

LearnLinc Component A: Introduction to SET Behaviors

Purpose	To enable participants to define the seven SET behaviors and appreciate their use in effective supervisory practice.
Rationale	Through research, seven behaviors have been identified that are crucial to effective supervisory practice. In order to use these behaviors, supervisors must first have knowledge of their meaning.
Learning Objectives	<p>Participants will be able to:</p> <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • define each of the seven SET behaviors • identify the three SET behaviors that comprise the Performance Management Cycle • match definitions to each of the seven SET behaviors <p><i>Affective</i></p> <ul style="list-style-type: none"> • value the use of the Performance Management Cycle in effective supervisory practice <p><i>Operative</i></p> <ul style="list-style-type: none"> • N/A
Materials	<p>Handouts, ENABLING ABILITIES, SEVEN SET BEHAVIORS; worksheet, SET PROFILE; PowerPoint slides, WELCOME TO... (Slide #1), RESOURCES (Slide #2), PURPOSE (Slide #3), WHAT IS SET? (Slide #4), SET PROFILE (Slide #5), COMMUNICATION OF EXPECTATIONS (Slide #6), RATE YOURSELF: COMMUNICATING EXPECTATIONS (Slide #7), MONITORING (Slide #8), RATE YOURSELF: MONITORING (Slide #9), FEEDBACK (Slide #10), RATE YOURSELF: FEEDBACK (Slide #11), PERFORMANCE MANAGEMENT CYCLE (Slide #12), SUPERVISORY FOCUS (Slide #13), RATE YOURSELF: SUPERVISORY FOCUS (Slide #14), PRODUCTION (Slide #15), RATE YOURSELF: PRODUCTION (Slide #16), PEOPLE (Slide #17), RATE YOURSELF: PEOPLE (Slide #18), COACHING (Slide #19), RATE YOURSELF: COACHING (Slide #20), THE MATCH</p>

GAME (Slide #21), SCENARIO A (Slide #22), SCENARIO B (Slide #23), SCENARIO C (Slide #24), SCENARIO D (Slide #25), SCENARIO E (Slide #26), SCENARIO F (Slide #27), SCENARIO G (Slide #28), SUMMARY (Slide #29); whiteboards, FEEDBACK (Board #1), COMPONENTS OF SUPERVISORY FOCUS (Board #2); Q&A, SET Q&A 1-7, MATCH Q&A 8-14: WHAT SET BEHAVIOR AM I USING?; Video Clip, *Coaching* (Clip #1).

Time 120 minutes

Learning Process

Introduction

Welcome participants to the LearnLinc session and offer a brief introduction of the trainer(s).

Display PowerPoint slide #1: WELCOME TO...

Ancillary instruction:

- Make sure all participants are connected, i.e., they have headsets and microphones working properly. Also check to see if all participants understand and are able to use the tool pallet (text chat, feedback, etc.).
- If necessary, explain each tool.
- Ask if all participants can see the PowerPoint slide on the powerboard being displayed. Ask them to respond with a “yes” or “no” by using the feedback area on their palette. If a participant answers “no,” click the lightning rod on the powerboard and ask the question again.

Comment: All participants should have completed an Introduction to LearnLinc training.

Display PowerPoint slide #2: RESOURCES.

Ancillary instruction:

- Make sure all participants have brought with them hard copies of their worksheet, SET PROFILE, and their handouts, ENABLING ABILITIES and SEVEN SET BEHAVIORS.
- Explain that they should be following the handout, ENABLING ABILITIES, throughout the session to help them understand what we hope to accomplish and that the other handouts will be used during the session.

Display PowerPoint slide #3: PURPOSE.

State:

- We wanted to make the most efficient use of classroom time, so we decided to incorporate this activity in the LearnLinc format so as to have more time to demonstrate and practice skills.
- As an adjunct to your Supervisory training, this course will enable you to define the seven SET behaviors and appreciate their use in effective supervisory practice.
- During this session, we will be defining the seven behaviors that will help you to be an effective child welfare supervisor.

- We will also be referring to leadership, and will devote some time to discussing the art and skill of leadership in much greater depth in the classroom. We are defining leadership as the process of influencing others toward the achievement of organization goals.
- Of course, defining leadership is the first step. During the classroom session, we will be honing these behaviors and practicing their use in a supervisory setting.

Comment: Remind participants that we will welcome any questions throughout the session. They will be recognized by using the hand-raising tool or by comments written in the text chat.

Defining SET

Display PowerPoint slide #4: WHAT IS SET?

State:

- We have been using the acronym, SET. Do any of you know what S-E-T stands for?
Ancillary instruction: Remind participants to use their hand-raising tool on their LearnLinc palette and start speaking when the instructor recognizes them by name. Remember to thank participants for their work.
- That’s correct. S-E-T stands for “Supervisory Effectiveness Training.”
- Supervisory Effectiveness Training (SET) is based on ten years of research conducted by the Management Research Group in Maine. Their research was done with thousands of managers and supervisors in both the private and public sectors – including child welfare supervisors.
- Six behaviors were identified by this research that distinguished effective from ineffective supervisors. A seventh behavior, coaching, was added for the New York State version of SET. Coaching was added in our state because it was recognized as integral to the transfer of learning in child welfare practice; the skills needed to help influence change in families require a very intensive level of guided practice.
- Research has concluded that supervisory effectiveness is a function of both the supervisor’s competence and the level at which the behavior is emphasized. To be an effective

supervisor, one must be competent in the use of the SET behaviors and emphasize their use in supervisory practice.

- Let's look now at the seven SET behaviors.

Comment:

- Ask participants to follow along with the description of each of the seven SET behaviors by using their handout, "SEVEN SET BEHAVIORS," that is found in their pre-training packet.
- The "SEVEN SET BEHAVIORS" handout should always be printed on heavy stock paper so that supervisors will be encouraged to post this handout in their offices so as to be a constant reminder of their use.

SET Profile

Display PowerPoint slide #5: SET PROFILE.

State:

- From your pretraining packet, please pull out the "SET PROFILE" worksheet.
- On this sheet, you will see the seven SET behaviors listed. They are listed in the order they will be presented in this training session.
- Below each behavior, you will notice a rectangular box and, at the top of the page, the words "low" (on the right-hand side of the page) and "high" on the left-hand side of the page).
- As we offer definitions of each of the SET behaviors, we invite you to rate yourselves on each of the behaviors along a continuum ranging from "high emphasis" to "low emphasis" in that particular behavior.
- After we offer each definition we also want to get a group profile.
- Thus, after you've evaluated yourself on the SET PROFILE Worksheet we'll also be calling up a Q&A on the LearnLinc palette.
- We'll repeat these two-part directions as we discuss each of the seven behaviors.
- The ratings of your level of emphasis on the behaviors are for your own self-analysis and development.
- When you click on the Q&A only a group response—not your individual response—appears on the screen.

- We are asking that you save the hard copy of the SET PROFILE Worksheet. At the end of the five days of training we will be asking you to revisit this form, to see if you have a changed perspective of how much you plan to emphasize each of the seven behaviors.

Comment: Ask participants to use the hand-raising tool if they have any questions.

Communicating
expectations

Display PowerPoint slide #6: COMMUNICATING EXPECTATIONS.

State:

- Communication of expectations involves clearly emphasizing the expectations of the job so that workers understand what they are supposed to do.
- Expectations are established by individual supervisors; as well as by federal laws, New York state laws, OCFS regulations and agency specific practices and policies. It is the role of a supervisor to communicate expectations consistent with workers practicing according to these laws, regulations and policies.
- In communicating expectations supervisors use the interpersonal helping skills, particularly concreteness and summarization.
- Communication of expectations revolves around two important focal points for supervisors – clarity of expectations and sharing information.

Ancillary instruction: Display PowerPoint slide #7: RATE YOURSELF: COMMUNICATION OF EXPECTATIONS.

- A question you should ask yourselves as you rate yourself on the SET profile in this behavior is, “How much emphasis do I put on communicating expectations to my workers?”

Ancillary instruction: Pause a moment to allow participants to place a rating on their SET PROFILE worksheet.

- Tell participants that Q&A #1 will appear on their screen. Inform them that the question “How much emphasis do I put on communicating expectations to my workers?” will appear in the question area.
- They are to select the answer that most closely applies to them: Almost Always, Frequently, Occasionally, Seldom, Almost Never.

- After everyone has answered the question individually a group response will be displayed.
Ancillary instruction: Display the group response.
- In order for the child welfare workers to do their jobs effectively, supervisors must share information with them. Supervisors who share information freely, top down, bottom up, are more effective than those who determine what information people need to know and then share information based on that determination.
- Communicating expectations is a critically important supervisory behavior; we will be spending significant time discussing, observing and practicing this behavior in the classroom.

Monitoring

Display PowerPoint slide #8: MONITORING.

State:

- The next SET behavior we will examine is “monitoring.”
- Monitoring is the systematic way to evaluate performance.
- Monitoring requires that a supervisor has thought through what the key measures of performance are and has developed a means to regularly review them. For example, a supervisor who not only reviews progress notes but has developed internal questions of review [e.g., “Is this worker going beyond asking if the home visit occurred and also inquiring about the activities the parent and child participated in during the visit and the perception of the mother about the quality of the visit?”] is a supervisor who is taking review to a higher order.
- Monitoring helps a supervisors identify trends, which helps to determine any problems and develop logical interventions to resolve them. Reviewing CCRS is an example of a tool that helps supervisors identify trends.
- A supervisor who emphasizes monitoring creates a system for tracking case activity and other delegated assignments on a case-specific level, across a worker’s entire caseload, and across the work of an entire unit. The FASP Status Summary is a tool which supports a supervisor creating such a system.

Ancillary instruction: Display PowerPoint slide #9: RATE YOURSELF: MONITORING.

- Ask yourselves “How much emphasis do I place on monitoring in my supervisory practice?” Rate yourself on your SET PROFILE worksheet.

Ancillary instruction: Pause for a moment to allow participants to place a rating on their SET PROFILE worksheet.

- Tell participants Q&A #2 will appear on their screen. Inform them the question “How much emphasis do I place on monitoring in my supervisory practice?” will appear in the question area.
- They are to select the answer that most closely applies to them: Almost Always, Frequently, Occasionally, Seldom, Almost Never.
- After everyone has answered the question individually a group response will be displayed.

Ancillary instruction: Display the group response.

Feedback

Display PowerPoint slide #10: FEEDBACK.

State: The third SET behavior is feedback. Feedback provides information regarding a worker’s job performance.

Display Whiteboard#1: FEEDBACK.

State:

- Three types of feedback exist: positive, negative and developmental feedback.
- We will be primarily concentrating on two of these types of feedback – positive and developmental. The third, negative feedback, informs a worker of what he/she is doing wrong and generally does not contribute to strengthening a worker’s job performance. However, negative feedback is sometimes necessary in supervisory practice. For example, if a supervisor overhears a worker berating a client on the telephone the supervisor will direct the worker to stop that behavior.

Ancillary instruction: Ask a volunteer to click on the marker tool on the palette and draw a dotted line through “negative feedback.”

State:

- Positive feedback informs a worker of what he/she is doing well, such as when a supervisor says, “You recorded your last progress note within 24 hours of the event and used concreteness. Keep up that good work!”
- Developmental feedback suggests alternative ways for doing a job effectively. For example, a supervisor says, “I noticed in your last progress note that you used vague terms, such as ‘she’s doing well’ and ‘Mrs. Jones is reliable.’ Rather than using terms such as these which do not offer a clear picture, I’d like for you to describe what it is precisely that she’s doing well – such as ‘she made a new friend at school’ – and what it is that makes Mrs. Jones reliable – such as ‘Mrs. Jones attended all of her parenting classes.’ In the example of the worker berating a client on the phone, after the supervisor directed the worker to stop the behavior, the supervisor would discuss with the worker how to talk with the client in a way that was respectful.

Ancillary instruction: Display PowerPoint slide #11: RATE YOURSELF: FEEDBACK.

- As you rate yourselves on the SET PROFILE worksheet ask yourself, “How much emphasis do I put on conveying feedback to my workers?”

Ancillary instruction: Pause a moment to allow participants to place a rating on their SET PROFILE worksheet.

- Tell participants that Q&A #3 will appear on their screen. Inform them that the question “How much emphasis do I put on conveying feedback to my workers?” will appear in the question area.
- They are to select the area that most closely applies to them: Almost Always, Frequently, Occasionally, Seldom, Almost Never.
- After everyone has answered the question individually a group response will be displayed.

Ancillary instruction: Display the group response.

Performance
management cycle

Display PowerPoint slide #12: PERFORMANCE MANAGEMENT CYCLE.

State:

- The first three SET practices—Communication of Expectations, Monitoring, and Feedback—form the crux of activity referred to as the “Performance Management Cycle.” These behaviors directly impact staff performance as demonstrated by the extensive research previously mentioned.
- The components of the Performance Management Cycle clarify what is expected; provide information needed to accomplish expectations; monitor progress toward expectations so intervention can occur as needed; and enable information to be gathered for the purpose of providing feedback. For example, a supervisor communicates the expectation that progress notes will be recorded contemporaneously; informs workers that notes can be dictated in the field and will be transcribed by clerical staff; sets up a system that informs him/her when a worker is behind in progress notes; and schedules a supervisory meeting with the worker to offer feedback, iterate the expectation and explore with the worker obstacles to meeting the expectation.
- These practices confirm the performance expected of the worker and help to facilitate improved performance.
- Supervisors who use the Performance Management Cycle in their supervisory practice enable workers to achieve established standards of job performance. That is, supervisors who convey expectations clearly and often, who monitor performance against expectations, and who provide feedback to their workers frequently and directly, produce workers who get the job done.

Supervisory focus

Display PowerPoint slide #13: SUPERVISORY FOCUS.

State: The fourth SET behavior is Supervisory Focus. It has four major components.

Display Whiteboard #2: COMPONENTS OF SUPERVISORY FOCUS.

Explain:

- **Getting Results Through Others:** This does not mean merely delegating a task. It does mean the supervisor is able to get work done through others by providing leadership, direction, education, and support. We will be discussing leadership in greater detail during our classroom session.
- **Using Power and Influence:** Through their position within the structure of the agency, child welfare supervisors have the authority, and therefore the power, to influence workers. Supervisors influence workers in order to gain their commitment and compliance to perform best child welfare practice.
- **The “Glass Bubble”:** This means always being visible. Supervisors are asked to manage achievement of agency goals, as well as respond to staff needs. They are constantly visible to both those above and below them as they make decisions.
- **Managing Conflict:** Effective supervisors must be comfortable managing conflict. When comfortable they will be clear and direct in communicating expectations and, when necessary, be able to negotiate with all sides in a conflict. For example, if a family service team is experiencing a conflict within the team, it is an expectation that a supervisor is one of the people who will help facilitate a resolution.

Ancillary instruction: Display PowerPoint slide #14: RATE YOURSELF: SUPERVISORY FOCUS.

- The SET behavior of Supervisory Focus is about leadership. Ask yourselves the question, “How much do I emphasize my leadership abilities by using power and influence, by managing the “glass bubble,” and by managing conflict?” and then record your self-rating on the SET PROFILE worksheet.

Ancillary instruction: Pause a moment to allow participants to place a rating on their SET PROFILE worksheet.

- Tell participants that Q&A #4 will appear on their screen. Inform them that the question “How much do I emphasize my leadership abilities by using power and influence, by managing the glass bubble and by managing conflict?” will appear on their screen.
- They are select the answer that most closely applies to

them: Almost Always, Frequently, Occasionally, Seldom, Almost Never.

- After everyone has answered the question individually a group response will be displayed.

Ancillary instruction: Display the group response.

Production

Display PowerPoint slide #15: PRODUCTION.

State:

- Production is the fifth SET behavior. Production means an emphasis on results.
- Production is the result of expectations. For example, a foster care supervisor sets the expectation that workers help parents use visitation as an opportunity to practice behaviors with their children that will help them keep their children safe when the children return home. Production means the supervisor debriefs with the worker specifically what happened before, during and after the visit that helped the parent be more prepared to keep his/her child safe.
- Supervisors who emphasize production communicate urgency around results. They also set high standards of quality and excellence and they are clear about the bottom and top line of performance. For example, the bottom line of performance is defined by a supervisor as the prescribed number of casework contacts occurring. The top line of performance is the supervisor doing a qualitative analysis—typically through a supervisory conference debriefing with the worker—of what is occurring during those contacts: What was the worker’s plan for the meeting? How did that compare to what actually occur? What is the family charged with doing before the next meeting? What is the worker expected to do before the next meeting? What is the plan for their next meeting?
- It is not enough for a supervisor to profess high standards. A supervisor must model standards of excellence, recognize excellent performance and assist workers whose performance is less than excellent to achieve better results.

Ancillary instruction: Display PowerPoint slide #16: RATE YOURSELF: PRODUCTION.

- Ask yourselves, “How much emphasis do I place on high standards of practice and modeling those standards in my

supervisory practice?” rate yourselves on the SET Profile worksheet in the area marked, “Production.”

Ancillary instruction: Pause a moment to allow participants to place a rating on their SET PROFILE worksheet.

- Tell participants that Q&A #5 will appear on their screen. Inform them that the question “How much emphasis do I place on high standards of practice and modeling those standards in my supervisory practice?”
- They are to select the answer that closely applies to them: Almost Always, Frequently, Occasionally, Seldom, Almost Never.
- After everyone has displayed the question individually a group response will be displayed.

Ancillary instruction: Display the group response.

People

Display PowerPoint slide #17: PEOPLE.

State:

- The sixth SET behavior we will discuss is people.
- As a leader, a supervisor who emphasizes people demonstrates concern for how the worker is experiencing the job. The supervisor demonstrates empathy by listening to the workers’ concerns and recognizing each person as uniquely possessing strengths and needs. They are also facilitatively genuine with staff.
- The dimension of people also involves the phenomenon of supervisor's need to be liked. As a leader, the supervisor is focused on the achievement of organizational goals rather than the development of personal relationships. A supervisor with strong needs for affiliation may have strengths at building trust and commitment but find it challenging providing developmental feedback and/or managing conflict. A supervisor who has low affiliation needs may feel very comfortable in providing developmental feedback and dealing with conflict but may not be as attentive to letting people know that their concerns are being heard.
- People-oriented supervision results in motivated staff. Supervisors can establish a people-oriented work environment by:

- ✓ creating a sense of openness by establishing an atmosphere of trust and promoting clear communication,
 - ✓ involving staff and promoting collaboration that enhances information sharing,
 - ✓ promoting stability that minimizes negative reactions and resistance to positive change,
 - ✓ communicating a concern for people and a desire to listen to staff.
- Use of the interpersonal helping skills—particularly attending, questions and reflections—are paramount in communicating to workers a concern about how they are experiencing the job.

Ancillary instruction: Display PowerPoint slide #18: RATING YOURSELF: PEOPLE.

- Ask yourselves, “How much do I emphasize do I put on the SET behavior of people? How well do I seek out and listen to their concerns?” Please rate yourself on the SET behavior of people on your SET PROFILE worksheet.

Ancillary instruction: Pause a moment to allow participants to place a rating on their SET PROFILE worksheet.

- Tell participants that Q&A #6 will appear on their screen. Inform them that the question “How much do I emphasize do I put on the SET behavior of people?” will appear on their screen.
- They are to select the answer that most closely applies to them: Almost Always, Frequently, Occasionally, Seldom, Almost Never.
- After everyone has answered the question individually a group response will be displayed.

Ancillary instruction: Display the group response.

Coaching

Display PowerPoint slide #19: COACHING.

State:

- The supervisor who emphasizes the final SET behavior, coaching, meets regularly with staff and sets developmental goals with them, working towards the outcome of improving performance.

- A supervisor who provides coaching models effective behavior, observes worker performance, and provides feedback to assist the worker in their job performance through the refinement and enhancement of their existing skills.
- Coaching is based on the other SET practices:
 - ✓ **Communication** – Providing information on what is expected of staff, what desired performance looks like, and by giving workers information on how to perform.
 - ✓ **Monitoring** – By observing performance and reviewing case records.
 - ✓ **Feedback** – By emphasizing positive and developmental feedback and providing it frequently.
 - ✓ **Production** – By communicating expectations of high standards and quality for delegated tasks, then providing feedback regarding the results.
 - ✓ **People** – By showing concern for the worker’s feelings, needs, strengths, and goals.

Instruct participants:

- Let’s take a look at a short video clip.
- This clip involves a supervisor coaching a worker about how she can reengage a mother who is bipolar, currently in a manic phase and drinking.

Ancillary instruction:

- Show video clip #1 from the video, *Supervising Concurrent Planning*.
- Elicit examples of how the supervisor coaches the worker.

Example:

- The supervisor set additional expectations related to the need to keep the mother, Gwen, engaged in the professional helping relationship, even while she is experiencing a manic phase of her bipolar disorder.
- The supervisor provided the worker with very concrete examples of what she could say or do to reengage the mother, such as, “Gwen, I know there is a lot going on for you and your are not taking your medication right now and these issues influence our ability to talk about your children's needs.”

- We will be further developing your skills regarding coaching in the classroom sessions.

Ancillary instruction: Display PowerPoint slide #20: RATE YOURSELF: COACHING.

- Ask yourselves this question as you rate yourselves in this SET behavior on the SET Profile, “How much emphasis do I currently put on the behavior of coaching with my workers?”

Ancillary instruction: Pause a moment to allow participants to place a rating on their SET PROFILE worksheet.

- Tell participants that Q&A #7 will appear on their screen. Inform them that the question “How much emphasis do I put on coaching with my workers?” will appear in the question area.
- They are to select the answer that most closely applies to them: Almost Always, Frequently, Occasionally, Seldom, Almost Never.
- After everyone has answered the question individually a group response will be displayed.

Ancillary instruction: Display the group response.

Recognizing SET behaviors

Display PowerPoint slide #21: THE MATCH GAME.

State:

- We are now going to play a game that will further help you define the SET behavior.
- On the next several screens, you will read descriptions of a supervisor using the SET behavior we just defined. Read the scenario and then identify which SET behavior the supervisor is using by answering the question on Q&A (“WHAT SET BEHAVIOR AM I USING?”).

Comment: Because the LearnLinc technology permits just 5 answers, the trainer will have to call up a different Q&A for each of the scenarios presented. The trainer should take note of the specific Q&A needed for the specific scenario.

Display PowerPoint slide #22: SCENARIO A.

Ancillary instruction: Either select a participant (by using their hand raising tool) to read the scenarios or the trainer reads the scenarios.

Display Q&A #8 and ask participants to click and drag the Q&A to a part of their screen where they may see both the PowerPoint slide and the Q&A.

After the scenario is read, ask participants to answer the question, “What SET Behavior Am I Using?” by clicking on the correct answer in the Q&A.

State: That is correct. The supervisor is using the SET behavior of PEOPLE. She is referring to her worker’s feelings and reflecting implicit worker messages which are part of the people skills that make an effective supervisor.

Display PowerPoint slide #23: SCENARIO B.

Display Q&A #9 and ask participants to click and drag the Q&A to a part of their screen where they may see both the PowerPoint slide and the Q&A.

After the scenario is read, ask participants to answer the question, “What SET Behavior Am I Using?” by clicking on the correct answer in the Q&A.

State: That is correct. The supervisor is using the SET behavior of FEEDBACK. She is providing developmental feedback to the worker. Feedback is the third behavior in the Performance Management Cycle.

Display PowerPoint slide #24: SCENARIO C.

Display Q&A #10 and ask participants to click and drag the Q&A to a part of their screen where they may see both the PowerPoint slide and the Q&A.

After the scenario is read, ask participants to answer the question, “What SET Behavior Am I Using?” by clicking the correct answer in the Q&A.

State: That is correct. The supervisor is using the SET behavior of COACHING. She is providing regular counseling toward the goal of improving performance.

Display PowerPoint slide #25: SCENARIO D.

Display Q&A #11 and ask participants to click and drag the Q&A to a part of their screen where they may see both the PowerPoint slide and the Q&A.

After the scenario is read, ask participants to answer the question, “What SET behavior Am I Using?” by clicking on the correct answer in the Q&A.

State: That is correct. The supervisor is using the SET behavior of COMMUNICATION OF EXPECTATIONS. He is providing information to his workers and is clearly stating his expectations of their work performance. Remember, communication of expectations is one of the Performance Management Cycle.

Display PowerPoint slide #26: SCENARIO E.

Display Q&A #12 and ask participants to click and drag the Q&A to a part of their screen where they may see both the PowerPoint slide and the Q&A.

After the scenario is read, ask participants to answer the question, “What SET Behavior Am I Using?” by clicking on the correct answer in the Q&A.

State: That is correct. The supervisor is using the SET behavior of PRODUCTION. She is emphasizing high standards of performance by providing her workers with latest research findings.

Display PowerPoint slide #27: SCENARIO F.

Display Q&A #13 and ask participants to click and drag the Q&A to a part of their screen where they may see both the PowerPoint slide and the Q&A.

After the scenario is read, ask participants to answer the question, “What SET Behavior Am I Using?” by clicking on the correct answer in the Q&A.

State: That is correct. The supervisor is using the SET behavior of SUPERVISORY FOCUS. He is managing the “glass bubble” effectively.

Display PowerPoint slide #28: SCENARIO G.

Display Q&A #14 and ask participants to click and drag the Q&A to a part of their screen where they may see both the PowerPoint slide and the Q&A.

After the scenario is read, ask participants to answer the question, “What SET Behavior Am I Using?” by clicking on the correct answer in the Q&A.

State: That is correct. The supervisor is using the SET behavior of MONITORING. She is overseeing her worker’s performance and measuring them against her stated expectations. Monitoring is the second behavior in the Performance Management Cycle.

Congratulate and thank the participants on their work in recognizing the SET Behavior.

Summary points

Display PowerPoint slide #29: SUMMARY.

State:

- In this LearnLinc session we have defined the seven SET Behavior – Communication of expectations, monitoring, feedback, supervisory focus, production, people, and coaching. We have also identified the behavior of communication of expectations, monitoring and feedback as being part of the Performance Management Cycle.
- In your classroom session, you will be practicing these SET behaviors and developing your skills in the performance Management Cycle and coaching.

Thank participants for their participation. Ask for any remaining questions and say goodbye.

Enabling Abilities

At the end of this training session, you will be able to:

Cognitive

- define each of the seven SET Behavior
- identify the three SET Behavior that comprise the Performance Management Cycle
- match definitions to each of the seven SET Behavior

Affective

- value the use of the Performance Management Cycle in effective supervisory practice

Operative

- N/A

Seven SET Behaviors

Communication of Expectations

- »» Clarity of expectations
- »» Sharing information

Monitoring

Feedback

Supervisory Focus

- »» Getting results through others
- »» Using power and influence
- »» The “glass bubble”
- »» Managing conflict

Production

People

Coaching

SET Profile

LOW.....HIGH

COMMUNICATION OF EXPECTATION

MONITOR

FEEDBACK

SUPERVISORY FOCUS

PRODUCTION

PEOPLE

COACHING

Whiteboard #1

Components of Communicating Expectations

Purpose of Performance – *Why the performance must be completed.*

Outcome of Performance – *How much the worker must complete to achieve the purpose.*

Timeliness of Performance – *When the performance should begin and when it should be completed.*

Means of Performance – *How the task should be completed.*

Responsibility of Performance – *Who should complete it.*

Recognition of Performance – *How it will be measured when it has been achieved.*

Consequence of Performance – *The benefit of performance.*

Whiteboard #2 – Feedback

Positive Feedback

Negative Feedback

Developmental Feedback

Whiteboard #3 – Components of Supervisory Focus

Getting Results Through Others

Using Power and Influence

The “Glass Bubble”

Managing Conflict

Q&A #1: What SET Behavior Am I Using?

A: Production

B: People – **Correct answer**

C: Communication of Expectation

D: Coaching

E: Supervisory Focus

Q&A #2: What SET Behavior Am I Using?

A: Communication of Expectations

B: Monitoring

C: Feedback – **Correct answer**

D: Production

E: People

Q&A #3: What Behavior Am I Using?

A: Communication of Expectation

B: Coaching – **Correct answer**

C: People

D: Supervisory Focus

E: Production

Q&A #4: What SET Behavior Am I Using?

A: Coaching

B: Supervisory Focus

C: Production

D: Monitoring

E: Communication of Expectations – **Correct answer**

Q&A #5: What SET Behavior Am I Using?

A: Production – **Correct answer**

B: People

C: Supervisory Focus

D: Communication of Expectations

E: Feedback

Q&A #6: What SET Behavior Am I Using?

A: Coaching

B: Production

C: People

D: Monitoring

E: Supervisory Focus – **Correct answer**

Q&A #7: What SET Behavior Am I Using?

A: Communication of Expectations

B: Monitoring – **Correct answer**

C: Feedback

D: People

E: Coaching