

### *Who's the Boss: Peer Supervision, Managing Up and Other Ways to Be a Boss*

[Elective 2]

<b>AUTHOR(S):</b>	Adam Allenberg
<b>SUMMARY:</b>	The relationships we form at camp are some of the most impactful in our lives. The power of those relationships often makes us want to be better and to help others realize their best selves. In this session, we will share practical techniques to take advantage of spare daily moments as effective tools for managing up and down the leadership ladder, building better cabin teams, and learning with and from your peers. Learn to exploit your time at camp to learn with and from the ones who have earned your trust. -Adam Allenberg
<b>TOPIC(S):</b>	Leadership development, effective and professional communication, organizational health, staff health, public gratitude, <i>tochecha</i>
<b>LEARNING OBJECTIVE:</b>	At the end of the session, participants will be able to: <ul style="list-style-type: none"> <li>• Share one or two meeting and feedback methods to use with a supervisor or peer to address a specific concern.</li> <li>• Demonstrate a brief and direct piece of feedback</li> <li>• List three ways in which feedback can be constructive</li> <li>• Suggest a camp communication method for their camp that could be used more effectively as a place for feedback and morale reinforcement</li> </ul>
<b>AUDIENCE:</b>	Intended for professional development for staff-in-training and all levels of staff, but could be modified for oldest campers (as problem solving skill building). Individual techniques could be taught to groups of 10-1000 in 10-25 minutes.
<b>TIMING:</b>	90 minutes (individual units can be broken down into 15-45 minute individual programs)
<b>APPENDICES:</b>	None
<b>MATERIALS NEEDED:</b>	3 pages of sticky, flip chart paper 2-3 differently colored markers for flip chart
<b>SET-UP DETAILS:</b>	This can take place anywhere a conversation can take place uninterrupted by camp business. An office where a door can be closed. The athletic field. It doesn't matter.

For our purposes at Cornerstone, we will require a private space with 20 chairs.

### SESSION TIMELINE & OUTLINE:

**0:00 Welcome** everyone. Note: If you're sitting next to someone you work with, I want to encourage you to switch seats and sit next to someone from another camp. This may make the practice part of this a little easier. Everyone stands up and picks a new place to sit.

**0:03 INTRODUCE** yourself to the person next to you.

**0:07 OUR GOAL** during our time together is to explore and practice five management techniques to help:

- keep yourself growing, and not stagnating, as a person,
- articulating what you need and hearing what others need from you,
- developing your words, your ears, and your heart for supportive feedback,
- hold yourself accountable for your tasks and responsibilities to others.

Principally, these are methodologies for giving and sharing feedback.

**0:10 CONSIDER** Ask the group, “**Why is feedback important?**”

- Some answers include:
  - Staff need to feel their work is noticed.
  - Critical, thoughtful feedback, even when formed as a criticism lets your staff know their work is important to you and your camp.
  - People want to grow and be better! How do they know if their work is good?
  - How do we come to agreement on what we consider “good”?
  - Self-assessment, though an important skill to cultivate in your staff as well, is too subjective to be enough assessment for growth.

### 0:15 THE 1-MINUTE MANAGER

1. The 1-Minute Manager
  - a. Describe: The concept of the 1-minute manager is simple. Quick, direct, effective feedback in the moment is sometimes the best way to handle a situation. Further, it can be a way to plant a seed for reflection that is the source of conversation at your next formal meeting.
  - b. *When to Use:*
    - i. *To expedite feedback about something happening in the moment that could still be corrected.*
    - ii. *To remind and reinforce predefined ethics of work and care at camp.*
    - iii. *To offer encouragement in a moment of doubt or needed support.*
  - c. Demonstrate: Invite up a participant and offer a piece of feedback: “*I want to thank you for working so hard today. I can see in your face that you are really giving it your all out there. And your campers know it too. I also want to remind you that your co-counselors are working just as hard as you are. You don't always see what others do while you are in other areas of camp. The success of your cabin is not something you can claim alone. You are part of a team and others are carrying water here, just like you. Remember that. And, again, thank you for all that you're doing.*”
    - i. What did you notice?
    - ii. How was this feedback structured?
    - iii. How does body language help communicate that this is a meeting?



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- d. Practice: With a partner practice giving feedback, like we just demonstrated about the following scenario: *One of your programming staff people has been working for two weeks on a large, all-camp program. S/he has been working late nights and working hard to get staff buy-in for this program. Despite lots of detailed planning, the program begins with a bumpy start. Halfway through the program you find that same staff person who organized the experience for camp, laying on a couch in the staff lounge resting. You approach the staff person to encourage them to return to the program.*
- e. Reflect:
  - i. What was hard about that?
  - ii. What was liberating about that?
  - iii. How might you use this at camp?
  - iv. How might you use this in your life?

### 0:35 West Wing Meetings a.k.a. Walk and Talk a.k.a. Get Your Steps In (or Drive and Discuss)

2. Short meetings to address something specific and solvable problem—nothing existential— or talk through the steps of a predetermined solution (e.g. next steps following a firing of a staff person).
  - a. Describe: Not everything requires a sit-down, but many sensitive matters arise at camp and it can be difficult to find privacy. This meeting methodology communicates to others that you are unavailable to talk, and signals to those in the meeting that there is a limited amount of time to sort out whatever needs sorting. These meetings are great between camp activities, but they can also be used as a way to cut short a conversation that has gone on too long and a decision needs to be made.
  - b. Practice: Take a walk with someone and discuss the following scenario. While walking you need to ignore others and politely decline being engaged in another conversation. I need an answer by the time you get back here in 3 minutes.
    - i. Scenario: *There was a calendaring error at camp in communicating with a visiting artist. Apparently, your contract for their concert is on the same night as your unit's closing ritual, in this, their last summer as campers. To make matters worse, this is also the night a visiting group of day campers arrives at camp for three nights as a "Taste of Camp." What adjustments in the schedule can be made? Who needs to make that happen? Who else needs to be involved? What will be needed?*
  - c. Participants leave the room and return 3-5 minutes later.
  - d. Reflect:
    - i. How did you arrive at an answer?
    - ii. What did you prioritize?
    - iii. Were you surprised?
    - iv. How did the constraints of the walk change your thinking?
    - v. How did the constraints of the walk change your communication style?
    - vi. How might you use this at camp?
    - vii. How might you use this in your life?

### 0:45-0:50 BREAK

### 0:50 Feedback Loop Groups

1. Preassigned groups that provide peer-based feedback.
  - a. Describe: This is a way for small groups of peers to learn to offer feedback and learn to receive it from those who have earned or are working to earn our trust. Staff at camp should come to see each other as resources for learning, and themselves as a source of authority and experience. Groups can be organized differently to respond to the function it serves:



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- i. All counselors in the same unit
  - ii. All staff from the same city
  - iii. Songleaders
  - iv. Lifeguards, etc.—this may limit the perspectives of the group. Instead, groups organized from different program areas of camp and representing different ages, geographies and experience is optimal for introducing cross-camp staff respect and support.
- b. Group Rules:
- i. The agenda is set by the group. Each person is invited to add to the agenda.
  - ii. Agenda items should be questions about performance, seeking feedback on something specific or inviting others to reflect on shared experience at camp.
  - iii. Each person is invited to respond to each agenda item. Others should not interrupt while responding.
  - iv. Each person responds to the agenda item before the person who put it on the agenda may respond or ask for clarification from the group.
  - v. Equal and/or appropriate time should be designated so that each agenda item can be addressed.
  - vi. The Feedback Loop is closed when all have had their agenda items addressed and all have had a chance to respond.
- c. *Chevruta:*
- i. What areas of camp life could you use this to help staff get feedback or gain perspective on their work?
  - ii. For what areas of your own life would you want to create a reflection “loop” group?
  - iii. What groups would you create?
- d. Report Out: Pairs share their answers with the group. Answers are collected and shared on flip chart paper for the group to see.

### 1:15 Best Principles for Better Relationships

1. Here are just three features of good to great relationships that I've learned time and time again. After I share these, I'd like to ask this group what wisdom it has collected from experience in their best relationships.
  - i. **HAVE AN ATTITUDE OF GRATITUDE.** *Do you know how truly lucky you are to have people care about you? To take you seriously? Approach all others with gratitude, for their time and their deeds. You can give away thanks to excess, it doesn't cost you a thing.*
  - ii. **LISTEN TWICE AS MUCH AS YOU SPEAK.** *Being a great listener, which includes hearing that which is not spoken, is a skill, not a disposition. Work at listening to others just as you would have them listen to you, in order to be understood.*
  - iii. **SPEAK YOUR HEART.** *Expressing your opinions (everyone's got one!) is not nearly as valuable as sharing your ideas, your concerns, and your questions. Real relationships are not built upon how much they share, but what they choose to share.*
- b. Share: Get other ideas from the group and record them on a flip chart page.