Tammy Erickson Associates. To resolve those differences, she recommends that managers determine which norms work best for the team based on collective preferences and the work that needs to be accomplished.

Preferences around the use of technology is another potential sticking point. Generally, older employees tend to prefer e-mail, while younger employees prefer texting. While preferences matter, experts say the needs and goals of the team as a whole should take priority over any individual preference.

According to research conducted by Kathryn Bartol, a professor of leadership and innovation at the University of Maryland, College Park, communication among team members improves significantly when teams match the technology to the task. While text-based media is generally more useful for sharing daily information, for example, video chats and telephone conversations are better for brainstorming, problem-solving and relationship-building.

Shaw has developed a five-part process to help resolve these differences:

1. **Acknowledge.** Talk about generational differences. "You can't solve a problem if you don't acknowledge it exists."
2. **Appreciate.** Focus on the "why," not the "what," and the common needs. "The 'what' divides us. The 'why' is a uniter."
3. **Flex.** Agree on how to accommodate different approaches.
4. **Leverage.** Maximize the strengths of each generation. For example, if an organization decides to use the messaging platform Slack as a communication tool, there will inevitably be people who are uncomfortable with a technology they don't recognize or understand. A manager or leader can recruit an older team member who is comfortable and experienced in using this technology to coach, train and mentor the novice Slack users.
5. **Resolve.** Determine which option will yield the best results if flexing isn't enough.

Dismantling Stereotypes One Relationship at a Time

"Stereotyping is a symptom of discrimination. It's important to treat people equally but not necessarily the same," Formato said. "Self-awareness is the key to effectively managing generational differences. Managers must be in touch with their own beliefs, values and work attitudes and understand that these may be different from the people they manage."

Managers and leaders need that self-awareness to make sure their own biases are not skewing how work is distributed. "Subtle things that leaders do can undercut respect for diversity of age," Grub said. "Who do you give plum assignments to? Do you automatically assign younger employees to technology because you assume older employees can't handle it? These biases stifle enthusiasm and innovation."

In an Addison Group study (<https://addisongroup.com/insights/insight/age-is-just-a-number-the-truth-behind-generational-stereotypes-at-work/>) of 1,000 workers representing multiple generations, 90 percent reported satisfaction with the diversity of age ranges in their workplace. However, the study also found that 35 percent feel their company's culture and processes favor one generation over others. Forty-five percent of respondents feel their employers are biased toward Millennials.

Rather than prefer one generation over another, organizations need to develop and recognize the unique value of each individual, as well as the synergy that can be created between people with different experiences and perspectives.

Formato encourages companies to use appreciative inquiry (<https://www.centerforappreciativeinquiry.net/more-on-ai/what-is-appreciative-inquiry-ai/>) to advance that goal. Appreciative inquiry focuses on strengths rather than weaknesses by recognizing that people with different perspectives and experiences and at different life stages are all able to work collaboratively.

The leader can also help team members build positive relationships by encouraging them to get to know each other better. Volunteer programs often promote this kind of camaraderie, as do team-building exercises.

Formato uses Patrick Lencioni's personal histories activity (<https://www.tablegroup.com/download/personal-histories-exercise/>) to help team members build trust and find common ground. Each person on a team prepares a slide with photos and answers these three questions:

1. Where did you grow up?
2. How many siblings do you have, and where do you fall in that order?
3. Describe a unique or interesting challenge or experience that shaped who you are.

"This activity always brings a team closer together," Formato said. "People find common experiences, and they get to know the whole person."

This can happen spontaneously as well. When the president of a small New York City foundation asked his employees to share stories about their sports activities in high school, he was delighted to learn that there was a high school fencer on his team. What he didn't anticipate is how the younger women (most of whom were administrative staff) would end up bonding with a much older female executive when she lamented how, in a pre-Title IX era, there weren't a lot of sports teams for women. This led to an equally interesting conversation about life lessons learned through team sports and other team activities.

Although the president started the conversation as an icebreaker, he opened the door to a deeper discussion about what it means to be a member of a team and how each person's personal history informs his or her participation as a team member.

Uniting Around a Common Purpose

When team members rally around a common vision, purpose or goal, there is often a greater sense of unity that, in turn, translates into a better customer experience.

When Formato first began working with a small software-as-a-service company in Santa Clara, Calif., the CEO and senior leadership wanted him to help the team become more closely aligned. One of his first efforts to do so was to ask the team, "What does this company do better, special or different?"

The answers were not well-aligned. After diving deeper into their successes, they discovered that while the software solution was important, what they were really selling was their knowledge and ability to manage relationships.

"They build trust with their clients and are truly focused on customer success," Formato said. He describes this as their "groove" and emphasizes that, as they scale, they must keep their focus on the customer experience. It's a reminder that, as the company continues to grow, customer retention will still be as important as new-customer acquisition.

Although each member of the team has personal strengths, weaknesses and preferences, what unites them all is striving toward a common purpose and set of goals.

"It's up to the leader to make sure they are leveraging their strengths and working together as a team," Formato said.

Arlene S. Hirsch is a career counselor and author with a private practice in Chicago.

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Harvard Business Review

Management Time: Who's Got the Monkey?

by William Oncken, Jr., and Donald L. Wass

The burdens of subordinates always seem to end up on the manager's back. Here's how to get rid of them.

This article was originally published in the November–December 1974 issue of HBR and has been one of the publication's two best-selling reprints ever.

For its reissue as a Classic, the *Harvard Business Review* asked Stephen R. Covey to provide a commentary.

Why is it that managers are typically running out of time while their subordinates are typically running out of work? Here we shall explore the meaning of management time as it relates to the interaction between managers and their bosses, their peers, and their subordinates.

Specifically, we shall deal with three kinds of management time:

Boss-imposed time—used to accomplish those activities that the boss requires and that the manager cannot disregard without direct and swift penalty.

System-imposed time—used to accommodate requests from peers for active support. Neglecting these requests will also result in penalties, though not always as direct or swift.

Self-imposed time—used to do those things that the manager originates or agrees to do. A certain portion of this kind of time, however, will be taken by subordinates and is called *subordinate-imposed time*. The remaining portion will be the manager's own and is called *discretionary time*. Self-imposed time is not subject to penalty since neither the boss nor the system can discipline the manager for not doing what they didn't know he had intended to do in the first place.

To accommodate those demands, managers need to control the timing and the content of what they do. Since what their bosses and the system impose on them are subject to penalty, managers cannot tamper with those requirements. Thus their self-imposed time becomes their major area of concern.

Managers should try to increase the discretionary component of their self-imposed time by minimizing or doing away with the subordinate component. They will then use the added increment to get better control over their boss-imposed and system-imposed activities. Most managers spend much more time dealing with subordinates' problems than they even faintly realize. Hence we shall use the monkey-on-the-back metaphor to examine how subordinate-imposed time comes into being and what the superior can do about it.

Where Is the Monkey?

Let us imagine that a manager is walking down the hall and that he notices one of his subordinates, Jones, coming his way. When the two meet, Jones greets the manager with, "Good morning. By the way, we've got a problem. You see...." As Jones continues, the manager recognizes in this problem the two characteristics common to all the problems his subordinates gratuitously bring to his attention. Namely, the manager knows (a) enough to get involved, but (b) not enough to make the on-the-spot decision expected of him. Eventually, the manager says, "So glad you brought this up. I'm in a rush right now. Meanwhile, let me think about it, and I'll let you know." Then he and Jones part company.

Let us analyze what just happened. Before the two of them met, on whose back was the "monkey"? The subordinate's. After they parted, on whose back was it? The manager's. Subordinate-imposed time begins the moment a monkey successfully leaps from the back of a subordinate to the back of his or her superior and does not end until the monkey is returned to its proper owner for care and feeding. In accepting the monkey, the manager has voluntarily assumed a position subordinate to his subordinate. That is, he has allowed Jones to make him her subordinate by doing two things a subordinate is generally expected to do for a boss—the manager has accepted a responsibility from his subordinate,

and the manager has promised her a progress report.

The subordinate, to make sure the manager does not miss this point, will later stick her head in the manager's office and cheerily query, "How's it coming?" (This is called supervision.)

Or let us imagine in concluding a conference with Johnson, another subordinate, the manager's parting words are, "Fine. Send me a memo on that."

Let us analyze this one. The monkey is now on the subordinate's back because the next move is his, but it is poised for a leap. Watch that monkey. Johnson dutifully writes the requested memo and drops it in his out-basket. Shortly thereafter, the manager plucks it from his in-basket and reads it. Whose move is it now? The manager's. If he does not make that move soon, he will get a follow-up memo from the subordinate. (This is another form of supervision.) The longer the manager delays, the more frustrated the subordinate will become (he'll be spinning his wheels) and the more guilty the manager will feel (his backlog of subordinate-imposed time will be mounting).

Or suppose once again that at a meeting with a third subordinate, Smith, the manager agrees to provide all the necessary backing for a public relations proposal he has just asked Smith to develop. The manager's parting words to her are, "Just let me know how I can help."

Now let us analyze this. Again the monkey is initially on the subordinate's back. But for how long? Smith realizes that she cannot let the manager "know" until her proposal has the manager's approval. And from experience, she also realizes that her proposal will likely be sitting in the manager's briefcase for weeks before he eventually gets to it. Who's really got the monkey? Who will be checking up on whom? Wheel spinning and bottlenecking are well on their way again.

A fourth subordinate, Reed, has just been transferred from another part of the company so that he can launch and eventually manage a newly created business venture. The manager has said they should get together soon to hammer out a set of objectives for the new job, adding, "I will draw up an initial draft for discussion with you."

Let us analyze this one, too. The subordinate has the new job (by formal assignment) and the full responsibility (by formal delegation), but the manager has the next move. Until he makes it, he will have the monkey, and the subordinate will be immobilized.

Why does all of this happen? Because in each instance the manager and the subordinate assume at the outset, wittingly or unwittingly, that the matter under consideration is a joint problem. The monkey in each case begins its career astride both their backs. All it has to do is move the wrong leg, and—presto!—the subordinate deftly disappears. The manager is thus left with another acquisition for his menagerie. Of course, monkeys can be trained not to move the wrong leg. But it is easier to prevent them from straddling backs in the first place.

Who Is Working for Whom?

Let us suppose that these same four subordinates are so thoughtful and considerate of their superior's time that they take pains to allow no more than three monkeys to leap from each of their backs to his in any one day. In a five-day week, the manager will have picked up 60 screaming monkeys—far too many to do anything about them individually. So he spends his subordinate-imposed time juggling his "priorities."

Late Friday afternoon, the manager is in his office with the door closed for privacy so he can contemplate the situation, while his subordinates are waiting outside to get their last chance before the weekend to remind him that he will have to "fish or cut bait." Imagine what they are saying to one another about the manager as they wait: "What a bottleneck. He just can't make up his mind. How anyone ever got that high up in our company without being able to make a decision we'll never know."

Worst of all, the reason the manager cannot make any of these "next moves" is that his time is almost entirely eaten up by meeting his own boss-imposed and system-imposed requirements. To control those tasks, he needs discretionary time that is in turn denied him when he is preoccupied with all these monkeys. The manager is caught in a vicious circle. But time is a-wasting (an understatement). The manager calls his secretary on the intercom and instructs her to tell his subordinates that he won't be able to see them until Monday morning. At 7 pm, he drives home, intending with firm resolve to return to the office tomorrow to get caught up over the weekend. He returns bright and early the next day only to see, on the nearest green of the golf course across from his office window, a foursome. Guess who?

That does it. He now knows who is really working for whom. Moreover, he now sees that if he actually accomplishes during this weekend what he came to accomplish, his subordinates' morale will go up so sharply that they will each raise the limit on the number of monkeys they will let jump from their backs to his. In short, he now sees, with the clarity of a revelation on a mountaintop, that the more he gets caught up, the more he will fall behind.

He leaves the office with the speed of a person running away from a plague. His plan? To get caught up on something else he hasn't had time for in years: a weekend with his family. (This is one of the many varieties of discretionary time.)

Sunday night he enjoys ten hours of sweet, untroubled slumber, because he has clear-cut plans for Monday. He is going to get rid of his subordinate-imposed time. In exchange, he will get an equal amount of discretionary time, part of which he will spend with his subordinates to make sure that they learn the difficult but rewarding managerial art called

“The Care and Feeding of Monkeys.”

The manager will also have plenty of discretionary time left over for getting control of the timing and the content not only of his boss-imposed time but also of his system-imposed time. It may take months, but compared with the way things have been, the rewards will be enormous. His ultimate objective is to manage his time.

Getting Rid of the Monkeys

The manager returns to the office Monday morning just late enough so that his four subordinates have collected outside his office waiting to see him about their monkeys. He calls them in one by one. The purpose of each interview is to take a monkey, place it on the desk between them, and figure out together how the next move might conceivably be the subordinate's. For certain monkeys, that will take some doing. The subordinate's next move may be so elusive that the manager may decide—just for now—merely to let the monkey sleep on the subordinate's back overnight and have him or her return with it at an appointed time the next morning to continue the joint quest for a more substantive move by the subordinate. (Monkeys sleep just as soundly overnight on subordinates' backs as they do on superiors'.)

As each subordinate leaves the office, the manager is rewarded by the sight of a monkey leaving his office on the subordinate's back. For the next 24 hours, the subordinate will not be waiting for the manager; instead, the manager will be waiting for the subordinate.

Later, as if to remind himself that there is no law against his engaging in a constructive exercise in the interim, the manager strolls by the subordinate's office, sticks his head in the door, and cheerily asks, “How's it coming?” (The time consumed in doing this is discretionary for the manager and boss imposed for the subordinate.)

When the subordinate (with the monkey on his or her back) and the manager meet at the appointed hour the next day, the manager explains the ground rules in words to this effect:

“At no time while I am helping you with this or any other problem will your problem become my problem. The instant your problem becomes mine, you no longer have a problem. I cannot help a person who hasn't got a problem.

“When this meeting is over, the problem will leave this office exactly the way it came in—on your back. You may ask my help at any appointed time, and we will make a joint determination of what the next move will be and which of us will make it.

“In those rare instances where the next move turns out to be mine, you and I will determine it together. I will not make any move alone.”

The manager follows this same line of thought with each subordinate until about 11 am, when he realizes that he doesn't have to close his door. His monkeys are gone. They will return—but by appointment only. His calendar will assure this.

Transferring the Initiative

What we have been driving at in this monkey-on-the-back analogy is that managers can transfer initiative back to their subordinates and keep it there. We have tried to highlight a truism as obvious as it is subtle: namely, before developing initiative in subordinates, the manager must see to it that they *have* the initiative. Once the manager takes it back, he will no longer have it and he can kiss his discretionary time good-bye. It will all revert to subordinate-imposed time.

Nor can the manager and the subordinate effectively have the same initiative at the same time. The opener, “Boss, we've got a problem,” implies this duality and represents, as noted earlier, a monkey astride two backs, which is a very bad way to start a monkey on its career. Let us, therefore, take a few moments to examine what we call “The Anatomy of Managerial Initiative.”

There are five degrees of initiative that the manager can exercise in relation to the boss and to the system:

1. wait until told (lowest initiative);
2. ask what to do;
3. recommend, then take resulting action;
4. act, but advise at once;
5. and act on own, then routinely report (highest initiative).

Clearly, the manager should be professional enough not to indulge in initiatives 1 and 2 in relation either to the boss or to the system. A manager who uses initiative 1 has no control over either the timing or the content of boss-imposed or system-imposed time and thereby forfeits any right to complain about what he or she is told to do or when. The manager who uses initiative 2 has control over the timing but not over the content. Initiatives 3, 4, and 5 leave the manager in control of both, with the greatest amount of control being exercised at level 5.

In relation to subordinates, the manager's job is twofold. First, to outlaw the use of initiatives 1 and 2, thus giving subordinates no choice but to learn and master "Completed Staff Work." Second, to see that for each problem leaving his or her office there is an agreed-upon level of initiative assigned to it, in addition to an agreed-upon time and place for the next manager-subordinate conference. The latter should be duly noted on the manager's calendar.

The Care and Feeding of Monkeys

To further clarify our analogy between the monkey on the back and the processes of assigning and controlling, we shall refer briefly to the manager's appointment schedule, which calls for five hard-and-fast rules governing the "Care and Feeding of Monkeys." (Violation of these rules will cost discretionary time.)

Rule 1.

Monkeys should be fed or shot. Otherwise, they will starve to death, and the manager will waste valuable time on postmortems or attempted resurrections.

Rule 2.

The monkey population should be kept below the maximum number the manager has time to feed. Subordinates will find time to work as many monkeys as he or she finds time to feed, but no more. It shouldn't take more than five to 15 minutes to feed a properly maintained monkey.

 Making Time for Gorillas (Located at the end of this article)

Rule 3.

Monkeys should be fed by appointment only. The manager should not have to hunt down starving monkeys and feed them on a catch-as-catch-can basis.

Rule 4.

Monkeys should be fed face-to-face or by telephone, but never by mail. (Remember—with mail, the next move will be the manager's.) Documentation may add to the feeding process, but it cannot take the place of feeding.

Rule 5.

Every monkey should have an assigned next feeding time and degree of initiative. These may be revised at any time by mutual consent but never allowed to become vague or indefinite. Otherwise, the monkey will either starve to death or wind up on the manager's back.

...

"Get control over the timing and content of what you do" is appropriate advice for managing time. The first order of business is for the manager to enlarge his or her discretionary time by eliminating subordinate-imposed time. The second is for the manager to use a portion of this newfound discretionary time to see to it that each subordinate actually has the initiative and applies it. The third is for the manager to use another portion of the increased discretionary time to get and keep control of the timing and content of both boss-imposed and system-imposed time. All these steps will increase the manager's leverage and enable the value of each hour spent in managing management time to multiply without theoretical limit.

Making Time for Gorillas

by **Stephen R. Covey**

When Bill Oncken wrote this article in 1974, managers were in a terrible bind. They were desperate for a way to free up their time, but command and control was the status quo. Managers felt they weren't allowed to empower their subordinates to make decisions. Too dangerous. Too risky. That's why Oncken's message—give the monkey back to its rightful owner—involved a critically important paradigm shift. Many managers working today owe him a debt of gratitude.

It is something of an understatement, however, to observe that much has changed since Oncken's radical recommendation. Command and control as a management philosophy is all but dead, and "empowerment" is the word of the day in most organizations trying to thrive in global, intensely competitive markets. But command and control stubbornly remains a common practice. Management thinkers and executives have discovered in the last decade that bosses cannot just give a monkey back to their subordinates and then merrily get on with their own business. Empowering subordinates is hard and complicated work.

The reason: when you give problems back to subordinates to solve themselves, you have to be sure that they have both

the desire and the ability to do so. As every executive knows, that isn't always the case. Enter a whole new set of problems. Empowerment often means you have to develop people, which is initially much more time consuming than solving the problem on your own.

Just as important, empowerment can only thrive when the whole organization buys into it—when formal systems and the informal culture support it. Managers need to be rewarded for delegating decisions and developing people. Otherwise, the degree of real empowerment in an organization will vary according to the beliefs and practices of individual managers.

But perhaps the most important lesson about empowerment is that effective delegation—the kind Oncken advocated—depends on a trusting relationship between a manager and his subordinate. Oncken's message may have been ahead of his time, but what he suggested was still a fairly dictatorial solution. He basically told bosses, "Give the problem back!" Today, we know that this approach by itself is too authoritarian. To delegate effectively, executives need to establish a running dialogue with subordinates. They need to establish a partnership. After all, if subordinates are afraid of failing in front of their boss, they'll keep coming back for help rather than truly take initiative.

Oncken's article also doesn't address an aspect of delegation that has greatly interested me during the past two decades—that many managers are actually *eager* to take on their subordinates' monkeys. Nearly all the managers I talk with agree that their people are underutilized in their present jobs. But even some of the most successful, seemingly self-assured executives have talked about how hard it is to give up control to their subordinates.

I've come to attribute that eagerness for control to a common, deep-seated belief that rewards in life are scarce and fragile. Whether they learn it from their family, school, or athletics, many people establish an identity by comparing themselves with others. When they see others gain power, information, money, or recognition, for instance, they experience what the psychologist Abraham Maslow called "a feeling of deficiency"—a sense that something is being taken from them. That makes it hard for them to be genuinely happy about the success of others—even of their loved ones. Oncken implies that managers can easily give back or refuse monkeys, but many managers may subconsciously fear that a subordinate taking the initiative will make them appear a little less strong and a little more vulnerable.

How, then, do managers develop the inward security, the mentality of "abundance," that would enable them to relinquish control and seek the growth and development of those around them? The work I've done with numerous organizations suggests that managers who live with integrity according to a principle-based value system are most likely to sustain an empowering style of leadership.

Given the times in which he wrote, it was no wonder that Oncken's message resonated with managers. But it was reinforced by Oncken's wonderful gift for storytelling. I got to know Oncken on the speaker's circuit in the 1970s, and I was always impressed by how he dramatized his ideas in colorful detail. Like the Dilbert comic strip, Oncken had a tongue-in-cheek style that got to the core of managers' frustrations and made them want to take back control of their time. And the monkey on your back wasn't just a metaphor for Oncken—it was his personal symbol. I saw him several times walking through airports with a stuffed monkey on his shoulder.

I'm not surprised that his article is one of the two best-selling HBR articles ever. Even with all we know about empowerment, its vivid message is even more important and relevant now than it was 25 years ago. Indeed, Oncken's insight is a basis for my own work on time management, in which I have people categorize their activities according to urgency and importance. I've heard from executives again and again that half or more of their time is spent on matters that are urgent but not important. They're trapped in an endless cycle of dealing with other people's monkeys, yet they're reluctant to help those people take their own initiative. As a result, they're often too busy to spend the time they need on the real gorillas in their organization. Oncken's article remains a powerful wake-up call for managers who need to delegate effectively.

Stephen R. Covey is vice chairman of the Franklin Covey Company, a global provider of leadership development and productivity services and products. He is the author of *The 7 Habits of Highly Effective People* (Simon & Schuster, 1989) and *First Things First* (Simon & Schuster, 1994).

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William Oncken, Jr., was chairman of the William Oncken Corporation until his death in 1988. His son, William Oncken III, now heads the company. **Donald L. Wass** was president of the William Oncken Company of Texas when the article first appeared. He now heads the Dallas–Fort Worth region of The Executive Committee (TEC), an international organization for presidents and CEOs.

Performance Conversation Planning Worksheet

My goals for this performance conversation are:

Possible “triggers” to suck me into the Drama Triangle:

(Knowing this in advance can help you remember to take a pause, and breathe, before responding.)

“IDEAL Performance Conversation Steps”

<p>1. Identify what happened to cause the meeting and check for agreement.</p> <ul style="list-style-type: none">• Write out your opening statement to specifically describe the behavior that caused the conversation.
<p>2. Describe the impact of the problem and listen to the employee’s perspective.</p> <ul style="list-style-type: none">• Write out an “I message” to explain how the behavior affects productivity, customer service, work group relationships, etc. and describe the performance standard that is not being met. • What active listening skills will you use to respond to the employee?
<p>3. Explore possible solutions to the problem and listen to employee concerns and ideas.</p>
<p>4. Agree on a plan of action to improve performance including a time to follow-up.</p>
<p>5. Learn from the Performance Discussion</p>

Fundamental Supervisory Practices Days 6-8 Reflection Questions

1. What specific actions do you plan to take to foster an environment where all feel included and valued?
2. What are you learning about your preferred role in the drama triangle?
3. What triggers can pull you into the Drama Triangle?
4. What strategies will you use to get out of the Drama Triangle?
5. What have you learned in the last few sessions that you think can enhance your effectiveness as a supervisor?
6. What kind of support/resources/reminders will help you transfer these new skills back to the job?