

## SUPERVISORY FUNCTIONS

### INTRODUCTION

One easy way of mastering the job of the supervisor is to learn a made-up word, POSDCORB. Each letter of this made-up word represents the basic functions or duties of the supervisor:

#### P - PLANNING

This means working out goals and means to obtain goals. What needs to be done, who will do it, how, when, and where it is to be done.

##### Seven Steps in Planning

1. Define job or problem clearly.
2. Consider priority of job.
3. Consider time limit - starting and completing.
4. Consider minimum distraction from or interference with other activities.
5. Consider and provide for contingencies - possible emergencies.
6. Break down job into components.
7. Consider the five W's and H:

WHY ... is it necessary to do the job? (Is the purpose clearly defined?)

WHAT ... needs to be done to accomplish the defined purpose?  
... is needed to do the job? (Money, materials, etc.)

WHO ... is needed to do the job?  
... will have responsibilities?

WHERE ... is the work to be done?

WHEN ... is the job to begin and end? (Schedules, timing, etc.)

HOW ... is the job to be done? (Methods, controls, records, etc.)

#### O - ORGANIZING

This means dividing up the work, establishing clear lines of responsibility and authority, and coordinating the effort to get the job done.

#### S - STAFFING

This is the whole personnel function of bringing in and training staff. Getting the right people and fitting them to the right job - the job to which they are best suited. In the Civil Service situation, the supervisor's responsibility regarding staffing normally includes providing accurate job descriptions; that is, duties of the job, educational and

experience requirements, skills, etc.; assigning the work for maximum use of skills; and proper utilization of the Probationary Period to determine an employee's ability or inability to continue performing the job.

#### D - DIRECTING

This means providing the necessary leadership to the group supervised. It is important that the work gets done to the supervisor's satisfaction.

#### C - COORDINATING

This is the all-important duty of inter-relating the various parts of the work. The supervisor is also responsible for controlling the coordinated activities. This means measuring performance according to a time schedule and setting quotas to see that the goals previously set are being reached. Reports from workers should be analyzed, evaluated, and made part of all future plans.

#### R - REPORTING

This means proper and effective communication to your superiors, subordinates, and your peers (in definition of the job of the supervisor). Reports should be read and the information contained therein should be used - not filed away and forgotten. Reports should be written in such a way that the desired action recommended by the report is forthcoming.

#### B - BUDGETING

This means controlling current costs and forecasting future costs. The forecast is based on past experience, future plans and programs, as well as on current costs.

You will note that the above seven functions can fall under three topics:

Planning )  
Organizing) Make a Plan

Staffing )  
Directing ) Get Things Done  
Controlling)

Reporting)  
Budgeting) Watch It Work

# Planning

## THE NATURE OF PLANNING

Planning is thinking through the actions necessary to accomplish an objective or mission. It involves the use of judgement and discretion in determining which actions will be most effective to meet estimated future situations and needs. Planning, the guide or blueprint for effecting the unit's mission, consists of the following steps:

1. Considering the purpose, objective or mission to be accomplished
2. Determining what can be done to achieve the purpose, objective or mission
3. Choosing the most effective and feasible action to be taken

If the supervisor gives detailed consideration to these fundamentals, she will receive necessary guidance on what, when and how action should be taken.

The problems faced in planning may take many forms. They may involve determining how to organize the unit, what equipment to use, what space to request, the kinds of abilities to employ, what responsibility to delegate, what methods of control and coordination to use or any one of many other similar things.

It is equally true that decisions made about job problems may take several different forms. For

example:

1. When a decision is made as to what is to be done in a given situation, policy has been established.
2. When a decision is made as to how some work is to be done, operating procedures have been established.
3. When a decision is made as to where the various functions in the unit are to be grouped and related to other functions, an organizational pattern has been established.

This brings out an extremely important principle - planning runs through, affects, and is affected by every aspect of the unit's activities.

## THE PLANNING PROCESS

There are several self-defined steps in the planning process. The following is a brief summary of what is involved in each of these steps.

### DETERMINE OBJECTIVES

Effective plans cannot be made without a clear definition and understanding of the mission or objectives to be accomplished. It involves the determination of general and specific goals, the role each unit in the organization must play in order to promote the total mission, and the identification of each unit and function so as to assign responsibility and avoid duplication. When the mission or objectives have been firmly established and clearly understood, the various means of accomplishment can be considered.

### ANALYZE THE SITUATION

The planning process should continue with an analysis of the situation

as it exists or as it can be foreseen. At this point, the planner is asking herself and others, what are the pertinent facts that bear on this situation? What do I have to work with? What assumptions can I safely make? Answers to questions like these provide information for planning. Only to the extent that the answers are valid, will the planning be sound. Many times, it is difficult to secure the information needed, which usually involves some aspect about people, money, material and time. Frequently, one or more of these factors will be limited, such as when a deadline date has been established or a fixed budget must be followed. Although these factors may limit, they do not lessen the need for sound planning.

#### INTERPRET THE FACTS

At this stage of the planning process, organized facts will show clearly just what there is to work with. The information must be sorted, analyzed and integrated to determine whether important information is still missing. The more the information is studied, the more clearly one can see how it fits together. There will usually be two main sets of relationships. The first has to do with cause and effect: What caused this to happen or how can we bring this about? The second has to do with the time sequence: Which event takes place first? Is there a chain of actions? Are they in the right order? Getting all the facts aligned in this way will show additional relationships and further clarify the situation.

This kind of interpretation will disclose blank spots where more facts are needed and will help to weed out items that are not pertinent. This gathering and interpretation of facts

must continue until a complete picture of the planned activity is formed.

#### DRAW TENTATIVE CONCLUSIONS

This thorough study and analysis of the situation will lead to ideas of what should be done to bring about the desired result - accomplishment of the mission. The more facts the planner has, the more valid these ideas become. Toward the end of the analysis stage, a number of tentative courses of action should be developed; any one or combination of which may contain a course of action that will accomplish the objective.

#### DECIDE ON THE FINAL PLAN

At this point in the planning process, the problem is to decide which of the several possible courses of action is the best one to take. Decisions of this kind are not always easy to make. Because they may have far reaching effects, it is important that they be sound decisions. Consider all the information carefully; then make the decision.

#### TYPES OF PLANS

Planning can be classified into two types - immediate or short-range, and long-range.

The need for immediate planning comes about because of some condition, situation or problem that needs immediate attention. Action is necessary to correct a difficulty that exists or to make a change desired by a superior. Sometimes, very little time is available before action must be taken. Yet, some plans must be made to insure that the correct facts are secured, an estimate is made of the situation, a review is made of what is known, and a decision made

as to what to do.

On the other hand, much planning is designed to give guidance over a long period of time. More care can be taken in gathering the needed information and making the necessary decisions. Particularly in long-range planning, it is necessary to provide for changes in the plans. Many times, all the needed information will not be available to make firm decisions. A tentative plan or alternative plans may have to be prepared and final determination made, at the time, for action.

## PLANNING AS FORECASTING

Because long-range planning is so important to the accomplishment of the mission of any organization, it necessarily becomes a prominent part of the job of the supervisor. Unless she can look ahead and predict with some accuracy what the future holds, she will be constantly caught unprepared. This forecasting cannot be a hit-or-miss affair; it cannot rest on guesses; it must be based on all the information that can be brought to bear. It is difficult to describe exactly how such planning takes place because there are several different approaches that may be used. The following is a summary of these aspects of forecasting which usually appear in the process presented in the order in which they most frequently occur.

### SECURING ADVANCE INFORMATION

Advance information should be gathered from all possible sources. Research, literature, observations, experience, and the work of other planners are important sources for gathering information. However, one of the most important sources is the planning by higher officials. Since

any operation may be seriously affected by higher level planning, it is advantageous to find out as early as possible the nature and extent of such changes. The sooner this information is available, the more time the supervisor will have to plan how to put the changes into effect. About the only place that valid information of this nature will be available is from the supervisor's own superior. Here is where a close job relationship with one's superior will pay off. This advance information will make possible a smoother transition and a more efficient operation after the change is implemented.

### STUDYING TRENDS

Any supervisor who studies her operation will note that conditions are changing. Records should be kept about these changes. However, merely to secure and record information are not enough. Significant trends must be identified and studied. In fact, most changes have to be studied for determination of whether they are significant. Questions such as the following should be asked: What is the reason for this change? What should be done about it? Does it represent a pattern? What effect will it have? When should action be taken? Is the rate of change increasing or decreasing? Will it reach a peak? When? Will it diminish or continue? Why? It is not easy to answer these questions, but the good planner must try.

### REVIEWING PAST EXPERIENCES

The quality of forecasting depends upon the wisdom used in the planning. Some of the most important aids in this planning are the various experiences of the planner and those with whom she works. No situation is

completely new. The problem is to sort the new from the old, the useful from the obsolete. Care must be exercised that precedent is not blindly followed. The solution that worked before may be used again; however, there may be a better way - people can and do make progress. The experiences of the past form a reservoir from which ideas can be drawn. New ideas tempered by this pool of experience will contribute to better forecasting and planning.

### MAKING ASSUMPTIONS

There is considerable variation as to when assumptions should be made. At some point, some assumptions must be made, such as: that changes will occur; that some trend will continue, or diminish, or reverse; that facilities, material and technical know-how will be available. Since it is impossible to be sure about these assumptions, there will be risks involved. All planning for the future involves such risks. The important thing is to have thought through the situation carefully, to have recognized the risks and to have made the assumptions with full knowledge of what is involved. It is at this point that many supervisors fail. They are unwilling or afraid to take the risk. Of course, some assumptions may eventually prove false, but this does not mean that all assumptions are unwarranted. The supervisor should recognize a changed situation and modify her plans to fit it.

### PREPARING OPERATIONAL PLANS

To this point, emphasis has been placed upon the thinking process that precedes formulation of a definite plan of action. At this point, the thinking must begin to crystallize into a definite plan.

The best way to do this is to write it out - spell out clearly what is to be done. The objective is to clarify the actions to be taken so that each unit and each person involved will understand clearly what is expected. It is desirable to secure the participation of those who will be affected by the changes. This provides a broader base of experience and facilitates understanding and acceptance of the plan of action. Those who have had a part in preparing plans, are likely to do their best to make them work.

### CHECKING THE PLANS

It is common experience to find that, no matter how carefully the planning was done, the result is not exactly what had been expected. To guard against major errors in plans, it is desirable to have them reviewed. This must be done both before and during the operation of the plans. When errors or rough spots are found, replanning will be necessary to eliminate the trouble.

Some new techniques have been developed to assist in this phase of planning. One of these is the Program Evaluation and Review Technique (PERT). This involves identifying all of the activities and events involved in a project, their sequence, inter-relationship and estimated time for completion. A network is prepared which visually shows the inter-relationship of all events and the total time required for the project. A critical path is then determined showing the series of events requiring the longest period of time for completion and thereby dictating the total time requirements of the project. Completion of a project in a shorter period of time may be accomplished by taking resources from some part of the network which

has slack time and adding them to the critical path.

PERT is a very effective technique for complex projects. Its complexity is underscored by the fact that electronic computers often are used to develop PERT networks. However, most plans can be developed using less complicated procedures. Simple flow charts and bar graphs can be effectively used in laying out plans and schedules. The planner should exercise caution to avoid over-planning as well as under-planning.

### SCHEDULING THE PLANS

In its simplest terms, scheduling can be expressed as to who will do what work and when she will do it. However, this will involve many aspects of the activity involved, for example, the priority and sequence of the work, the time required, the skills needed, and other factors. The better the work is scheduled, the less effort it takes, in total.

In long-term scheduling, approximations will be used. In the short-term schedule, it is necessary to be very specific. Actually, the short-term schedule may be the immediate portion of a long-term schedule crystallized for specific action.

There are a number of useful rules about schedules that have developed from experience. These are listed below as suggested guides:

1. Plan first and schedule afterwards.
2. Schedule everything to be done, insofar as possible.
3. Hold to the schedule as closely as practical.
4. Plan for the unexpected.
5. Coordinate the schedule with others involved.

6. Make the schedule known.

7. Analyze and revise the schedule to keep it up to date.

### SECURING APPROVAL OF PLANS

Many of the plans that are made by the supervisor will require approval of higher authority before they can be put into effect. Securing such approval is often a matter that, in itself, requires some planning. To assure successful operation of the plan, understanding, agreement and support from superiors are necessary.

One good way to get approval is to work with one's superior - get approval as the plan progresses. Another factor to consider is the proper time to approach the superior. Good timing will go a long way in securing acceptance and approval. When ready, the plan should be presented in as effective a manner as possible. Some guides to consider in this are:

1. Open with a brief statement about the plan.
2. Follow with a direct assertion of the gains expected.
3. Present step by step the changes and innovations necessary.
4. Answer questions about costs.
5. Conclude with a brief re-statement of the anticipated gains.

This pattern answers basic questions about the plan that will arise in the mind of the superior; it saves time. Further clarification or explanation can be made afterward if needed.

# Organizing

Good supervision requires thinking through what is to be done in the conduct of an operation before the wheels are set in motion. On the basis of this planning, a course of action is chosen. From the beginning, organizational problems arise. In fact, as soon as a decision is made, there is need to organize the facilities and resources for effective accomplishment of the objective. This requires additional planning and more decisions as to how the best organization can be set up to accomplish this.

## THE NATURE OF ORGANIZATION

Organization has been necessary ever since people began working together to accomplish a common purpose. This comes from the need to find a more effective way to get something done. When several people cooperate in some activity, someone must take charge and be responsible. The process of organizing helps make the cooperative effort effective by the determination of internal relationships to clarify lines of authority, flow of work and channeling of information. Some aspects of the process help to understand the nature of what goes on in organizing or reorganizing work operations.

## OBJECTIVES

Unless and until there is a clearly defined purpose for a unit, there is no reason for organization.

People organize to accomplish a specific objective; setting the objective must come first. The clearer the goal is in the minds of the organizers, the better defined the various relationships can be. The objective influences organization at every level - from top to bottom, each unit has its own purpose to accomplish and its own organization to get the job done. Objectives are not, however, inflexible goals. Revisions or new goals are frequently required as conditions change. Not only do new methods, materials, work products, or location cause changes, but new laws, different personnel, and public opinion also effect decided changes in purpose. When the purpose changes, organizational structure should be made to conform to the new objective.

## EFFECT OF SPECIALIZATION

As the relationship between the units of an organization are determined, the total pattern begins to take on form and shape. In a sense, the organizer is building a structure in that he identifies and separates the constituent parts and specialties and then ties them firmly together in the proper relationship. The organization becomes increasingly complex with greater specialization and further delegation. Each such step means more complex work relationships and more intricate organizational structure.

## DELEGATION OF RESPONSIBILITY AND AUTHORITY

When the supervisor finds his job cumbersome, he should take stock of his work pattern. Delegation of the more routine aspects of his work is often the way to reduce demands on him. Determination of what can be delegated must come after a careful analysis of the job situ-



ation. There are a few criteria which may be applied:

1. The delegated task should be one the employee can perform satisfactorily.
2. It should be an activity that will appreciably relieve the burden of the supervisor.
3. The duty delegated should be that of other than a policy-making nature.
4. The delegation should not overburden the subordinate.
5. The delegation should permit the employee to use his creative and work abilities to his fullest.

If the supervisor asks an employee to be responsible for some duty, he should make sure that the employee has the authority to discharge the responsibility. The tendency is to forget that the subordinate will not have the same authority as the supervisor. This may cause frustration and embarrassment for the employee. Delegation should be made in writing and reflected in the organizational pattern.

### DECENTRALIZATION

Decentralization is closely related to delegation in that major segments of work are transferred to a lower level in the hierarchy. The larger an organization, the more the need to shift responsibilities and operations downward. Each such change means an organizational change.

### THE HUMAN ELEMENT

In theory, organization has to do with the work to be done rather than with the people who do it. While theory directs first the establishment of the organization and then its staffing, reality is seldom that

simple. In most instances, there are personnel already at hand who must be considered. Under these circumstances, the organizer can seldom get an employee who will meet all the job requirements. In such a situation, difficulty may be reduced by planned training or assistance where needed or by modifying the organizational structure to fit the qualifications of the person.

### GUIDES FOR ORGANIZING

After reviewing some factors that must be considered in planning organizational structure, some guides to better organizing can be considered. While it is true that people can make poor organization work, it is equally true that a better planned structure will accomplish results far more efficiently.

### SIGNS OF POOR ORGANIZATION

The effects of poor organization are important because they are indicators of a situation that needs correction. Some of these signals are:

1. Lack of control
2. Decentralization without delegated authority and responsibility
3. Individual action and "empire building" by subordinates
4. Failure of communications - misunderstandings
5. Strain between headquarters and field offices
6. Inefficient use of human resources and material
7. Poor planning and decision-making

The supervisor must watch for these signs and symptoms and take prompt action to correct their cause.

## THE BASIS FOR ORGANIZATION

There are several different ways in which organizational planning can be approached. The three major approaches are to base organization on:

1. The broad functions to be performed
2. The specific operations required
3. The place where the work is to be done

It can easily be seen that all these factors must be considered in setting up a sound organization. Frequently, all three are used in one organizational structure.

## TYPES OF ORGANIZATIONAL COMPONENTS

To clarify the relationships between various units of an enterprise, it is necessary to determine what these units will be and then to analyze each of them. As the analysis progresses and the structure takes form, it begins to reflect lines of authority or line relationships. These line functions are those through which authority is exercised to accomplish the objectives of the enterprise. The terms "line units" and "operating units" are used to distinguish the designated functions from staff or auxiliary functions. As an enterprise grows, the responsibilities of supervision grow likewise. It is common practice to provide specialized advisors to assist the administrative head. These advisory units are called staff and are responsible to and function as a part of the head of organization.

## PRINCIPLES OF ORGANIZATION

Supervisors at every level share re-

sponsibility for effective organization. To help in this, the following list of generally agreed to principles is provided:

1. Each unit should be organized to accomplish its mission.
2. Each unit, if possible, should be organized around the operations necessary to achieve the mission, rather than around the people available for the jobs.
3. Each organization must have clear lines of authority and responsibility running from top to bottom.
4. In each case, sufficient authority must be delegated to a subordinate to enable him to discharge his responsibilities.
5. No employee who occupies a single position or plays a single role should be subject to orders from more than one source.
6. Each person should have functions that permit him to make full use of his capabilities.
7. Each supervisor should have enough subordinates and/or activities to keep him fully occupied, but he should never have more subordinates reporting to him than he can direct effectively. The precise number of subordinates who should report to one person cannot be set because the supervisor's span of control will vary with such factors as:
  - a. The experience and ability of the supervisor
  - b. The abilities of those supervised
  - c. The complexity of the work
  - d. The personal characteristics of the supervisor and the supervised
  - e. The distance between individuals being supervised

8. Any principle of organization is subject to modification in terms of feasibility and needs.

In considering these principles, it should be kept in mind that they are generalizations, and, like all generalizations, each has exceptions. So long as the supervisor recognizes this fact, it does not make the rules less useful as guides.

## PORTRAYING THE ORGANIZATION

Decisions on organizational-planning must be made known. The most common method of portraying the relationships is by the use of charts. Charts have the advantage of making the organization plan clearer and more useful. The values of charts are these:

1. They show -
  - a. How authority and responsibility are divided and assigned by related functions
  - b. What the lines of authority are
  - c. Who assigns work to each unit and to whom a supervisor reports or asks for help and assistance
2. They help -
  - a. To keep lines of authority straight
  - b. To prevent confusion in giving or receiving instructions
  - c. To show relationship to other units

In addition to the use of charts, the structure is usually written out in detail in organization manuals. Used with the charts, these statements tell the part each unit plays

in accomplishing the total mission.

## RESPONSIBILITY OF THE SUPERVISOR FOR ORGANIZING

Much of the organizing may be done outside the work unit; that is, many decisions are made at a higher level. A great deal of responsibility, however, is still left for the supervisor in organizing the work of his unit. The following is an outline of some of the more important organization work left to the supervisor.

### DIVIDE WORK

The supervisor must decide how the work will be divided among groups and sub-groups and how best to arrange the groups to each other so that the work can be carried out in the most effective manner.

### ASSIGN AND ARRANGE SPACE AND EQUIPMENT

After the supervisor assigns work, there are things such as material, equipment and work space which must be divided, assigned and arranged. The arrangement decided upon may also need to be charted so that the organization of material and flow of work can be better understood.

### ASSIGN WORKERS TO JOBS

In accomplishing the work of a unit, the efforts of a number of people are usually needed. The supervisor must organize work and assign workers so their creative and work abilities are utilized most effectively, so they are challenged by their tasks, and so that all of the necessary processes are carried on in proper relation to each other.

## REORGANIZING A UNIT

Opportunities to start from scratch and plan a completely new operation are relatively limited. The supervisor is more apt to be faced with organizational problems in connection with the reorganization of an existing activity. Whether the reorganization comes because the supervisor recognizes that the situation is not as it should be, or because of a decision at a higher level, the general principles still apply. There are, however, some aspects of changing a going operation that deserve special attention. The points that follow are arranged in the order in which the supervisor should approach the problem.

### ESTIMATE THE SITUATION

The supervisor must start with a very clear understanding of what he is trying to do. The organization should not be shifted just to cause change. Unless there is a sound reason for change, the risk of upsetting an organization should not be taken. Unless the purpose is clear, effective action cannot be planned. The purpose must be expressed in terms of the specific improvements the reorganization will secure. It is usually wise to make a critical analysis of operations under the existing organization. It may turn out that only minor modifications are necessary. If a major change is needed, the assessment of the current situation will help to reveal the nature, direction and extent of the change.

### GROUP THE NEW JOBS

After the determination of objectives and a thorough analysis of the present situation, the supervisor can bring the parts together in the best

way to get the results he wants. This planning will lead to a tentative organizational pattern. Each grouping of related activities will be a probable unit in the new structure.

### UTILIZE PRESENT RESOURCES

The result of the above grouping might lead to an ideal plan of organization. But the supervisor must take into consideration the practical aspects of working with the facilities and people that he has. Questions of space, equipment and facilities arise. Before the reorganization can be effected, the supervisor will have to find out whether these items can be secured. More importantly, the abilities and personalities of the work force must be evaluated in a similar way. The organization grouping may have to be modified to accommodate the human and material resources that are available.

### MAKE FINAL ADJUSTMENTS

When an attempt is made to fit human and material resources into the organizational structure based on work processes, some adjustments will have to be made. The realism of good supervision includes the compromises necessary for democratic supervision and effective human relations. Perfecting the organization, then, means adjusting to the realities of the work situation. Fitting the pattern of organization to these realities is necessary if the plan is to function effectively.

### TRY THE NEW ORGANIZATION

A reorganization is nothing more than a plan unless it is put into effect. The tryout must be well planned so that everyone will understand fully his part in the new

arrangement. After the trial, an analysis of the results will be made and any further adjustments that may be necessary, planned before the final installation.

# Staffing

## RECRUITING

Recruiting is the process of reaching out and attracting a supply of people from which to select qualified candidates for job vacancies. The basis for recruiting is the need to fill jobs made available by the vacating of present positions or the development of new positions created by expansion.

Recruiting is generally the responsibility of a person at the top level of management and is conducted through a personnel department. It is the supervisor's responsibility to provide accurate job descriptions, containing the following:

1. Duties of the job
2. Educational requirements
3. Experience requirements
4. Necessary skills

It is also her responsibility to assign the work in a way that allows for maximum use of the skills of the person hired for the job. The supervisor should also make use of the probationary period to determine the suitability of the person hired to continue performing the job.

## RECRUITING METHODS

Typical of the more enterprising recruiting methods used by public agencies and destined to be further developed are these:

1. Intensive cultivation of newspapers, radio, and television outlets for news about public job opportunities, usually on a "public service" basis but often supplemented by imaginative paid advertising. College and trade journals are also useful media.
2. Maintenance and use of extensive mailing lists of schools, labor unions, vocational counseling offices, and particularly of organized occupational groups - professional, technical, or trade - including their membership lists, where appropriate. Depending on the occupation, relevant organizations or their memberships are circularized with attractive and informative data about job and career opportunities.
3. Inviting individuals to specify their vocational interests for future reference. When positions open up, such expressions (coded and recorded on electronic equipment) yield automatic mailing lists for distribution, direct to potential applicants, of information about examination and hiring procedure.
4. Preparation and strategic distribution of well-illustrated pamphlets, each on a separate occupation or profession in the service and career possibilities it offers.
5. Holding "open house" periodically in those agencies which have functions that lend themselves to public display.

## STAFF TRAINING AND ORIENTATION

The purpose of training is to improve skills, improve work habits, improve attitude and increase production.

It is the job of the supervisor to see that employees under her supervision are properly trained to do the job that is expected of them. The actual training may be done by the supervisor or may be delegated to a capable, experienced employee.

### ADVANTAGES TO A SUPERVISOR OF HAVING A WELL-TRAINED STAFF

The following are the advantages of having a well-trained staff:

1. Gives the supervisor time to devote to planning better supervision.
2. Permits supervisor time to train new and retrain old employees.
3. Promotes initiative.
4. Work can be carried on in absence of supervisor.
5. Increases prestige of supervisor in eyes of management.
6. Fewer accidents.
7. Employees have more confidence in themselves, resulting in high morale.
8. Less damage to equipment.

### APPROACH TO TRAINING

The following is the approach to take towards training:

1. Get ready to instruct.
  - a. Have a timetable - how much skill you expect the employee to have and how soon.
  - b. Breakdown the job - list the principle steps, and pick

out the key points. A key point is any detail that can make or break the job.

- c. Have everything ready - the right equipment, materials and supplies.
- d. Have the work place properly arranged - just as the employee will be expected to keep it.

### 2. Why break down the job?

- a. You will see the job as the learner sees it, step by step.
- b. It will keep your instructions direct and to the point.
- c. The steps and key points will be in proper sequence.
- d. You will not omit any steps or key points.

### 3. Remember.

A job breakdown is for you, the experienced person, who now does the job automatically.

The following are steps on how to instruct the employee:

1. Prepare the employee for instruction.
  - a. Put the employee at ease.
  - b. Find out what the employee already knows about the job.
  - c. Get the employee interested in learning the job.
  - d. Place the employee in the correct position.
2. Present the job.
  - a. Tell, show, illustrate, and question carefully and patiently.
  - b. Stress the key points.
  - c. Instruct clearly and completely, taking up one step

at a time - but not more than the employee can master.

### 3. Try out performance

- a. Use the "now you tell me" technique.
- b. Test the employee by having her perform the job.
- c. Have the employee explain and show you the process; have her point out the key points.
- d. Ask questions and correct errors.
- e. Continue until you know the employee understands.

### 4. Follow up on the job

- a. Put the employee on her own. Designate to whom she goes for help.
- b. Check frequently. Encourage questions.
- c. Get the employee to pay particular attention to key points as she progresses.
- d. Taper off extra coaching and detailed follow-up.

### HELPFUL TIPS

The following are a few tips that will help the supervisor:

1. Get the employee interested in learning the job - Whom does it affect? Why and how does it affect the employee?
2. Emphasize key points by telling and showing.
3. Follow the breakdown - keep on a target.
4. Don't ask the employee if she understands - have her tell and show.
5. Think of teaching the job - not doing it.

# Directing

For purposes of discussion, the term "directing" will be used to mean communicating decisions, orders, directions, instructions or other information to subordinates. The word "subordinate" is used to identify those who report directly to a superior and who are under the superior's direction. The subordinate may, in turn, transmit information to others who report to him.

## NATURE OF THE PROCESS

The supervisor has the major responsibility for getting work done; for initiating action; for supplying information to his subordinates. When the supervisor gives direction, he is communicating downward in the organization. Communication cannot be effective nor produce results from the work force unless it conveys the meaning intended and is fully understood.

## RELATION TO DELEGATION

Usually a supervisor cannot accomplish all the work for which he is responsible through his own personal efforts; he must delegate appropriate parts of the work to others. They, in turn, become responsible for their part of the total task. The subordinate assumes a delegated responsibility to accomplish the assignment; the supervisor continues to carry a retained responsibility to see that the work is performed satisfactorily. Delegation includes giving

the employee the authority he will need to get the work done. It resembles directing in that it also is communication downward.

### RELATION TO AUTHORITY

It is often said that the supervisor has the authority, by virtue of his position, to require subordinates to comply with his directions. This does not mean that the supervisor must always resort to authority to secure compliance. Most supervisors seldom use it; however, there are times when exercise of authority is appropriate. The authority of the supervisor comes from delegation. The nature and extent of his authority must be thoroughly understood. It is well to keep in mind that the supervisor has the right to direct only those who report to him. He must never direct those outside his own organizational segment.

### TYPES OF DIRECTING

#### ORDERS

Most employees resent being ordered to do something. They will tend to respond to a courteous request willingly - to a command only grudgingly. To secure wholehearted cooperation, supervisors should use orders sparingly - only in those few situations where the use of authority is necessary.

#### INSTRUCTIONS AND EXPLANATIONS

The outstanding trend in supervisor-employee relations is cooperation and teamwork. In a sense, the only reason for supervisors is to assist the subordinate to get the work done efficiently. From this point of view, the directing of workers takes on the nature of a cooperative effort to secure complete understanding of

what is required. Here employees meet with the supervisor for instructions and explanations. The process is still essentially communication downward, but there is opportunity for questions and comments in both directions.

### THE SITUATION

A sentence that is often quoted is, "Let the situation give the order." This means pointing out to workers all the factors in the work situation that make some action necessary. When they understand why the proposed action is the logical thing to do, they will be inclined to comply willingly. Supervisors may use this method to get employees to set their own directions at work. Similarly, it is usual for the supervisor to indicate the quality and quantity of work he wants done by the example he sets.

### GIVING DIRECTIONS

Although the supervisor can supplement work direction by several means, his main reliance must be on the use of words. All supervisors have experienced difficulty in getting employees to understand what they mean. The difficulties in communication come about for several reasons such as:

1. Words have different meanings to different people.
2. Words may be used incorrectly.
3. Words may not be written or heard clearly.
4. Words may arouse resentment or antagonism.
5. Words may be inadequate to convey full meaning.

Care must be exercised to avoid these difficulties.



## ORAL DIRECTIONS

The great majority of directions the supervisor gives are spoken: He tells people what to do and how to do it. There are several ways to give oral directions. Some of them are:

1. By order (Do this work).
  - a. May be necessary in some situations
  - b. Secures quick compliance
  - c. Tends to be harsh
  - d. Often resented by workers
  - e. Should be used cautiously
2. By request (Will you please do this work?).
  - a. Most common method
  - b. Less harsh than an order
  - c. Assumes a willingness to comply
  - d. Tends to make employee feel more important
3. By suggestion (This work should be done promptly).
  - a. Used as an implied order
  - b. Used where employee understands what to do
  - c. May be misunderstood
  - d. May be disregarded

This makes it clear that the supervisor has a choice as to how he gives directions. He must use judgment and do what is best in each situation.

## WRITTEN DIRECTIONS

Almost all written directions fall into one of three types. The first of these is broad general instructions such as change of mission or policy, work standards, safety measures or similar matters.

The second type is represented by

rules, regulations, instructions or operating procedures which are given to employees for guidance. These are usually very specific. They serve a definite purpose in obtaining uniformity and in conserving the time of the supervisor by reducing the need for repetition of oral direction.

The third type of written direction is the directive. This is a communication addressed to a particular person or group on a specific subject. It sets forth action required and demands compliance. It may be in the form of formal correspondence or by merely a handwritten note. As with other written methods, it is used to supplement oral directions.

## RECEIVING DIRECTIONS

The supervisor not only directs the work of subordinates who report to him, but also receives directions from above. Both are important parts of the directing process. They are interdependent. If the supervisor fails to receive clear, complete and timely directions, he cannot transmit them effectively to his subordinates. Except in the most familiar matters, it is normal for further questions and problems to arise as employees go about carrying out the directions. If the objective is to be accomplished efficiently, these questions must be answered. The supervisor may have to go back to his superior for further explanation; he may get the answers from others involved in the operation or from some technician. If the supervisor fails to understand and communicate what is expected, he must accept full responsibility when it turns out wrong.

## THE SUPERVISOR AND DIRECTING

This description of how the activities of an organization are directed points out the importance of the process. More of the planning, organizing, coordinating and controlling of operations takes place at higher levels than first-line supervisors. The reverse is true of directing. The first-line supervisor spends most of his time directing the work of employees. Higher level supervisors are not subject to this task because the people who report to them are carefully selected, experienced employees who do not need such continuous direction. Even so, the higher level supervisor directs the operations of his area and the supervisor uses all the management processes.

# Coordinating

To secure effective action by employees, attention must be given to the relation of each task, activity or process to all the others. When work activity starts, it must flow as smoothly, harmoniously and with as little friction, lost motion or delay as possible. This is accomplished by coordination. Coordination represents the actions taken to insure that work flow is properly timed, that all operations fit together smoothly and that there are harmonious relationships between all aspects of the work operation. Coordination of efforts depends upon the degree to which the work has been well planned and organized. It is important that each employee be given clear directions on how and when she

is to perform her part of the work effort. Also, the supervisor must exercise controls in order to achieve satisfactory results.

## COORDINATING ACTIVITIES IN THE UNIT

Coordination is not something to be achieved once and for all so that it needs no further attention. Each supervisor has a continuing responsibility for seeing that the activities under her direction are properly coordinated. Since work must go on and progress comes only as a result of change, each should be viewed as an opportunity to better coordinate the activities involved. This can come about only as a result of studying what is involved in coordination. The following are some of the directions in which attention should be focused.

### PROCESS ANALYSIS

One of the most effective methods of analyzing operations is to take a clear, objective look at what is going on. The main trouble the supervisor will have is in dissociating herself from the constant harassments of her work. She will have to adopt a critical, questioning attitude in her view of the work operations. By observing what goes on and asking and answering questions concerning operations, the supervisor can determine whether the work is being processed smoothly and harmoniously or whether some changes are needed.

### ANALYSIS OF ACCOMPLISHMENT

A study of what is going on at each individual work station is also an important factor in achieving coordination. Situations that need further coordination can often be discovered

by reviewing with the employee the way she is doing her work. Such matters as layout of the work area and the activities of the worker are significant. Unnecessary, clumsy or awkward work habits slow down work and should be corrected.

### SCHEDULING

Some attention must be devoted to scheduling, if a smooth, harmonious work flow is to be achieved. Usually, each step in the production process is expected to be finished in a reasonable time. Often the amount of time is determined by a deadline or target date. The product, information or report must be ready when needed or when due. Scheduling of work assignments is the most common way of coordinating work processes.

### CORRECTIVE AND PREVENTIVE ACTION

When trouble arises in getting work done, the first concern is to correct the trouble and get operations moving smoothly again. However, coordination is essentially a preventive function, not a corrective one. Schedules are always prepared in advance to effect coordination of the factors involved. While correction of present difficulties may involve coordination, its primary purpose is the prevention of friction and delays in the future.

### COORDINATION WITH OTHER ACTIVITIES

A major aspect of smooth operations in an organization is maintaining proper relationships with other units and the various people with whom business is done. There is a natural tendency for each person to think what she does is the most important contribution made toward achieving the unit's objective. Of course,

each part of the work is essential to the proper functioning of the organization. But, unless this pride in accomplishment is recognized, it may cause less than full cooperation among those involved. There should be close, friendly and cooperative relationships between the persons in each unit and those in the entire organization. Each person should learn as much about the work of other parts of the organization as possible because this will help prepare for unforeseen difficulties. There should be a feeling of teamwork among all parts of the organization. It is difficult to achieve coordination without this willingness to cooperate. The supervisor must also keep in mind that cooperation must work both ways.

### COORDINATING WITH SUPERIORS

It is extremely important that the supervisor keep in close contact with her superior. Superiors frequently set deadlines, assign production schedules or establish the priority of assignments. They are also the source of work changes that may upset carefully drawn plans. Such information must be obtained as early as possible so coordination can be effective. Also, the supervisor must make certain that her superior is informed of her total work situation, any major problems, and any situation in her unit that might interfere with proper coordination with others.

### COORDINATING WITH OTHER SUPERVISORS

The supervisor must have close, friendly working arrangements with other supervisors. It is especially important to maintain close contacts with those from whom work is received and those to whom it is sent. In doing this, the following are guides

that have been found helpful. The supervisor should:

1. Advise others of changes in her work situation which might affect coordination.
2. Be sure to meet her deadlines when this will affect others.
3. Adjust her work schedule as may be feasible to help meet the needs of another unit.
4. Keep her temper when trouble arises.

### COORDINATING WITH SUBORDINATES

The process of coordinating with subordinates is much the same as that of securing teamwork. The supervisor must be alert to evidences of friction or other symptoms that her employees are "not getting along together." But to secure teamwork is not always easy. People differ markedly in their interests, behavior, language, sense of humor and the consideration they show for others. It is easy for minor differences to grow into major problems. If this occurs, the supervisor will find it necessary to apply sound personnel practices so the friction will be minimized.

The supervisor must also keep in mind that coordination by giving orders is not coordination at all. Effective coordination cannot consist of "laying down the law" - it must be a process of seeking agreement and cooperation. There are several guides that will help the supervisor to create and maintain a spirit of teamwork and cooperation. The supervisor should:

1. Develop a consistent attitude of fairness, friendliness and firmness.
2. Establish and adhere to reasonable standards of accomplishment.

3. Make careful plans for accomplishing work objectives.
4. Make working conditions as safe and pleasant as possible.
5. Set an example of good work, enthusiasm and optimism.
6. Commend individuals and groups for work well done.
7. Take prompt action to correct problems and misunderstandings.

### THE SUPERVISOR AND COORDINATION

Every supervisor will agree that her job is easier when things move along smoothly. This gives her a personal as well as official interest in seeing that operations are well coordinated. Furthermore, efficiency and productivity are increased by harmony, teamwork and proper timing of activities.

The supervisor must also keep in mind that coordination is not done apart from other supervisory activities. Careful planning, a sound organization, clear directions and proper controls are necessary for a smooth operation; but these may fail from the lack of harmony and teamwork. Failure of coordination may spoil the best plans or soundest organization. These processes are all interdependent and interfunctional.

## Reporting

### THE MEANING OF COMMUNICATION

One of the most important abilities the supervisor must possess is the ability to make himself understood

by his employees or superiors and to understand, in turn, the ideas and meanings they attempt to convey to him. This two-way process is communication. If the supervisor cannot communicate effectively, the economy and efficiency of his operations will suffer because this is the way an organization gets its job done. This is done through verbal instructions, directives, memorandums, reports, letters, work orders and conferences.

## NATURE OF THE PROCESS

The most important methods by which people communicate or convey ideas to others are spoken language and written language, which involve listening, talking, reading and writing. In these, one person sends a message and another or others receive it. It is a mistake, however, to take skills in communication for granted; considerable effort is required to obtain and use them efficiently.

## LISTENING

Listening is active work, not an automatic response. The supervisor must devote time and effort to develop effective, efficient listening techniques. This is an extremely worthwhile investment because poor listening can be costly in terms of fouled up communications, lost time, expense, and low morale. Listening is an activity that takes a major part of the supervisor's time; it deserves more than casual attention.

Some of the problems that interfere with efficient listening are:

1. Attention. An individual's listening span is brief. It is extremely easy to become distracted while listening to someone only two feet away.

2. Understanding. In a ten-minute conversation, the supervisor will hear between 500 and 1000 words. No matter how closely he listens, some of these words are apt to have different meanings to him than to the speaker.
3. Speed. People think much faster than they speak. Since the supervisor's thoughts are ahead of the speaker, it is easy to allow them to wander while waiting for the speaker to catch up.
4. Environment. Physical factors can affect listening as much as mental factors. Uncomfortable seats, noisy neighbors, poor lighting, and disagreeable temperatures can make listening difficult.
5. Bias. Many supervisors do not listen objectively. They tend to interpret what they hear in terms of their prejudices, moods, and their attitudes toward the topic and speaker.

These listening problems can stop effective communication. The following are suggested ways to help eliminate them.

1. Be receptive. Try to prevent bias, prejudice, or anger from distorting reception. Be willing to listen to new ideas, pay attention, look for the speaker's meaning, encourage the speaker by looking at him.
2. Concentrate. Try to blot out distractions, follow the thread of ideas, be alert for transitions from one thought to another.
3. Become involved. Listen for personal pronouns, add known information to what the speaker says, fill in gaps in his message, maintain a mental running summary of the message.
4. Ask questions. Clarify obscure

points by repeating or paraphrasing the speaker's ideas and inviting him to clarify missed meanings.

5. Prepare. The supervisor should prepare for listening by learning in advance what is to be discussed, getting background information and eliminating as many distractions as possible.

Following these suggestions takes work, concentration and patience. However, they should result in important improvements in the supervisor's skill in an activity that takes up so much of his working time.

## TALKING

In talking with his employees, the most helpful thing the supervisor can do to make his communication effective is to think about his listeners. He must keep in mind the problems of listening as well as consider the employees' abilities, knowledge, education, familiarity with the topic and other similar factors. Then the supervisor must present his message in a logically organized, clear, brief manner. He must choose his words well, clarify each point and summarize at the end of his message. He must try in every way possible to get his meaning clearly in the minds of his listeners.

Supervisors have found the following guides helpful in communicating with their employees. The supervisor should:

1. Avoid talking too fast.
2. Use plain and simple words.
3. Speak in short, concise sentences.
4. Use voice inflections and gestures to lend emphasis and clarity.

Other suggestions have been made to help the supervisor in communicating with others. The supervisor should avoid:

1. Bluntly contradicting those with whom he is talking
2. Using inflammatory "fighting words" or name calling
3. Generalizing when he can be specific
4. Sounding final when there is room for differences of opinion
5. "Talking down" to his listeners
6. Showing anger or dislike for his listeners

In other words, the supervisor should think before he speaks.

## READING

For many supervisors, reading all the material that comes to their desks is a tremendously difficult task. Some could spend full time reading and never be able to do all the other things they are called upon to perform. In order to keep up with all this reading, the supervisor will find it helpful to apply certain techniques that others have used successfully.

1. The supervisor should sort the material that comes to his desk so he can devote more time to the most important correspondence. A few minutes of sorting may save hours of reading time. As a suggestion, the supervisor can sort reading materials into groups like these:
  - a. The material he does not need to read at all
  - b. The material he may want to read later
  - c. The material he wants to be familiar with
  - d. The material he must under-

stand thoroughly

This sorting should considerably reduce the amount of material the supervisor needs to read.

2. When the supervisor reads, he should give it his full and critical attention; he should ask such questions as:
  - a. What does the writer mean?
  - b. What evidence does he have to support this?
  - c. What has he left out of this message?
3. The supervisor should learn and practice habits of rapid reading. This is a skill that must be built up gradually. The technique is to see and comprehend more than one word at a time. The faster one can read and comprehend, the more time for other important activities.

## WRITING

One of the most difficult and most valuable communication skills the supervisor can acquire is the ability to write effectively. The most common difficulties in writing are lack of clarity and the tendency to write at too high a level. Some reasons for these difficulties are:

1. People try to impress others.
2. People do not tend to write simply and concisely.
3. There is a false assumption that what is clear to the writer will also be clear to the reader.
4. Words have different meanings to different people.

Careful, easy-to-understand writing is most important in orders, instruc-

tions, reports and correspondence. These should not only be easy to understand, but hard to misunderstand. The supervisor must be able to put his ideas on paper in an easy to understand form.

Some of the things that make writing difficult to read and understand are:

1. Long sentences
2. Big words
3. Abstract and impersonal ideas
4. Excess adjectives and involved word phrases

Writing can be improved by asking and answering such questions as the following:

1. On planning to write -
  - a. What is the purpose for writing?
  - b. What is the expected result of the writing?
  - c. Who will be the readers?
  - d. What action is wanted from the readers?
2. On preparing the outline -
  - a. What material or facts are available?
  - b. Which of these are suited to the purpose of writing?
  - c. Is the outline arranged in a logical order?
  - d. Is the outline complete?
  - e. What illustrations or support materials are needed?
3. On checking the written copy -

For clarity:

  - a. Is the purpose clear?
  - b. Will the reader understand what happened?
  - c. Is it written in terms the

- reader knows?
- d. Are important ideas emphasized?
  - e. Will the information be of interest to the reader?
  - f. Do the points hang together?
  - g. Are recommendations, conclusions or ideas clearly stated?

For conciseness:

- a. Is the writing as brief as possible?
- b. Can it be read rapidly?
- c. Are sentences short and simple for the reader?
- d. Does it get to the point quickly?

For correctness:

- a. Is the grammar correct?
- b. Are all words spelled correctly?
- c. Is it punctuated properly?
- d. Are facts and figures accurate?
- e. Are all words used correctly?
- f. Are unfamiliar words and abbreviations avoided?

For completeness:

- a. Is it dated, signed?
- b. Is it clear to whom it is to be sent?
- c. Is it clear whether a reply is expected?

## REPORT WRITING

In addition to communicating, an essential part of reporting is report writing. The following are helpful statements regarding report writing:

1. Know the purpose of the report, and tailor the information you supply to the purpose.

2. Know the people who will read and act on the report - how much do they already know, and what has to be explained?
3. Before starting to write, define the problem, and make sure you have the facts needed to come to a conclusion.
4. Unless the report is too short to warrant one, write an outline first. This will make it more likely that you will cover all relevant matters, omit irrelevant ones, and put the information in the proper order.
5. Start the report with a summary, for quick comprehension by the reader of what the report is essentially about. This may mean a short statement of the problem and the conclusion or recommendation.
6. Close with a recommendation or indication of the next step.
7. Keep the report short; tell all that is needed to understand, but no more. The boss should be able to read it and grasp the matter quickly.
8. Use simple words; avoid archaic expressions. Do not try to use a report to impress the boss.
9. After a draft, review for: clarity, brevity, completeness, accuracy, and appropriateness of language for the intended reader.
10. Complete the report in time for the boss to take action. Avoid giving him very short notice.

## DEFINITION AND PURPOSE

A report is an orderly presentation of factual information directed to a specific reader for a specific purpose.

The general purpose of a report is to bring to its reader useful and factual information about a condition



or problem. Some specific purposes of a report may be:

1. To enable the reader to appraise the efficiency or effectiveness of a person or operation.
2. To provide a basis for establishing standards.
3. To reflect the results of expenditures of time, effort and money.
4. To provide a basis for developing or altering programs.

### TYPES OF REPORTS

The following are different types of reports:

1. Information Report - contains facts arranged in sequence.
2. Summary (Examination) Report - contains facts plus an analysis or discussion of the significance of the facts. Analysis may give advantages and disadvantages, or give qualitative, quantitative comparisons.
3. Recommendation Report - contains facts; analysis; conclusion - logically drawn from the facts and analysis; plus a recommendation based upon the facts, analysis and conclusion.

### FACTORS TO CONSIDER BEFORE WRITING

The following are some factors to be considered before writing the report:

1. Why write the report - the purpose of the report should be clearly defined.
2. Who will read the report - what level of language should be used? Will the reader understand professional or technical language?
3. What should be said - what does the reader need or want to know

about the subject?

4. How should it be said - should the subject be presented tactfully? Convincingly? In a stimulating manner?

### PREPARING THE REPORT

Here are some helpful preparatory steps for writing a report.

1. Assemble the facts (find out who, why, what, where, when, and how)
2. Organize the facts (eliminate unnecessary information)
3. Prepare an outline (check for orderliness, logical sequence)
4. Prepare a draft (check for correctness, clearness, completeness, conciseness and tone)
5. Prepare it in final form (check for grammar, punctuation, appearance)

### OUTLINE FOR A RECOMMENDATION REPORT

A simple, workable format for a recommendation report presents the necessary information under three headings:

1. Purpose - a clear, concise statement of the purpose for which the report is created.
2. Basis for recommendation includes:
  - a. Facts (5 W's and H)
  - b. Analysis or discussion of the facts
  - c. Conclusions.
3. Recommendation - a clear, concise statement recommending the course of action supported by the given facts, analysis and conclusion.

# Budgeting

The process of controlling present costs and planning costs for future operations is called budgeting.

## FACTORS CONSIDERED IN BUDGETING

There are several key factors to be considered in budgeting. They are as follows:

1. Past experiences
2. Current costs
3. Reasonably attainable future goals or programs

Analysis of the current or past budgets will provide insight into needed modifications on the upcoming budget. The budget period should be for a reasonable length of time.

## WHO BUDGETS

Although budgeting is usually done at the upper level of management, input by other levels of operating personnel has the following benefits:

1. Provides information as to actual department needs, both current and for future expansion.
2. Helps in assessing the validity of the needs.
3. Helps create cooperation on the part of those people affected by the budget.