

Welcome to

Management  
& Supervision

Q  
S  
A

# Organization of Staff Analysts

# Manager's Responsibilities

**P** Planning

**O** Organizing

**S** Staffing

**D** Directing

**C** Coordinating

**C** Controlling

**R** Reporting

**B** Budgeting

**Making a Plan**

**Getting Things Done**

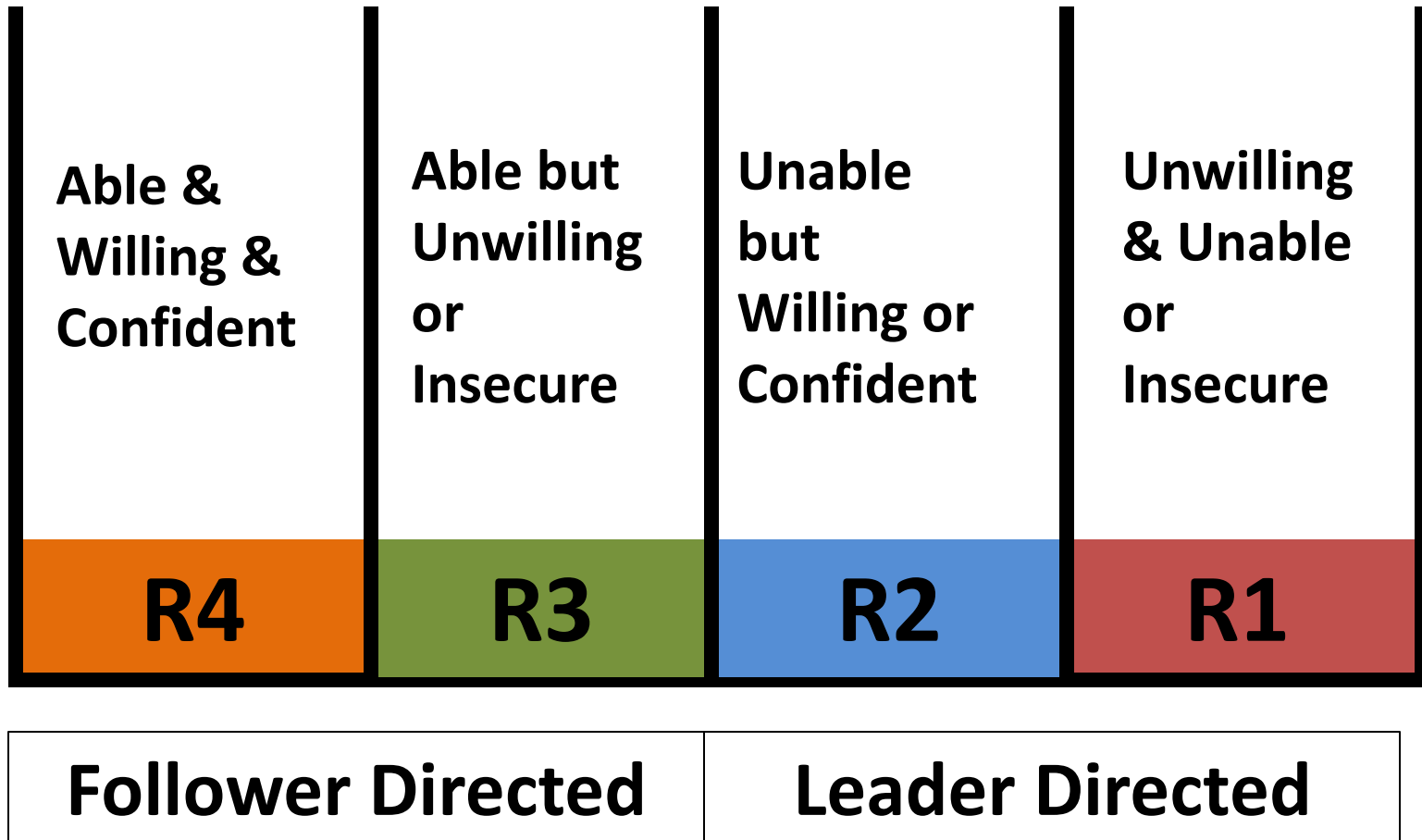
**Understanding the Process**

# Leadership Styles

## Blanchard/Hersey Situational Leadership Model

<b>Participating Style</b> <i>Share ideas----</i> Followers able, unwilling, not confident	<b>Selling Style</b> <i>Explain decisions---</i> Followers unable, willing, confident
<b>Delegating Style</b> Turn over decisions— Followers able, willing and confident	<b>Telling Style</b> <i>Give instructions-</i> Followers unable, unwilling, not confident

# Follower Readiness



## Telling

***Give specific instructions and closely supervise***

**Telling**

***Effective***

***Telling***

***Guiding***

***Directing***

***Establishing***

***Ineffective***

***Demanding***

***Demeaning***

***Dominating***

***Attacking***

# Selling

***Explain your decisions and provide clarification***



**Selling**

***Effective***

***Selling***

***Explaining***

***Clarifying***

***Persuading***

***Ineffective***

***Manipulating***

***Preaching***

***Defending***

***Rationalizing***



## **Participating**

***Share ideas and facilitate in decision-making***

# Participating

***Effective***

***Participating***

***Encouraging***

***Supporting***

***Empowering***

***Ineffective***

***Patronizing***

***Placating***

***Condescending***

***Pacifying***

## Delegating

***Turn over decision-making and implementation***

# Delegating

***Effective***

***Delegating***

***Observing***

***Entrusting***

***Assigning***

***Ineffective***

***Abandoning***

***Dumping***

***Avoiding***

***Withdrawing***

## ***Case Study 1***

**You are the supervisor of a probationary employee, Moby Richard. He reads a number of manuals, and constantly interrupts more experienced employees with a variety of job-related questions. Three months into his job, he has made a number of mistakes that have come to the attention of the asst. commissioner who orders you to discipline him.**

## **Define Responsibilities**

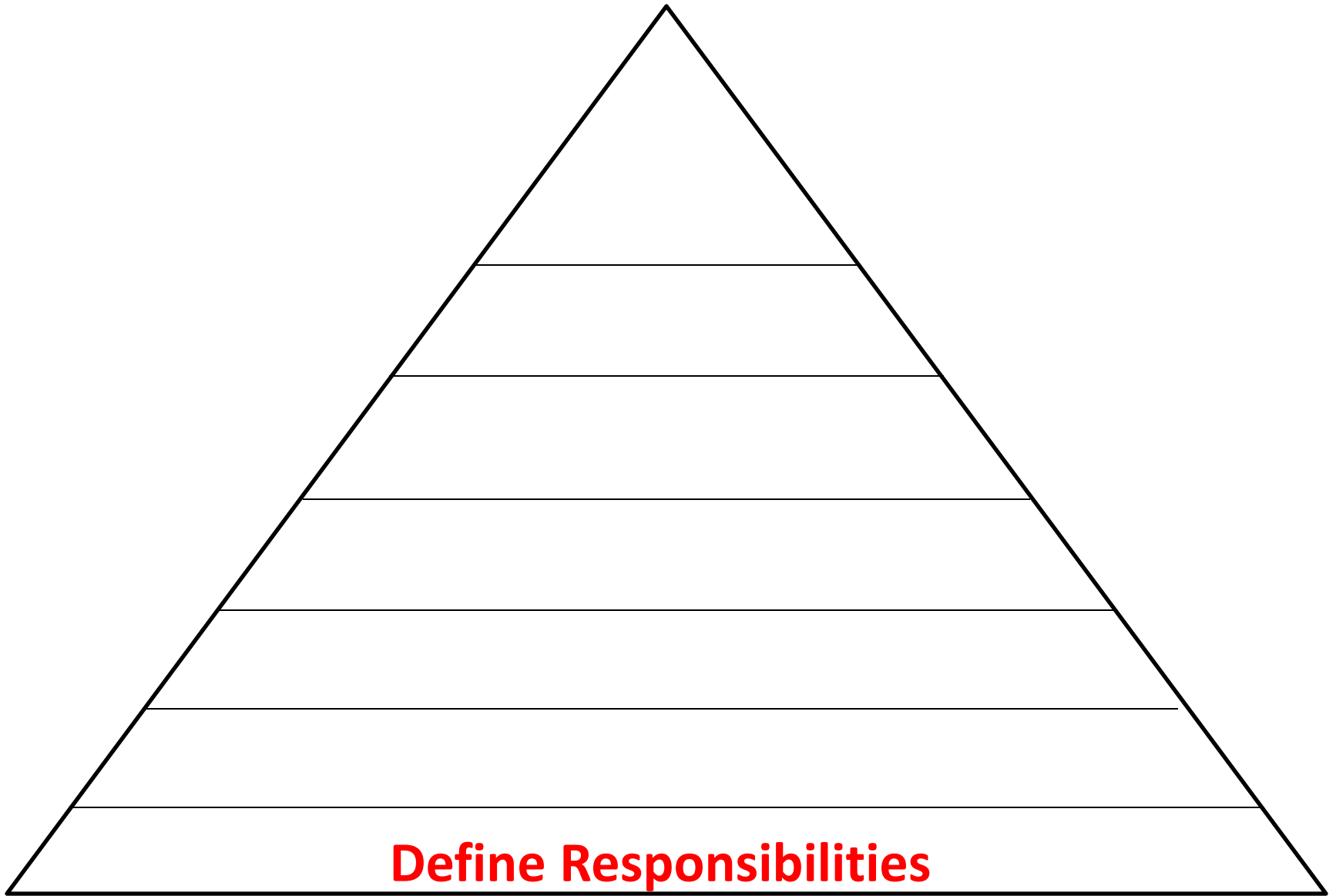
**Clearly define the responsibilities of the jobs of the people you supervise.**

**Give people a sense of purpose.**

**Allow people to feel a sense of ownership about their responsibilities.**

**Avoid duplication of responsibilities.**

**Prioritize responsibilities. Let your people know which of their responsibilities are the most important to you and why.**



## *Case Study 2*

**The assistant commissioner calls you into her office. She tells you that you will be in charge of a project that requires your expertise. She gives you a realistic time frame of one week to complete it. She also tells you that there is a manager at the site who seems incapable of getting the job done. She suggests that you take it over discreetly, and get whatever you need from her to get the job done.**



# **Delegate Authority**

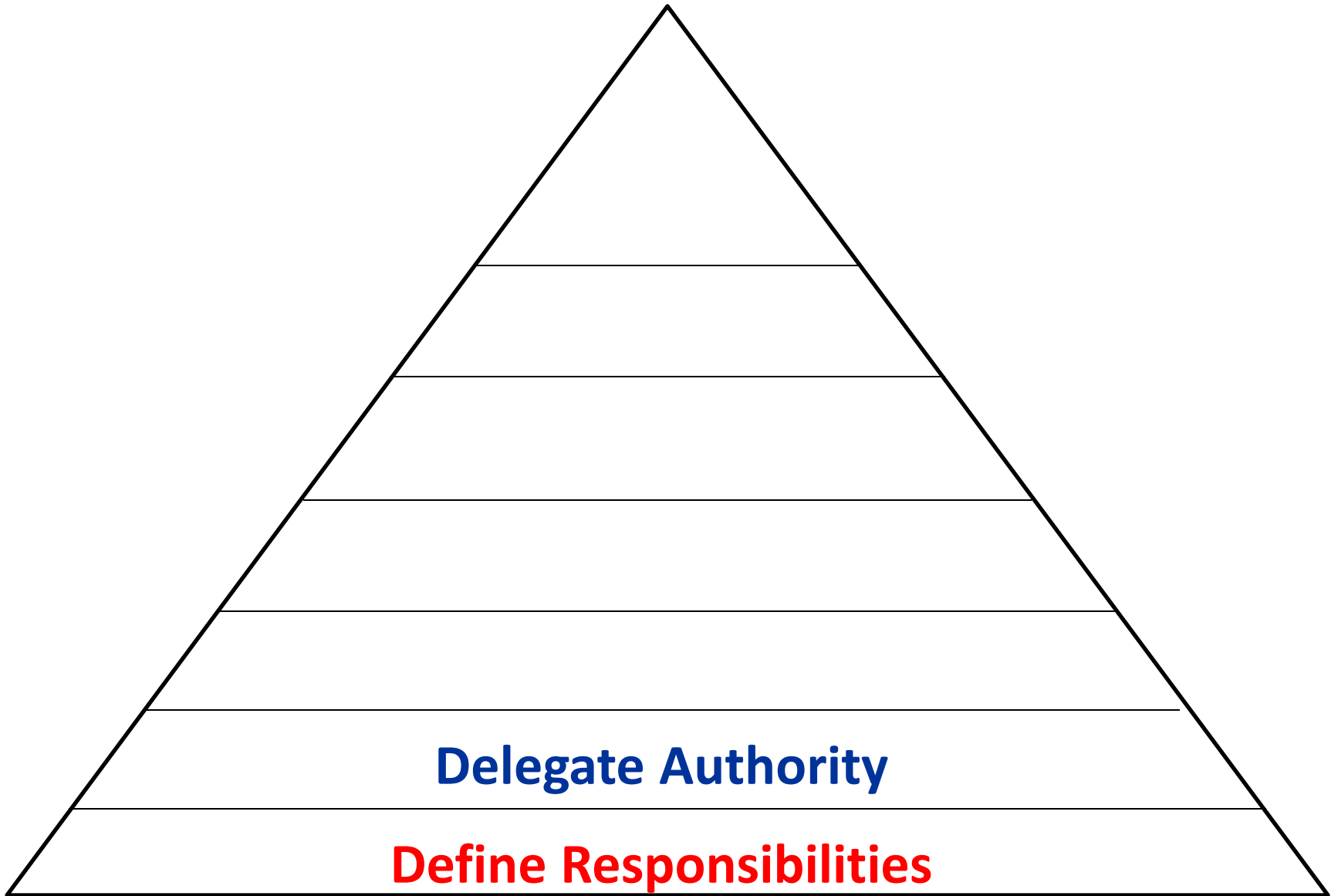
**Always delegate authority equal to the responsibility.**

**Consider the competence of the person when delegating authority.**

**Clearly define the boundaries of a person's authority. When increasing authority, let the person know it is a reward for past performance.**

**Establish controls to ensure that the person is exercising authority properly.**

**Reassess authority levels from time to time.**



## ***Case Study 3***

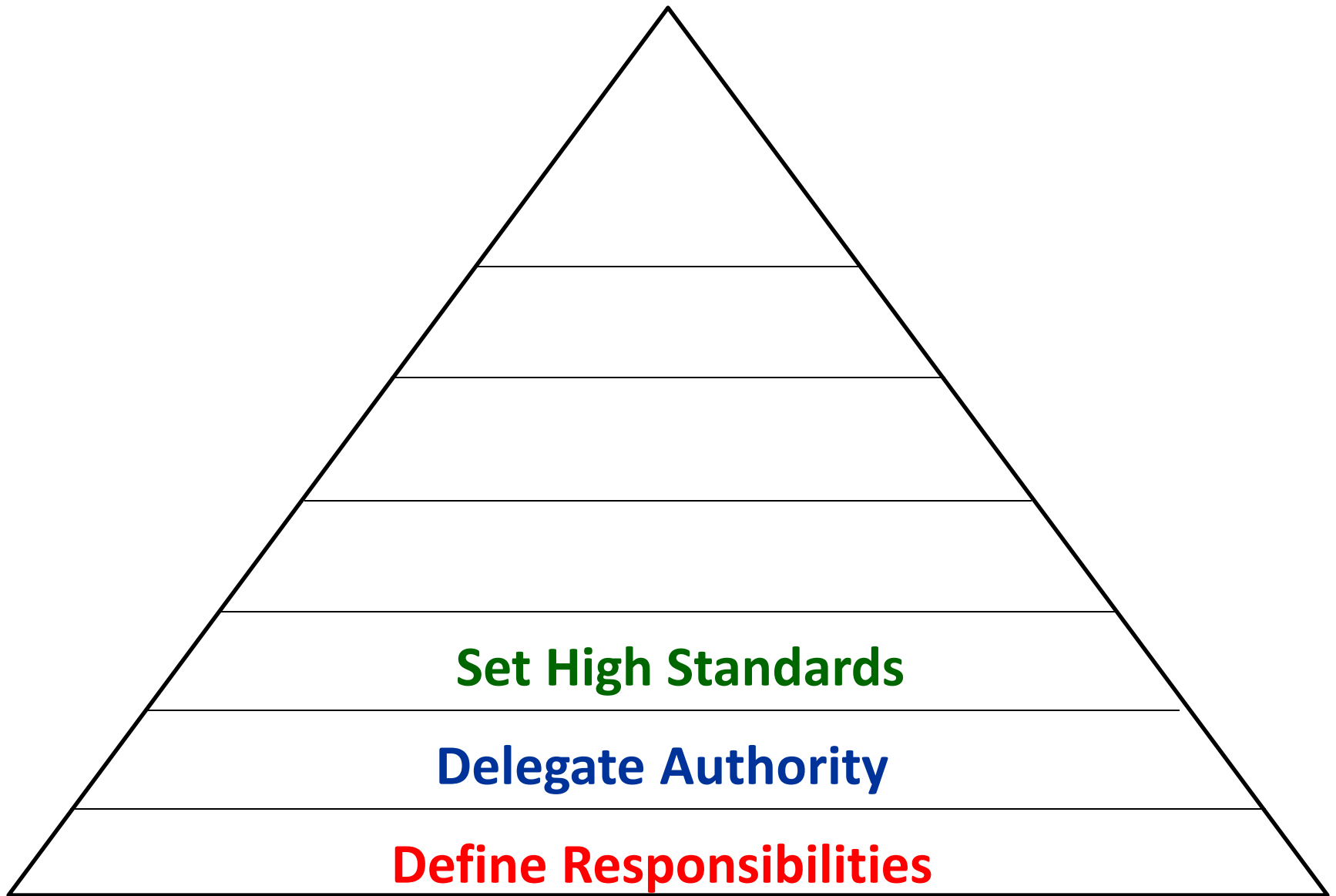
**You assign Clerical Associate Smith to write a draft of a routine report. Smith always meets deadlines, but her writing is not good at all. Before the due date, you observe her getting help from another associate named Wesson who has excellent writing skills. Smith turns in the draft on time, and does not tell you about the assistance she received. You note that this draft is accurate but still has mistakes in spacing and spelling.**

## **Set High Standards**

**Make sure that the standards you set for your people's responsibilities are high, yet realistic.**

**Communicate and reinforce job standards on a regular basis.**

**Set the example by setting high standards for yourself.**



## Case Study 4

**You are considering ending the career of a new employee with a negative probationary report. Just three weeks into his new job as a clerk, Rick Rice who reports to you, has already made errors in just about every task you have given him, including an error that almost cost the agency thousands. He seems to be very bright and extraordinarily good with figures. Yet, one day he couldn't be found for a half hour. His excuse? He said he got lost. Rick has also managed to violate a number of directives when doing his job. Just yesterday he inadvertently lost a work order that was almost a complete embarrassment to you and the department. He has also been asking you trivial questions about benefits, security and insurance information while learning his job.**

## **Train & Develop**

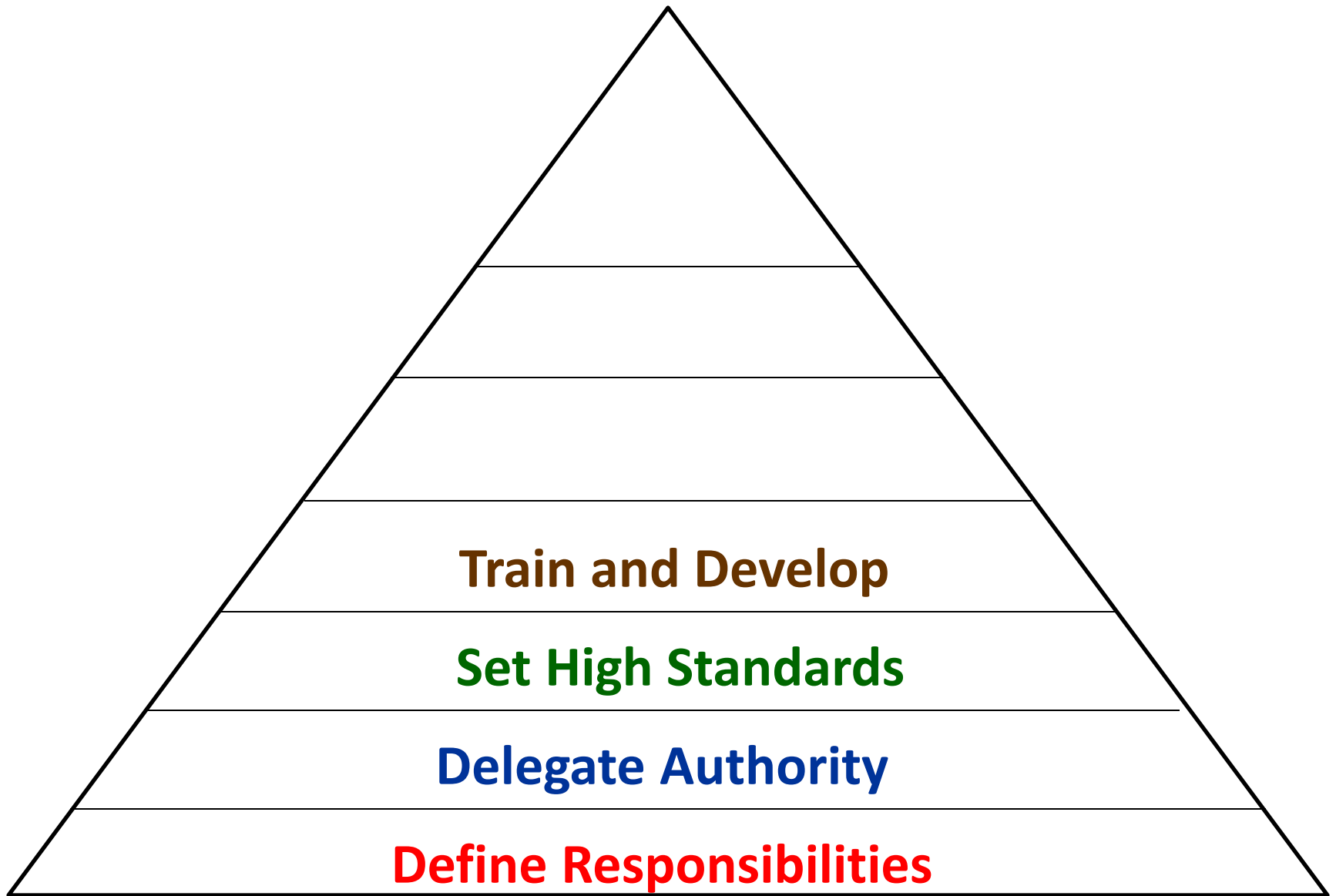
**Use training as a way of building people's self-esteem and skills.**

**Make training a priority.**

**Ensure that all the training provides people with skills to do the job and the will to do the job.**

**Avoid making training decisions if you know nothing about formalized training. Ask and listen to training experts.**

**Training will not work as a quick fix or a cure-all.**





## Case Study 5

**You have heard of Staff Analyst Bill Schmill from the 6<sup>th</sup> floor. His reputation is legendary. A quiet person who keeps to himself and rarely complains, he has a reputation for screwing up. In the first few months under your supervision, Schmill does his job competently enough. He makes one error which he quickly corrects. One day two employees approach you to tell you that although Schmill reported to work this morning, he hasn't been seen since then. It's now after noon.**

# *The Horns Effect*

- *Effect of Recency*
- *Personality-Trait*
- *Weak Team*
- *Maverick*
- *Odd-Ball*
- *Guilt-by-Association*



# ***Halo Effect***

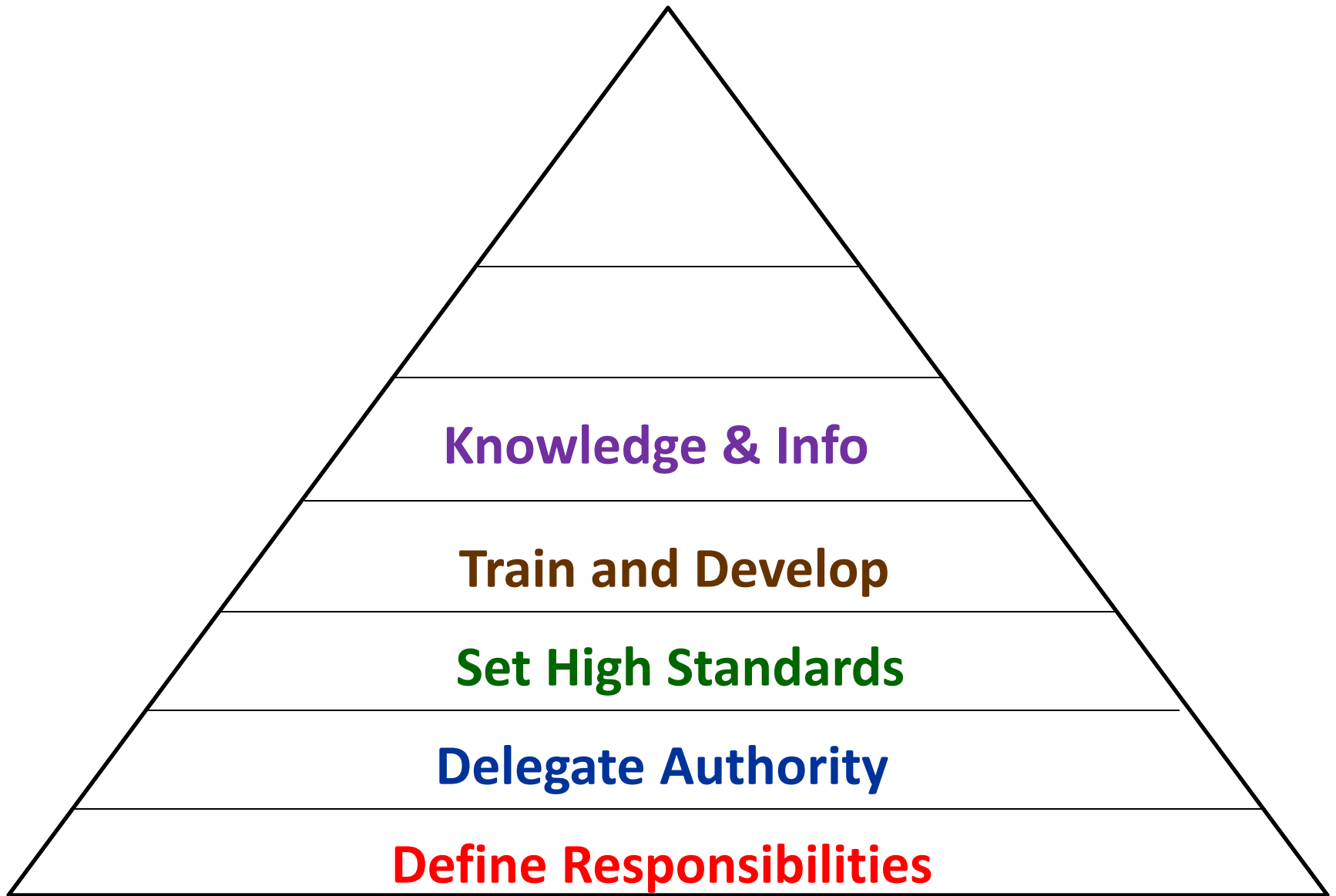
- ***Effect of Recency***
- ***Compatibility***
- ***Commonality***
- ***Blind-Spot Effect***
- ***Personality-Trait***



## **Provide Knowledge and Information**

**Avoid guarding and protecting valuable information for fear that you will lose status. You will actually lose status and power by hoarding it.**

**Try to anticipate the information needs of your people. The more information they have, the better they are able to carry out their responsibilities.**



## Provide Knowledge and Information (Cntd)

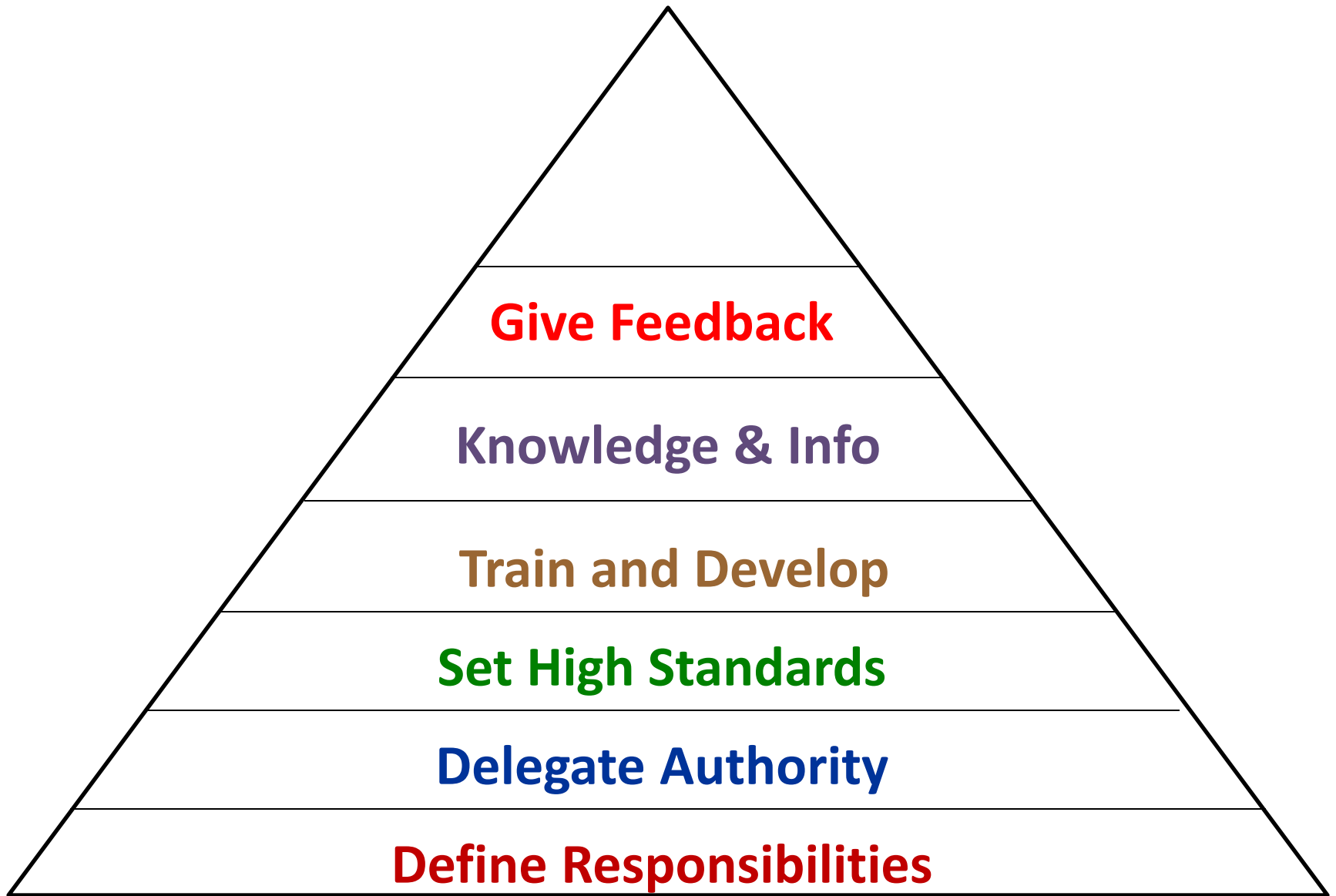
**Encourage people to seek out information on their own, and to share that information with others.**

**Communicate only necessary information.**

***It is your responsibility to communicate information accurately and to ensure that your people understand it correctly. It is not just their responsibility to get it from you.***

## Case Study 6

**Hefner who reports to you considers himself a ladies' man. One day he comes to work carrying a magazine with nude pictures of a nudist camp. He leaves it on his desk with a couple of other personal items. Another officer discovers the magazine on his desk while she is looking for something. She shows the magazine to Melanie Pelony while making fun of Hefner. Later, Pelony approaches you with a complaint of sexual harassment against Hefner.**





# **F.O.S.A.**

## **Facts**

*What the person did do or failed to do*

## **Objective**

*What the person has to do, how well it has to be done, and under what conditions*

## **Solutions**

*Provide solutions for achieving the objective*

## **Actions**

*State what actions you will take if objective is not achieved by a given deadline*

## **Give Feedback**

**Counsel your people on a frequent basis**

**Counsel people who have poor performance. Use F.O.S.A.**

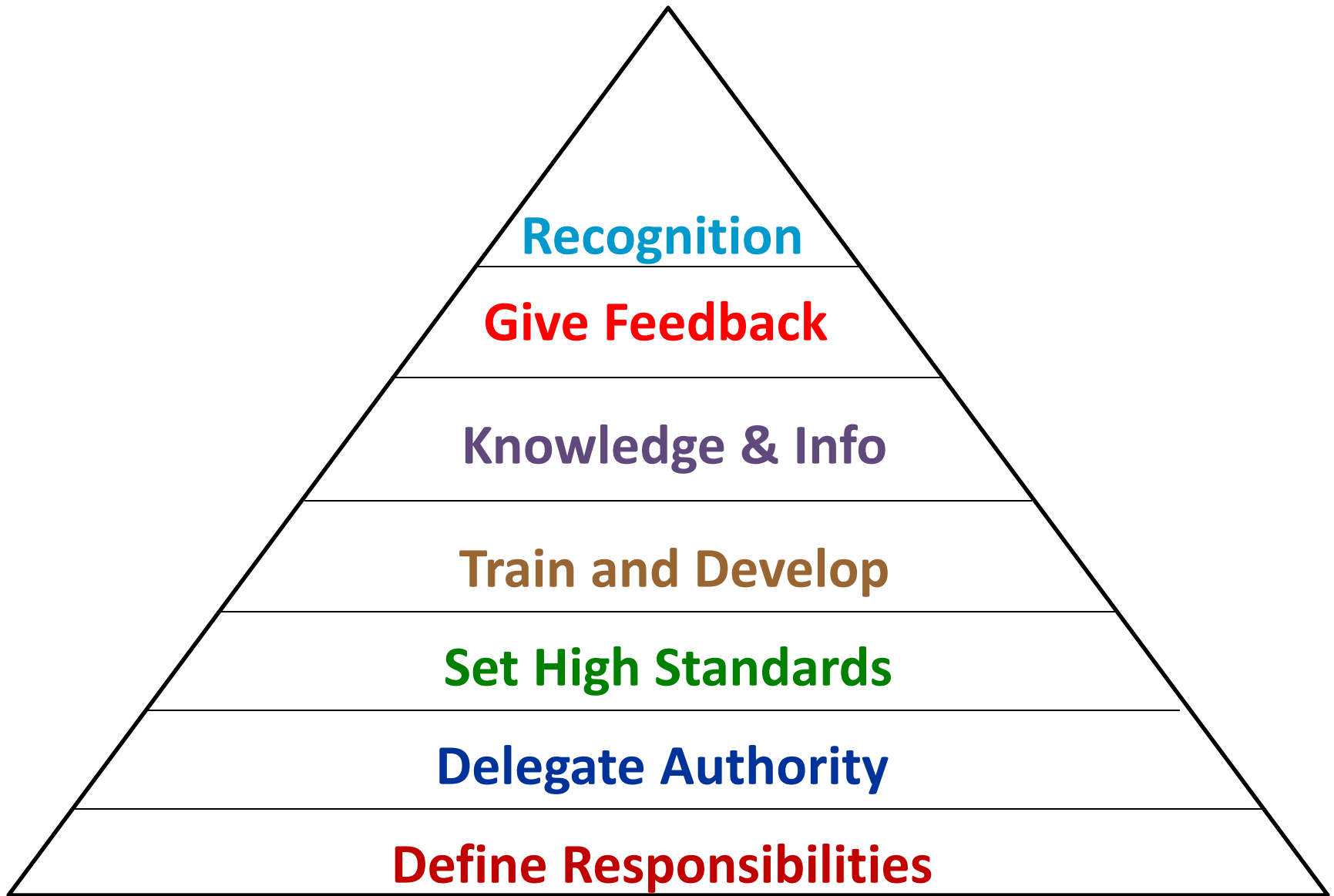
**Be honest with poor performers. Avoid destructive wording that creates hostility. Use positives e.g. “Let’s try a new way for you to do....”**

## **Give Feedback Cntd**

**When your personnel accomplish something outstanding, arrange for acknowledgment from your boss or someone else higher up in the organization**

**Avoid giving too much feedback. It will be ignored**

**Use meetings, memos or talks as another means of providing feedback**



## **Give Recognition**

**Make people feel like winners**

**Recognize people as part of a group as well as individuals**

**Make sure the recognition is appropriate for all achievement**

**Give recognition in a way that conveys sincere appreciation**

**Be sure the recognition fully acknowledges people's accomplishments**

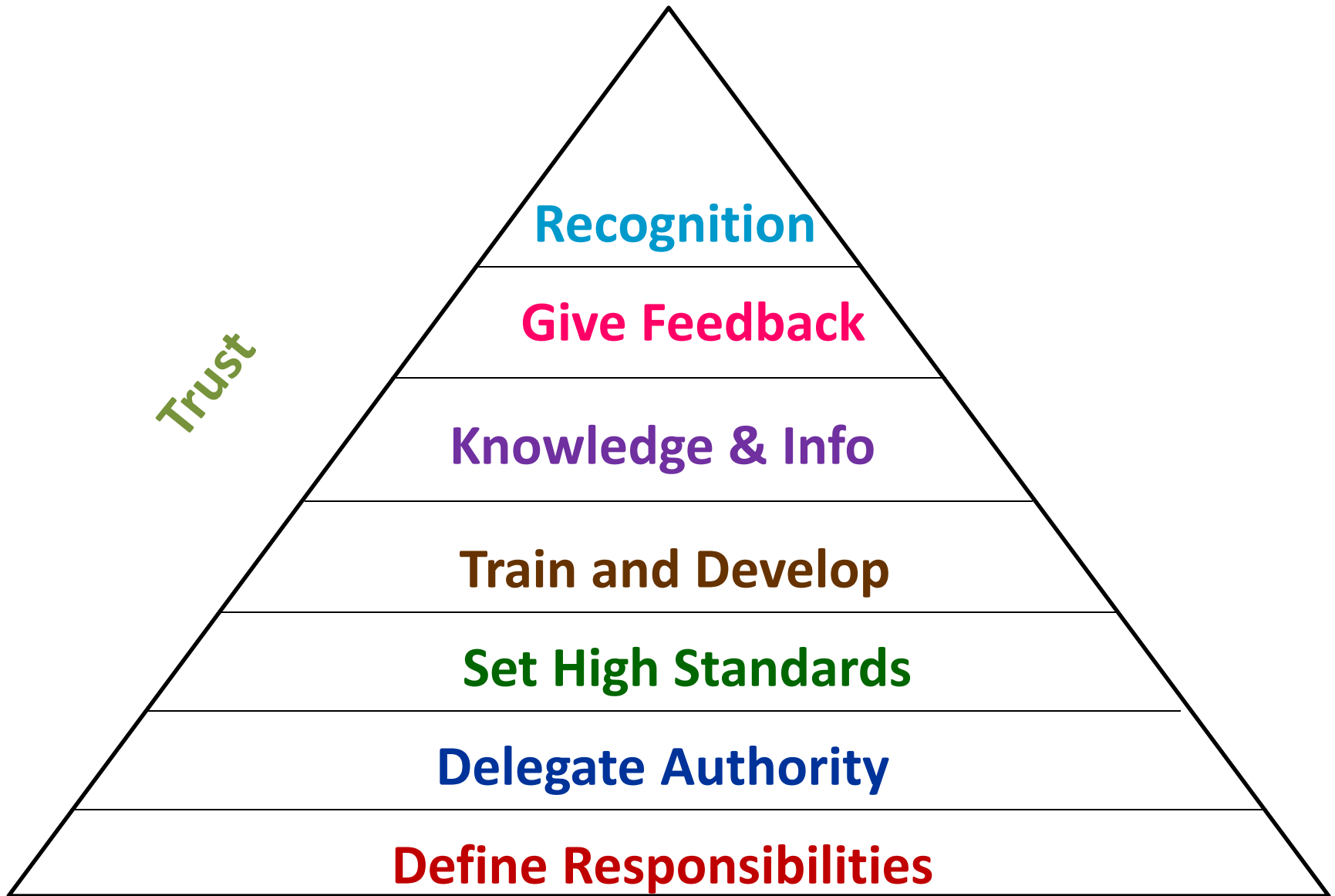
**Recognize the people as well as the achievement**

**Tailor recognition to the person**

## Case Study

**Elmo Paste is one of your better analysts. His work is generally superior. He has received the Employee of the Month Award in January.**

**Sylvia Silk has never received the award. She is punctual as expected and does her work satisfactorily. This December she did an outstanding job coordinating the office Holiday party and she has let it be known she is hoping to get the award. Elmo Paste has also uncovered waste that was costing your agency several hundred thousand dollars a year.**



# Trust

**Distinguish between trust in people's characters and trust in their abilities.**

**Demonstrate trust by delegating important tasks and corresponding authority.**

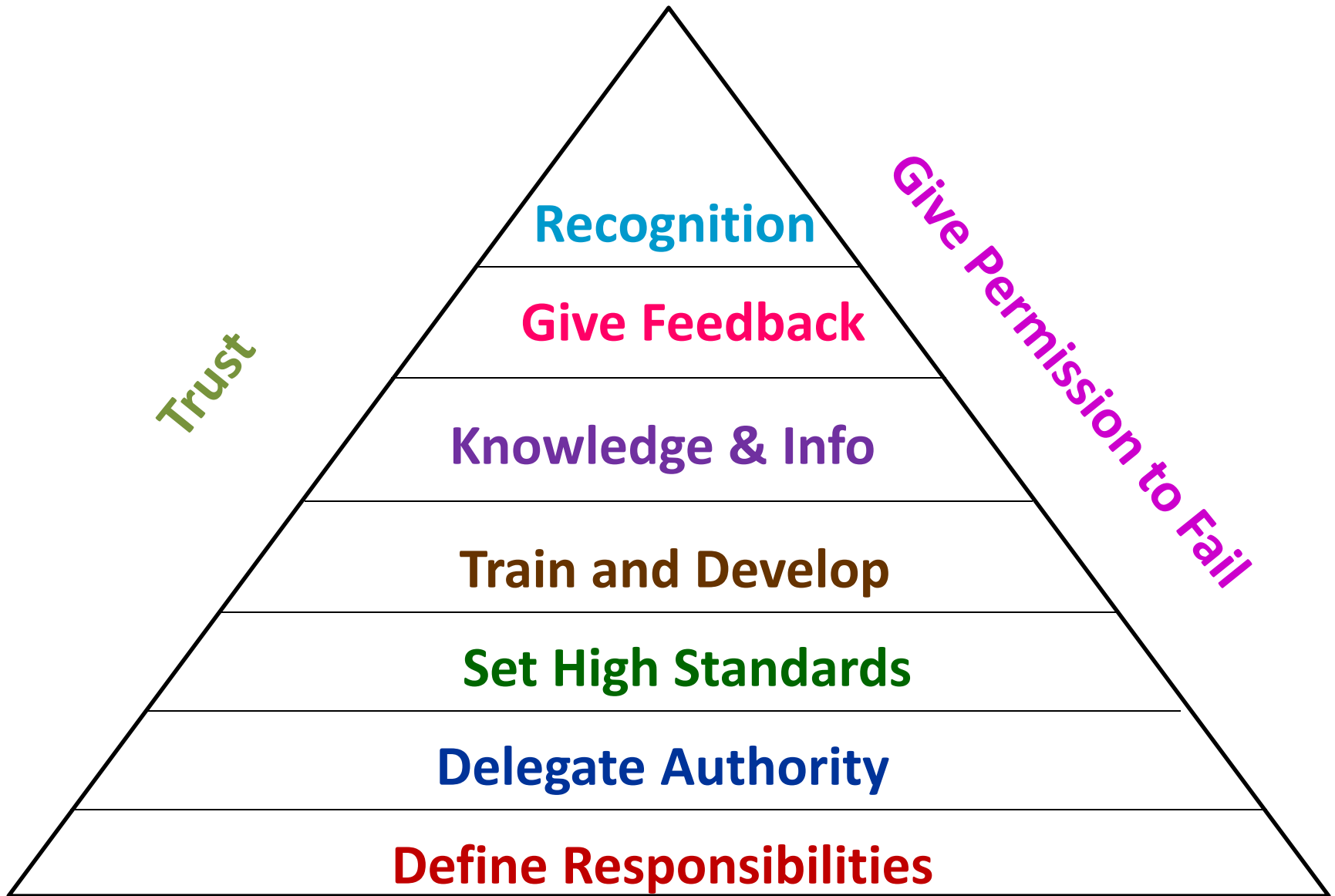
**Give people the benefit of the doubt. Get the whole story first -- not just from one person.**



## Trust Cntd

**Allow your people to speak to higher-ups.**

**When trust is violated, determine whether it was an innocent mistake or a mistake due to wrong motives, and then take the appropriate action.**



# **Give Permission to Fail**

**Help your people see failure as a positive experience**

**Anticipate and plan for failures**

**Provide people with guidelines for failing**

**Encourage and reward initiative**

## **Give Permission to Fail (Cntd)**

**Penalize inactivity and indecision**

***Stand behind them when they fail***

**Avoid embarrassing people in front of their peers**



# Respect

**Provide your people with the necessary direction**

**Give them adequate resources to carry out their responsibilities**

**Provide them with information they need on a timely basis**

## **Respect Cntd**

**Respect their time**

**Don't usurp their authority**

**Look for ways to make their job easier**

**Provide them with feedback**

## **Respect (Continued)**

**Stand up for them**

**Respect their privacy**

**Give them the right to express their feelings**

**Avoid discounting their concerns**

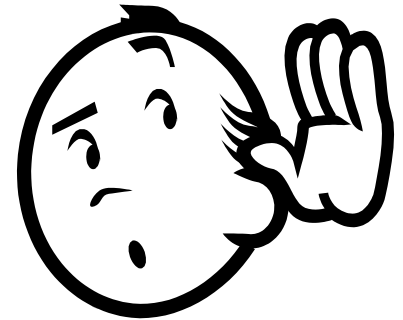


## **Respect (Cntd)**

**Respect their personal obligations**

**Do not disrespect your supervisors in words or actions, or your people will feel they can take the same liberties with you**

# **Listening: The Most Important Managerial Skill**



**Ask them questions**

**Avoid interrupting or finishing their sentences**

**Acknowledge that you understood what they said**

**Avoid responding with your own story**

**Avoid coming up with your response before they finish speaking**