

# SLTI Training Supervisor Debrief

The SLTI assessment and training provides new skills to your direct reports on how much they tend to rely on **coaching, relating, delegating, or instructing** when they are working with their own direct reports. This training also helps them master when they should use each of these four approaches.

Study the following summary definitions so you have a basic understanding of four ways a supervisor should use their knowledge of the capability and motivation of their direct report's to lead them appropriately. The critical knowledge of each subordinate is their task capability and their motivation.

<p><b>RELATE</b> (a people-focused style)</p> <p>Taking an interest in how employees feel about their work by perceiving common ground, especially in problems that the employee might be experiencing on or off the job. Expressing honest and less judgmental compassion for challenges the direct report might be navigating.</p> <p>Direct report knows how to do the job, but a personal or job issue is inhibiting or eroding performance.</p> <p><b>(Motivation is failing, Task Expertise is high)</b></p>	<p><b>COACH</b> (a people- and task-focused style)</p> <p>Providing more refined performance enhancing direction, sometimes by adding “why” doing something in a particular way is better. Beyond linear instruction or feedback, task direction is provided within the context of what “we” are trying to achieve in order to build motivation.</p> <p>Direct report is still learning key tasks and requires high levels of involvement from the supervisor to build motivation and capability to perform more independently.</p> <p><b>(Motivation faltering, Task Expertise improving)</b></p>
<p><b>DELEGATE</b> (a reduced people-focused style)</p> <p>Transferring authority, responsibility, accountability, and the rewards for success to a direct report who is capable and motivated. However, the supervisor does not abdicate ultimate responsibility or accountability.</p> <p>Direct report knows the work, and is motivated to work independently.</p> <p><b>(Motivation is high, Task Expertise is high)</b></p>	<p><b>INSTRUCT</b> (a task-focused style)</p> <p>Teaching, showing, modeling, and generally empowering a direct report to perform the task elements of their job.</p> <p>Direct report needs steady guidance learning and performing the tasks of the job while performance is on the upswing.</p> <p><b>(Motivation is high, Task Expertise is low)</b></p>

As new employees learn about their jobs and become more expert, the supervisor generally expects to manage each person through the development continuum that follows the order indicated below.

<p><b>(sometimes 3<sup>rd</sup>) RELATING</b></p> <p>Direct report knows the work but there is a motivation issue requiring a more people focused, emotionally intelligent approach to identifying and moving past these issues</p>	<p><b>(2<sup>nd</sup>) COACHING</b></p> <p>The direct report needs a more connected motivation building approach while still needing some task training</p>
<p><b>(usually 3<sup>rd</sup>, sometimes 4<sup>th</sup>) DELEGATING</b></p> <p>Once motivation and task expertise is attained, greater autonomy and responsibility is earned.</p>	<p><b>(1<sup>st</sup>) INSTRUCTING</b></p> <p>The direct report requires more direct training and instruction until some task competence has been attained</p>