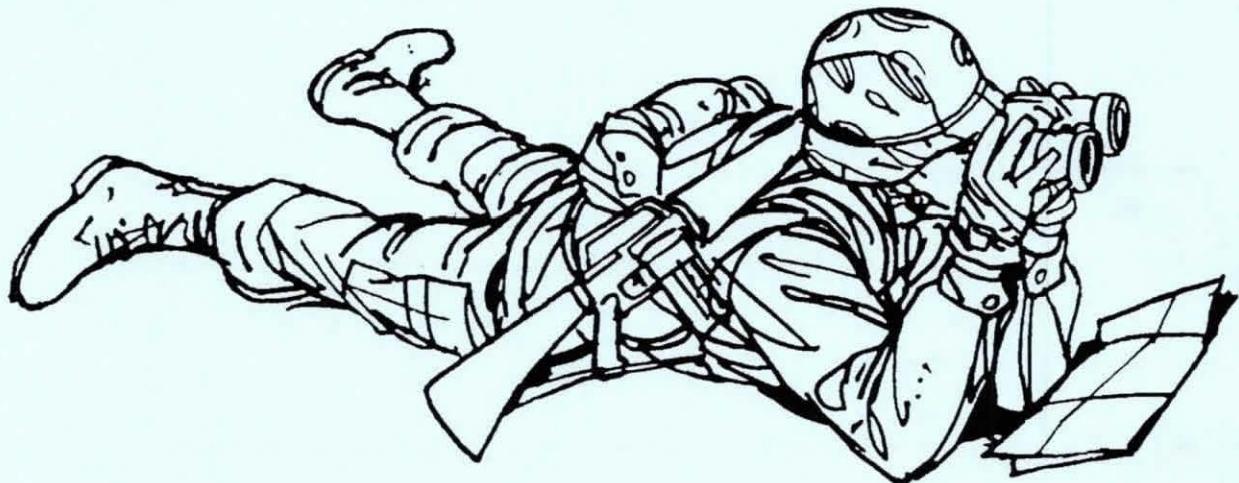


# **Remote Supervision**



**presented by**

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## **PAR**

Below are fifteen statements taken from actual job descriptions. The title of the person doing the job is in parentheses. For each, determine if the statement holds the person responsible for achieving a result or for performing an activity. If your answer is that the item is an activity, see if you can state the desired result of performing the activity.

1. (Salesperson) Increase profits from sales by ten percent this year.
2. (Mental Health Counselor) Spend at least fourteen hours per week in direct counseling of clients..
3. (Fire Marshall) Inspect all commercial properties for fire hazards once per year.
4. (Receptionist) People coming to or calling the office will view us as a competent, professional organization.
5. (Trainer) Conduct fifteen training sessions per month.
6. (Police Officer) Citizens in patrol area will be safe from burglaries.
7. (Bank Officer) Increase the number of long-term deposits at our bank.
8. (Teacher) Meet with children's parents once per quarter.
9. (Housekeeper in hotel) Customers will be satisfied with the cleanliness of their rooms.
10. (Hospital Cook) Patients will find their meals appetizing.
11. (Clerk) Increase office efficiency through improved office procedures.
12. (Purchasing Officer) Staff will be satisfied with the quality of their supplies.
13. (Community Relations Officer) Make presentations to citizen's groups.
14. (Master Gardener) Callers will be able to solve their plant disease problems.
15. (Typist) Type all correspondence in a timely manner without typographical error.

## **Control Quiz**

You are a the Volunteer Supervisor of a medium-sized CASA program. Frank, one of your volunteers, has just finished a difficult case. Although he seems quite committed to the program, you feel he may need a break before being assigned another case. He is employed by a local advertising and public relations firm.

1. On the way in from the parking lot this morning, your boss, the Executive Director, expresses her concern about two articles that appeared in the local paper, critical of the program. The articles featured many interviews with DSS caseworkers and questioned the quality of service that could be provided by volunteers. You ask Frank if he would write some press releases which stress the quality of the volunteer training and which spotlight the cases where the actions of CASA volunteers have created safe and permanent homes for children. He agrees. You then tell your boss you have done so.
  - a) What degree of control is Frank exercising in this matter?
  - b) What would you say to him if you wanted to give him more control?
  - c) What degree of control are you exercising in this matter?
2. You ask Frank to take responsibility for improving the public image of the program. He brings you three ideas of things he could do. You like two of them and approve them. The other is quite different than anything you would have thought of doing. You tell Frank you need to think it over and get back to him later. You put the proposal in your briefcase to study that night at home.
  - a) When Frank brings you his ideas, what degree of control is he exercising?
  - b) After you tell him you'll think it over and get back to him, what degree of control is he exercising on the one idea you aren't sure about?
  - c) What would you say to him if you wanted to give him more control?
3. Julie is a new volunteer. In her first progress report, you note that she hasn't talked to the foster family yet. When you ask her why, she says she called them but they haven't called back. You tell her to keep calling until she gets them.
  - a) What degree of control is Julie exercising in this matter?
  - b) What would you say to her if you wanted to give her more control?
4. Frank volunteers to host a Christmas party for the volunteers. He gave you a budget, which you approved. Today he comes to you to tell you that the entertainment is going to cost more than he expected. He says "What do you want me to do about this?"
  - a) What degree of control is Frank exercising in this matter?
  - b) What would you say to him if you wanted to give him more control?

# How are Entrepreneurs Motivated?

## Rodger Bailey

To understand how Entrepreneurs are motivated we need to learn about the process of being motivated. The following is an examination of that process.

### So, What is Motivation?

The District Sales Manager walks into the Sales Manager's office and says, "Jim, I've talked with that new salesman you hired. I don't know how you can say that he is highly motivated. He didn't sound motivated in our talk."

The Corporate Trainer calls the Production Manager and says, "You said that Frank wasn't motivated, but in this class he's the most highly motivated student."

The new salesman is talking with his Manager, "When I took over this territory, I studied the buying patterns of the customers here and I thought the Triple Z Corporation would be my best customer. Yet, I can't get their buyer excited about anything in our line."

Are these situations the result of a change in the motivation of someone or because people do not have the same perception of the nature of motivation? Probably some of both, and neither needs to happen.

To reduce motivation fluctuation and to increase the available knowledge about motivation, for the past three years we have been working with an advanced model of human behavior. This model greatly expands our ability to work with and motivate those around us. By knowing how each person is motivated we always know what to do and say to spark that person's motivation.

What are the situations where you would want to motivate others? In every situation where you want someone else to begin some action, you want to provide that person with a motive to act; you want to have that person generate behavior. Any time you want the other person to generate specific behavior; you want to motivate the other person.

In sales, marketing and advertising you want to motivate the prospect to become your customer. In managing, coaching, teaching, influencing, and in politics you want others to perform certain tasks. As a customer you want your supplier to perform certain tasks. In all areas of communication that should result in action, improvement in the motivation of those performing the action will mean improvement in the results.

We have been exploring the patterns that make someone good at motivating others. We have interviewed hundreds of business people in the last three years. Some have been good at motivating people and some have not. *Those who are good at motivating others are able to agree with or match up with certain behavior and language patterns of the people they want to motivate.* In this article we will discuss what they do and how they do it.

Motivation is not a single, measurable thing, like miles-per-hour (MPH) for a car. Many psychological instruments attempt to measure motivation and provide some scale for it. MPH can be measured on a fixed scale, but motivation cannot. Yet, in lots of ways motivation and MPH are similar. MPH is affected by the conditions of the road and the engine, by the weight of the vehicle, by weather, by gear ratios, etc. . . Motivation is also affected by many factors.

The MPH at any given moment is the result of the interaction of a variety of the factors (components). For instance, are the tires radial or not, does the engine have four, six or eight cylinders, does the car have automatic or manual transmission, is the road smooth or rough, is the road level inclined up or inclined down? There are many factors more that could be explored.

Motivation for each person at any moment is the result of the interaction of a variety of components. There are many components in the motivation system that people have and we will explore five of them in this article.

First, we will discuss ways of recognizing these patterns in the work behavior of people. When you have a chance to be around someone for a few days these patterns will begin to show themselves in almost every action a person takes. Then we will consider ways of talking with a person to spark their motivation.

So, for five components of the motivation system we will discuss the kinds of behaviors that people can exhibit. Then, based on the kinds of behavior you recognize, you will have a list of words and phrases that work best at sparking the motivation of that kind of person. Sometimes you will notice that a person does both of the behaviors that are described. In those cases you can use both of the sets of words and phrases and it will spark their motivation.

### Motivation Direction

What is the direction of motivation for this person? Does the person move *Toward* what they want to attain, gain, or achieve or do they move *Away From* what they want to avoid, steer clear of, or get rid of.

The *Toward* person is motivated by goals. When they have a goal to strive for, they generate behavior. When the *Toward* person is focused on a goal they seem unable to recognize problems associated with their goal or the path that they are on in their attempt to achieve that goal.

The *Away From* person is motivated to avoid problems. When they recognize that something is going wrong or can go wrong, they generate behavior. The resulting behavior is directed to avoid the problem or fix it. The *Away From* person seems unable to generate behavior in response to goals.

To motivate the *Toward* person you would talk about "the result," "the goal," "getting what you want," "having," "attaining," "gaining," "achieving." To motivate the *Away From* person you would talk about the "problem," "solution," "avoiding," "get rid of," "steer clear of," "not have."

### Motivation Source

Where does the motivation come from for this person? *Internal* people decide for themselves and *External* people need someone else to decide for them.

*Internal* people decide for themselves about the quality of their work. They decide on their own how to proceed on a task. As they start a task they know what successful completion will be. So, the *Internal* person is one who tends to decide for themselves what goal to reach for or what problem to avoid.

*External* people need others to decide for them about the quality of their work. As they start a task they do not know what successful completion will be. They need others around or some objective standard to be able to judge the progress of a project. So, they often have others tell them about the progress (do not mistake this with a need for strokes, both *Internal* and *External* people need strokes). The *External* person needs someone else to define what goals to go for or what problems to avoid.

If you want to spark the motivation of an *Internal* person, you would tell them "You know," "you decide." If you want to spark the motivation of an *External* person, tell them "others will help you decide," "others will let you know."

### Motivation Reason

Why does a person get motivated? What realms provide the spark for a person? We have found that this breaks down into

two patterns, just like the first two components. The *Options* person is one who wants to be working with ever expanding options. The *Procedure* person wants to continue to work with known options.

*Options* people are always looking for new ways. They want to expand their options. When they are given a procedure to follow, they will subvert it. They may be able to create procedures for others, but they seem unable to follow those procedures. When faced with an obstacle, they are already thinking of loopholes. They work best when juggling more than one task at a time.

*Procedure* people need to have clear-cut procedures to be able to do their job. They want to stay with known options and if they do not know the options, they will generate no behavior; if they do not know what to do, they will do nothing. When faced with an obstacle, they stop. Give them a procedure and they will follow it. They work best with only one task at a time.

When talking with a *Options* person, "think of the options," "consider the possibilities," "other ways," "choices," will spark that person's motivation. With a *Procedure* person, "procedure," "known way," "proven way," "follow directions," will spark that person's motivation.

#### Motivation Level

How much energy will the person have for initiating the performance of the appointed task? Again, this component breaks down into two patterns, just like the three former components. The *Proactive* person is the person who initiates and the *Reactive* person is the person who waits.

The *Proactive* person is interested in doing the task. On the job they are characterized by jumping into the task, usually without any analysis or study. They are doing and working most of the time. When given an opportunity to perform some task, this person will begin the task. The *Proactive* person acts without consideration.

The *Reactive* person needs to understand and analyze before they can act. This need for 'knowing' keeps them from initiating, but they will react to the initiations of others, they will act and perform in response to others. When given an opportunity to perform some task, this person will ask for more information or time to study or understand. The *Reactive* person considers without acting.

When talking with the *Proactive* person you need to say, "do," "act," "get it done," "work," "do it now," "make things happen" to spark his or her motivation. For the *Reactive* person, "this is what you've been waiting for," "know," "understand," and "analyze," will spark motivation.

#### Motivation Criteria

So far we have discussed components of a person's motivation system that are binary (either one way or the other). This component is not binary, it is open-ended. This involves words and phrases that are motivation sparks for a person. These *Criteria* do not fit in categories like the other components.

Every person has some *Criteria* by which they decide about everything special in their life. For some people it might be "fun, meeting people, challenge, and interesting." For another person the *Criteria* might be, "useful, effective, see what I've done, and satisfaction." For each person the set of words and phrases are unique and personal (Each person's definition for their *Criteria* is unique and personal, too. Do not think that you actually understand the meaning of someone else's *Criteria*).

*Criteria* is the basis for making decisions, so everyone will use their *Criteria* as their justification in making decisions. A person might say, "That's interesting," or "That wouldn't be useful," or "Tell me how this is in any way effective." Whenever someone objects to anything, they do so based on one of their personal *Criteria* and whenever a person decides to accept anything, they do so based on their own personal *Criteria*.

To spark the motivation of any person, use that person's *Criteria* as the justification when providing information or

asking for action. If a person has a *Criteria* of "satisfaction and challenge," and you want to get that person to perform a task, describe the task as "satisfying and challenging." Or, you can ask the person to find a way to make the task "satisfying and challenging" for themselves. Using a person's *Criteria* anywhere in a sentence will spark them.

#### Putting It All Together

Let us consider an employee who is *Toward, Internal, Options, Proactive*, and whose *Criteria* is "self satisfaction, honest, reliable, and happy." To get this person excited about a new project, you would say, "Honestly now, this project is a reliable way for you to get what you know you want. Think of the possibilities of how you can get the self satisfaction that makes you happy by making this happen." These sentences will so closely match this person's way of making sense of the world, that he or she will be unable to resist your suggestions about doing the project.

Consider now a co-worker that you need to influence to do some task, but you are not their supervisor. The person is *Away From, Internal, Procedure, Proactive*, with "not being bored, interesting, security, and excitement," as *Criteria*. You could say, "You know that an interesting way for you to avoid being bored and to maintain your security in this organization, would be for you follow the procedures to do this task in an exciting way."

How does the marketing and advertising person use this information to motivate large populations? The traditional method for the marketer to understand the population to be influenced is to do surveys. This is the same. Determine the characteristics of the population to be influenced by survey and then use these language patterns to make behavior happen. If no clear-cut pattern shows up in the survey for a particular component, use the language for both patterns and each group will be influenced appropriately.

#### How are Entrepreneurs Motivated?

Our data shows that Entrepreneurs are *Proactive, Toward, Internal*, and *Options*. The overview of the motivation style of such a person is that they actively (*Proactive*) go after (*Toward*) the goals they choose (*Internal*) and use every option or go around the rules (*Options*) to achieve those goals.

**Proactive:** They are characterized by jumping into every project without taking time to think it through. Their days are filled with action. This action holds them in good stead as they begin each new task. Most of their success is based on their tendency to act (many business failures that we have seen have been because people did not initiate). So, they are motivated by situations where they can act and initiate.

**Toward:** They are goal oriented. They tend to be so goal oriented that they don't recognize the "down-side" of a situation. They might give lip service to the problems or the situations that should be avoided, but they hardly ever account for them in their plans. This is often referred to as "being focused;" keeping all of your attention on the outcome and not being diverted by errata. The entrepreneur has this trait of being so focused that they tend to only think about getting the outcome. They think only of reaching the goal. They are motivated by situations where they have a goal to focus on.

**Internal:** Entrepreneurs tend to be the kind of person who decide for themselves. This means several things about them. First, they are strong-willed (bull-headed, stubborn, etc.) and they are motivated to be in situations where they get to do all of the deciding; they are motivated by situations where they are in charge. Second, they cannot learn from other people's mistakes. They cannot accept what others tell them. They must make their own mistakes to be able to learn (it's rare for the entrepreneur to be successful in their 20s - most seem to "make it" in their late 30s thru 50s - we think that this is because they have to make at least 15 years of mistakes for them to learn enough to begin to succeed). So, they are also motivated by situations where they get to gain more "experience." Third, they have trouble accepting compliments. These can only be accepted when the compliment exactly matches their own belief about the thing being complimented. This means that they have trouble in

hierarchical, corporate work settings, because they often reject the management interventions of their immediate super-visors. They reject the compliments (and the criticism), because it rarely matches their own views. So, they are motivated by situations where they have no supervisor (with whom to disagree).

**Options:** The entrepreneur cannot follow procedures. Given a clear-cut procedure that always works, this kind of person has to do it another way or modify the procedure (every time). The Options person is always coming up with another way of doing things. The Options person is driven to alter the normal way. They are excited and motivated by opportunities and possibilities and situations that they can use or introduce alternatives.

So, a recap of the situations that motivate entrepreneurs is that they are motivated by situations where they can act and initiate. They are motivated to be in situations where they get to do all of the deciding; they are motivated by situations where they are in charge. They are also motivated by situations where they get to gain more "experience." They are motivated by situations where they have no supervisor (with whom to disagree). They are excited and motivated by opportunities and possibilities and situations that they can use or introduce alternatives.

### **Implications about Entrepreneurs**

It seems to us that an entrepreneur is an entrepreneur because of these motivation factors. They have trouble in corporate structures because they don't like to follow procedures, they don't like being told what to do, they are "forced" to do things some alternative way, they have to jump in on each project, they want to decide about their own goals, and they have to be in charge.

There are some other implications that need to be noted. Because of their tendency to jump right in on a project, they often have not taken the time to understand. Because of their tendency to focus only on the goal, they often get zapped because they don't account for the things that could go wrong. Because they don't listen to others and cannot learn from other's mistakes, they have to make a lot of mistakes to gain enough experience so that they automatically jump right into the situations that are good for them. After a lot of mistakes they automatically know how to handle and avoid problems (learned behavior patterns - still not a natural pattern). Because they are driven to do things some other way or to offer alternative ways, they often offer alternatives that are not needed or are not popular or are not profitable.

### **What Next?**

Our investigations into the nature of motivation and who succeeds at motivating others are still continuing. We will uncover other factors, other components of the motivation system. For now, we know that those who are the most successful at motivating others are utilizing the information that they have about others. Those who are most successful at getting others to do what they want are using these kinds of words and phrases in their discussions with others.

If you want to increase your effectiveness at motivating others, then you will begin to recognize these patterns in others, and you will begin to talk with people in ways that match their ability to understand and respond with increased motivation. As you use this information and as you change your language patterns to match others, you will join the ranks of those who are most successful at motivating others.

# Managing the Non-entrepreneurial Employee

To be successful in working without close supervision, an employee needs to have "the entrepreneurial personality," as explained in the seminar. Sometimes, however, the person does not have the motivations of the entrepreneurial employee. In such cases, the supervisor needs to develop that individual so that they behave in a more "entrepreneurial" fashion. The bad news is that this requires more management time. The good news is that the likelihood of the employee doing the wrong thing is reduced. Some strategies for doing so include:

## **Ask for Recommended Courses of Action**

It is important that employees at a distance be self-assigning. Non-entrepreneurial people, however, tend to be externally motivated, meaning they are inclined to value external commands. In the seminar, you learned about four degrees of control. Those who are reluctant to self-assign should operate at level three on the control scale, meaning that you should ask them for recommended courses of action. At this level, they are unable to avoid making self-assignments.

This method requires a commitment to regular communication with the employee. The less likely the employee is to take action on his own, the more often the manager will have to communicate and ask for recommendations.

## **Check Progress Frequently**

The non-entrepreneurial personality is motivated by avoiding unpleasantness rather than by achieving a goal. A powerful motivator for such people is the fear of missing deadlines. Therefore, the manager should make sure that these employees have clear deadlines to report progress on their efforts.

## **Develop Policies**

In order to learn to make decisions on their own, the non-entrepreneurial person needs the safety of some approved principles to guide them. The manager needs to develop policies to perform this role. Ask yourself "What decisions do my people ask me to make?" And "What do they ask my permission to do?" After answering these questions, ask yourself "What principles do I apply in reaching these decisions?" Those principles can be communicated to your people to act as guidelines in making their own decisions.

## **Ask Questions**

The entrepreneurial personality is motivated by options; the non-entrepreneurial person prefers procedures. To develop people's ability to consider options, the manager can ask them questions such as the following:

- What else have you thought of?
- How could we improve what we do?
- What have you done lately that's proactive?
- Are there other ways of achieving this goal?

These and similar questions can spur the employee to think more creatively and to realize that the manager places a positive value on proactive thinking.

# Delegating for Results

## Define the Assignment in Terms of Results

Delegation is the art of giving a volunteer the authority to carry out a mutually agreed upon responsibility. The most fundamental skill involved is defining the responsibility. This should be phrased in terms of outcome or something to accomplish. It should define the desired end-product, not the means of achieving it.

## Define the Level of Control

The second step in delegating effectively is to define how much authority the person has in carrying out the responsibility. This involves choosing among three options: the volunteer will either figure out how to accomplish the result on his own without reporting to you or will figure it out and then report progress or will submit a strategy in advance and then report progress. In all of these cases, it is important to keep the authority for the work in the hands of the worker.

## Communicate Any Guidelines

If there are relevant policies, laws, or values that the volunteer should work within, it is important to communicate these clearly at the onset. These should explain what *must* be done as well as what *cannot* be done.

## Make Resources Available

If you know of any resources that would make the volunteer's job easier or that would increase his chance of success, you should communicate these at the outset. At this point, you should stress your role as a resource. If the volunteer encounters difficulty, he should feel free to come to you for counsel. When giving advice, however, it is important to make sure that you keep the authority for the work in the hands of the worker, that, if at all possible, you avoid telling the worker what to do.

## Determine Criteria for Success

The volunteer should know, at the outset, how his work will be judged. He should be involved in determining the criteria, and he should have access to the data that indicates success or failure as he attempts to fulfill the responsibility.

## Set Up Checkpoints

Unless the volunteer is at level one on the control scale, he should note on his calendar when he will be expected to report his progress to you. The frequency of these checkpoints depends on your anxiety about the volunteer fulfilling the particular responsibility.

# Delegating Tomorrow

In the spaces below on this worksheet, fill in what you will say to someone you supervise tomorrow in order to delegate a task to him or her. When you are finished, share your work with two or three others and give each other help in perfecting the assignment. After all have shared their work, choose *one* example to share with the larger group.

**Define the Assignment in Terms of Results:**

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**Define the Level of Control:**

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**Communicate Any Guidelines:**

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**Make Resources Available:**

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**Determine Criteria for Success:**

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**Set Up Checkpoints:**

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# Chapter Nine

## Supervising the “Invisible” Volunteer

One of the biggest challenges in management is supervising those volunteers who work outside the normal office setting. These workers may be separated from their supervisors in a number of ways:

- assigned to a field office, which is geographically separated from the headquarters;
- in a job which requires them to work alone in a field setting, perhaps matched with a particular client; or
- working in a different timeframe from office staff, perhaps an evening or weekend assignment that doesn't overlap normal office hours.

This separation, while small in appearance, is quite significant in practice. Anyone who has ever worked in a separated environment realizes the increased potential for frustration, inefficiency, dissatisfaction and occasionally even outright revolt. Those volunteers often come to believe that the central office doesn't understand the “real problems” and those in the central offices see those in the field as not seeing the “big picture.”

The reasons for the increased complexity in managing volunteers at a distance is based upon logistical and interpersonal grounds. The logistics of dealing with individuals in locations apart from our own are quite formidable. People are harder to locate when you need them; communication more often gets delayed, distorted, or goes totally awry; people don't have access to the same resources, equipment, and support.

Interpersonal problems also abound. We are accustomed to dealing with people on a face-to-face basis, so communication at distance always seems unnatural and works less perfectly. It is hard for a supervisor to trust what they can't see, so there is always doubt that workers are doing what they are supposed to. At the same time, volunteers find it difficult to take orders from a person who isn't on the front line to actually experience conditions, so it is hard to give proper credence to directives from a central office. They also often feel left “out of the loop” in decisions that affect their work.

Long distance management structures represent a vast increase in organizational complexity. Studies of more complex organizational structures have indicated that they are more likely to be subject to the following types of organizational problems:

- Tensions between the field people and the headquarters office people, with neither fully respecting the positions or needs of the other.
- Depersonalized leadership styles, with individuals relating to each other as “titles” rather than as persons.
- Fragmented understanding, with each person holding on to information and failing to share it.
- Inefficient project work and teamwork.
- Growing subservience to paperwork, and an increased feeling that the paperwork bears no relation to reality.
- Flourishing of individual agendas, as the more motivated individuals simply retreat from the organization and begin to follow their own instincts.

You may recognize a few of these characteristics in your own organization.

It is important to note that these types of difficulties are commonly caused by the structure of the more complex system, and not necessarily by the personalities involved. We are simply more accustomed to working in close proximity. We find it “natural” to adopt behavior that is based on working next to our co-workers, and we forget that working with those who are not just “down the hall” can be a quite different managerial situation than what we are used to. In many

Built into decentralization is the age old tug between autonomy and control: superiors want no surprises, subordinates want to be left alone. The subordinates push for autonomy; they assert that by leaving them alone, top management will show its trust from a distance.

The superiors, on the other hand, try to keep control through information systems. The subordinates see the control devices as confirming their suspicions – their superiors don't trust them.

Chris Argyris

cases the structure creates problems despite the best intentions of those involved. In some cases, those same best intentions can actually worsen the situation, since some "good" management techniques that work in the normal office setting can have exactly the opposite impact in a long distance management situation.

A Volunteer Program Manager in a long-distance system must work hard to reduce this distance, and to establish a working environment which offers a sense of bonding and team work, better communication, and a feeling of control for all parties involved in a long distance work relationship. There are three key areas in which to concentrate efforts:

- Bonding
- Communication
- Control

## Creating a Sense of Bonding

All long distance supervisory relationships work better when there is a sense of identification or 'bonding' between headquarters and field staff. Volunteers work better when they feel closely connected to the organization, when part of their identity is wrapped up in being a member of the organization. We work more effectively with those with whom we have a sense of shared experience and with those with whom we think we have a personal relationship. In the usual work situation, this feeling will often develop naturally over time; it will only happen with long-distance volunteers if you continually strive to create it:

- Strive to achieve a sense of personal contact between headquarters and the field. People are more likely to communicate with those that they know and more likely to forgive errors in communication. They are also more likely to feel comfortable being supervised by those of whom they have some personal knowledge rather than some "faceless" being from above. We are more likely to trust and work well with people when we have a sense of "who they are" and think they know us and value us enough to look after our interests as they do their own.
- The key moment in the bonding experience is when volunteers first join the organization. It is important at this point to give them a sense of welcome and inclusiveness, demonstrating that the organization truly values them and welcomes them into the group. At this early point the behavior of the volunteer and their attitudes towards others can easily be shaped by how they perceive the culture of the organization. A smart supervisor will consciously greet and welcome the new volunteer and make them feel at home, and will frequently seek out the new volunteer during initial days. Research suggests there is a 60-day "window of opportunity" in which opinions are firmly shaped regarding whether the volunteer establishes a positive or negative relationship with the organization.

If we devise too elaborate a system of checks and balances, and have too many inspectors going out as representatives of the parent organization, it will only be a matter of time before the self-reliance and initiative of our managers will be destroyed and our organization will be gradually converted into a huge bureaucracy.

Robert Wood  
Sears, Roebuck and Co.

- One way to get people to know each other is to bring new field people for a visit to headquarters. Frequent meetings (conferences, in-service training, workshops, trips, planning retreats) are another way to achieve this. A supervisor can get to know his or her people by visiting them in the field, but this should be mixed with attempts to get the field people into headquarters to give them a sense of relating to the larger organization.
- There are ways to assist bonding that do not require face-to-face meetings, but they are not as effective. These include electronic mail systems, telephone messaging systems, and other means of electronic communication. Publishing a telephone directory with photographs is another means of getting people to see one another as human beings and not as cogs in the machine. Other ways include support groups, utilization of teams composed of people from different areas, or the swapping of assignments with other volunteers (the 'walk a mile in their shoes' approach).
- Mentors and "buddies" can also be used to establish bonds with the organization. You must be careful with this approach, however, since the bonds formed will be stronger with the individual than with the organization. If the mentor leaves or is dissatisfied with the organization, this will affect the feelings of the volunteer.

- Bonding can be strengthened through adding the personal touch to communication. Being interested and concerned in another's personal life, remembering birthdays and anniversaries, or remembering and asking about

family members, are ways to show a separated volunteer that you value them as a person, not just as a worker.

- Having a common vision is another key element in bonding. People who feel they are working toward a mutual goal and who feel responsible to each other are more likely to perceive shared interests and values. This is why wide participation in strategic planning is important.
- Recognition events are great opportunities for bonding and mutual celebration. Being congratulated in front of a peer group tends to strengthen peer bonds if the recognition system is perceived as a fair and honest one.

## Maintaining Communication Linkages

Supervising people who work away from your office requires proactive efforts at communication. The main danger is that people will become alienated from the organization and develop an "us versus them" attitude. Consider the following suggestions:

- People in isolated or separated settings will naturally have more communication problems than those who are gathered in one spot. The smart supervisor will simply plan for this difficulty and adjust to compensate. Generally speaking, processes will take longer, will include a greater chance of misunderstanding, and will need to be managed more carefully.
- Workers in isolated or separated settings are prone to develop fears about their degree of inclusion in the system. They will worry about whether they are being kept informed of things (both as decisions are considered and after they are made) and whether their input is sought and valued.
- Withholding information from your people creates a sense in them of having second class status. Secrets are the bricks in the walls between people. People from whom information is withheld will go to extraordinary lengths to either obtain the information or to create their own versions of what is going on.
- When decisions that affect people are being made, efforts should be undertaken to involve those people in the decision-making process. Bringing people together for interaction is the best way to accomplish this. At this stage of development, technology can supplement but not totally replace face-to-face communication. For many people, written communication is not an adequate substitute.
- The longer it takes for a decision to be made at the central office, the more left out people outside will feel. The more important the response, the longer the response time will seem. Strive to get back quickly to those in the field, if only to deliver an interim response. Remember that they can't "see" that you're doing something with their message; to them no response will seem as though they are being ignored.
- Much of communication in an office takes place by osmosis—we learn things simply because we are in the vicinity of their occurrence. A supervisor in headquarters is in a much better position to learn via osmosis than a field worker, and a smart supervisor proactively attempts to pass along as much information as possible to the field. It is better to pass more information than is needed than to give the field a sense that you are restricting their access to information.
- Good communication should be viewed as a 'web' connecting all within the system—it should function up, down, sideways and across. If you do not design your system to function this way, your workers will re-engineer it to do so, and will probably leave you out of their design.
- Claims by central office staff that it is "difficult" to communicate effectively and swiftly with geographically separated workers will never be believed by those in the field. After all, we are all joined by a highly unofficial "rumor mill" which communicates instantaneously.
- Communication and bonding strategies are often the same. One CASA program, for example, assigns each of its board members to communicate with a small group of field-placed volunteers. Each month the board member is to have some type of communication with each of their assigned volunteers, either in person via an individual or group meeting or on the phone. This gives field volunteers an opportunity to communicate (with an important "per-

Communication is not just words, paint on canvas, math symbols or the equations and models of scientists: it is the interrelation of human beings trying to escape loneliness, trying to share experience, trying to implant ideas.

William Marstellar

nage") and creates a sense of teamwork. It also gives the board members something "real" to do and gives them a true sense of what is happening in the organization at the work level.

- Uniformity should not be pursued as an end in itself. Use what works, which may be very different with volunteers in different situations. As a supervisor your job is to find a method of communication which works.

### Using a Newsletter to Foster Communication

In a long -distance situation, one of the most important media of communication can be the agency newsletter. Although typically the newsletter is regarded as junk-mail by volunteers, it can, if created properly, help overcome many of the motivation and control problems of long-distance supervision. An effective newsletter can provide the volunteer with the following information:

- *Pride in the Program*

As mentioned previously, one CASA program includes statements from volunteers in each newsletter attesting to the reason they are proud to be part of the program. Each volunteer who reads these statements gains familiarity with other volunteers (who they may have rarely met) and can share in the pride each offers.

- *Insider Information*

The newsletter should let volunteers know everything that the agency is planning to do and even considering, including problems the agency faces. Nothing makes a volunteer feel more like a second class citizen than reading facts about the agency in the newspaper that he didn't know.

- *Who's Who*

One of the problems of working at long distance is not knowing who the agency staff members are. Volunteers typically are introduced to them at training, but may quickly forget their names. The newsletter can contain pictures and articles about the work of an agency staff person or other volunteer each week.

- *Recognition and Celebration*

The newsletter should note any accomplishments made by the agency in the past month. Volunteers who contributed can be recognized in the newsletter. The newsletter can also spotlight a volunteer each week, telling something about them and their work.

- *Keeping the Purpose alive*

The newsletter should report progress made toward the agency vision. Any small step, such as an appointment for a meeting with a funder, should be noted, so volunteers have a sense that the vision is becoming a reality.

- *Training Reinforcement*

The CASA program in Baton Rouge includes a case study in each issue. Each of these is a thorny problem volunteers might face that they were taught how to handle. Volunteers are asked how they should handle the situation and instructed to call the office if they aren't sure of the right approach.

### Exerting Supervisory Control

The kind of person who works best in a long-distance relationship is a self-starter. This is a volunteer who is internally motivated rather than externally goaded, who is proactive rather than reactive, and who makes decisions instead of waiting for instructions. This volunteer takes initiative and doesn't need to rely on others to give him orders. This type of person might be referred to as having "the entrepreneurial personality."

There are two problems with such a volunteer. First, they are hard to find. The vast majority of people in our society are reactive rather than proactive. This is why many people who are placed as long-distance volunteers either wind up doing nothing at all or calling the office every fifteen minutes asking for direction.

Second, the very traits that make them desirable can also make them a Volunteer Program Manager's worst nightmare. These volunteers are totally comfortable with the freedom and responsibility but may begin to behave as though this implies complete autonomy over their work activity. They may give higher priority to their own goals than the goals of the program. They may commit their considerable energies in the name of the agency to tasks that bring the agency disrepute.

We do not expect you to follow us all the time, but if you would have the goodness to keep in touch with us occasionally...

Thomas Beecham,  
Conductor, London  
Philharmonic Orchestra

## Setting Up Control Limits on Long Distance Volunteers

The challenge with these volunteers is to rein them in, to channel the energies of the entrepreneurial personality. Managing long-distance volunteers requires establishing a zone of control between these two extremes, since too much variance in either direction will impair the ability to perform effectively in a separated work unit. Some actions to control the entrepreneurial person without demotivating him include:

- *Set Priorities*

The main tension between supervisors and long-distance volunteers is between the volunteer's need to decide what he or she will do and the supervisor's need to make sure that those things are effective. To minimize the conflict, establish clear priorities to guide volunteer's daily decisions. These priorities should give volunteers a clear sense of what is important and how their time should be spent even when a supervisor is not around to give immediate instructions.

- *Establish Clear Responsibility for Results*

One problem you can face at long distance is that volunteers will stray from the focus of the program. For example, a volunteer assigned to find the facts in a case of child abuse and make recommendations to the court may begin to engage in a big brother or mentoring role with the child, taking him to the zoo, reading to him after school, buying him presents and so forth. To guard against this, set clear results for the volunteer, as described in the chapter on job design. Further, ask volunteers to recommend observable, obtainable goals each month. These goals should relate to the results they are responsible for achieving. For example, a CASA volunteer (pursuing the result of providing the judge with the information necessary to make the best placement for a child) might recommend that in the upcoming month she could compile the child's complete medical history. By agreeing on what the volunteer is trying to accomplish, the supervisor has some confidence that the volunteer is going to channel her energies in the right direction.

- *Use the Degrees of Authority*

Use the scale of control presented in the chapter on supervision to provide yourself with insurance that what volunteers do to achieve their goals is likely to be effective. Over time determine whether the volunteer is capable of working mostly on their own, whether you need to be informed as they make decisions, or whether you need to constantly approve her suggested decisions or even give her assignments. Based on this judgment, allocate your time accordingly to give more attention to those who you are less confident can work alone. Maintain bonding and communication links, but increase the volunteer's level of control to free up your own time.

Unless the volunteer is at level one on the control scale, have regularly scheduled chats to check volunteer progress toward goals. Allocate your time and attention according to your experience with each volunteer. Direct more attention to those who have shown the need for monitoring or re-direction, but do not ignore the good performers simply because they are not causing problems. If you ignore them, they may eventually cause problems just to get your attention.

- *Set Accountability*

Measure the performance of each volunteer according to the principles laid out in the chapter on job design. Make sure all volunteers get feedback on the extent to which they are achieving their results.

- *Establish Policies*

As discussed in the chapter on supervision, clear policies give the volunteer guidance in making daily decisions. By making sure all volunteers know the policies that are to guide their actions, you increase the chance that each behaves in a correct manner.

- *Communicate Values and a Common Vision*

The broadest element of control (and sometimes the most significant, since it can cover unforeseen eventualities) is to make sure that all volunteers share a common vision of what the program is attempting to accomplish and a set of common values about what is the "right" way to go about accomplishing this vision. These broad principles of proper behavior will give the volunteer a sense of what ought to be done, even in circumstances that have not before been encountered.

The more you want people to have creative ideas and solve difficult problems, the less you can afford to manage them with terror.

Daniel Greenberg

## Dealing with Non-Entrepreneurial Volunteers

Some volunteers are not comfortable with the increased freedom and responsibility of a long-distance assignment, even

though they are perfectly capable of doing the actual work and would fit in quite easily in a "normal" setting. The challenge with these non-entrepreneurial people is to get them to behave in a more self-starting manner. Here are some tips:

What loneliness  
is more  
lonely than  
distrust?

George Eliot

- *Ask for Recommended Courses of Action*

It is important that volunteers at a distance be self-assigning. Non-entrepreneurial people, however, tend to be externally motivated, meaning they are inclined to value external commands. In chapter eight, you learned about four degrees of control. Those who are reluctant to self-assign should operate at level three on the control scale, meaning that you should ask them for recommended courses of action. At this level, they are unable to avoid making self-assignments.

This method requires a commitment to regular communication with the volunteer. The less likely the volunteer is to take action on his own, the more often the manager will have to communicate and ask for recommendations.

- *Check Progress Frequently*

The entrepreneurial personality is motivated by avoiding unpleasantness rather than by achieving a goal. A powerful motivator for such people is the fear of missing deadlines. Therefore, the manager should make sure that these volunteers have clear deadlines to report progress on their efforts.

- *Develop Policies*

In order to learn to make decisions on their own, non-entrepreneurial people need the safety of some approved principles to guide them. The manager needs to develop policies to perform this role. Ask yourself "What decisions do my people ask me to make?" And "What do they ask my permission to do?" After answering these questions, ask yourself "What principles do I apply in reaching these decisions?" Those principles can be communicated to your people to act as guidelines in making their own decisions.

- *Ask Questions*

The entrepreneurial personality is motivated by options; the non-entrepreneurial person prefers procedures. To develop people's ability to consider options, the manager can ask them questions such as the following:

"What else have you thought of?"  
"How could we improve what we do?"  
"What have you done lately that's proactive?"  
"Are there other ways of achieving this goal?"

These and similar questions can spur the employee to think more creatively and to realize that the manager places a positive value on proactive thinking.

The best advice for dealing with non-entrepreneurial people is not to put them in long-distance situations to begin with. Spend more time and energy in the selection of long distance volunteers. You are looking for people whose personality will allow them to follow their own direction and maintain their own momentum. Many people are not capable of the discipline necessary to work outside the normal office setting. Effective long distance workers will need to be self-motivated, well organized, and capable of dealing with problems on their own.

Supervising long-distance volunteers is much more difficult and much more uncertain than supervising volunteers who work within the same office structure. The Volunteer Program Manager working in this separated environment must accept the fact that supervision will work less perfectly, more slowly, and with greater confusion than desired.