

Welcome to

**Management
& Supervision**

Q
S
A

Training for The Analyst Series Exams

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

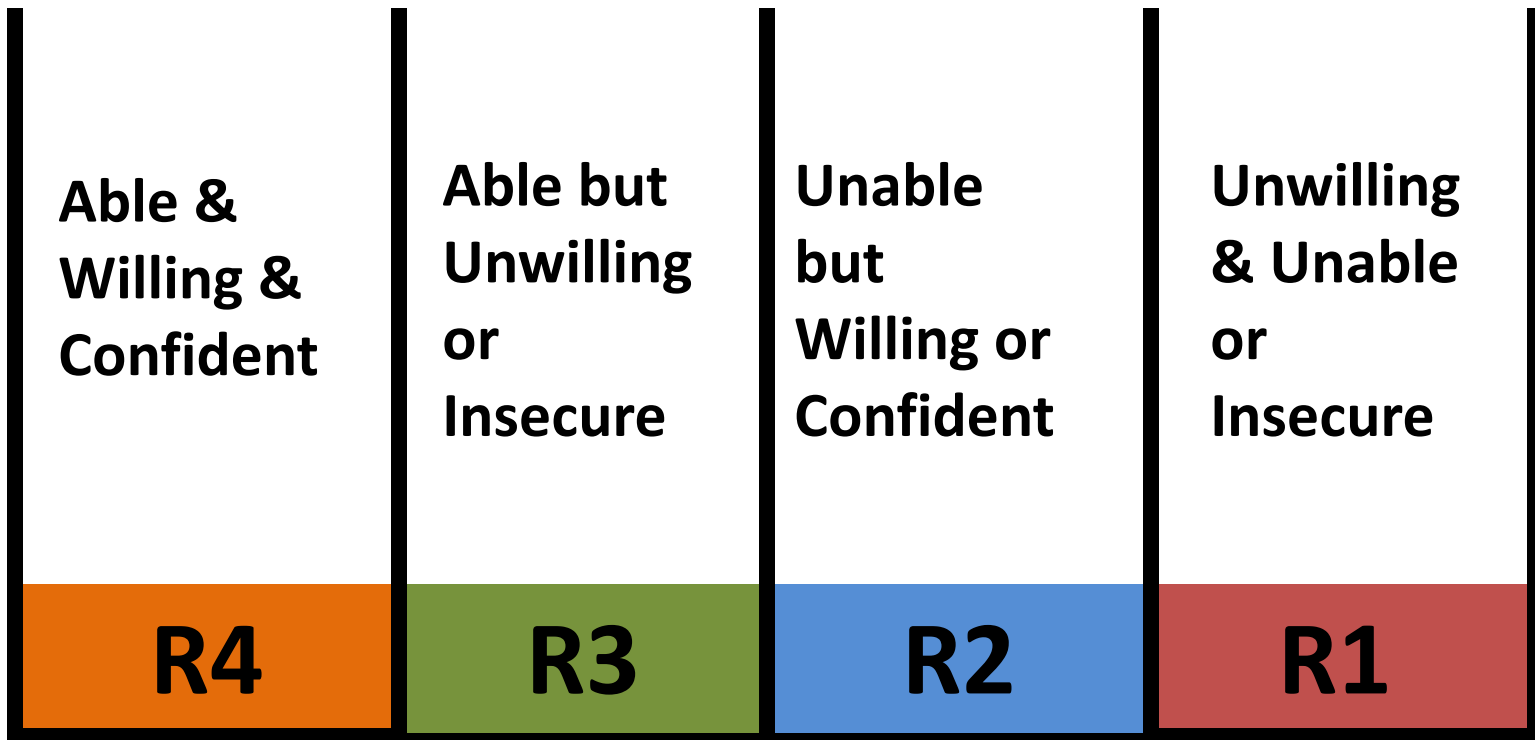
Understanding the Process

Leadership Styles

Blanchard/Hersey Situational Leadership Model

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

Follower Readiness



Follower Directed

Leader Directed

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

Ineffective

Participating

Patronizing

Encouraging

Placating

Supporting

Condescending

Empowering

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, Moe Richards. 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

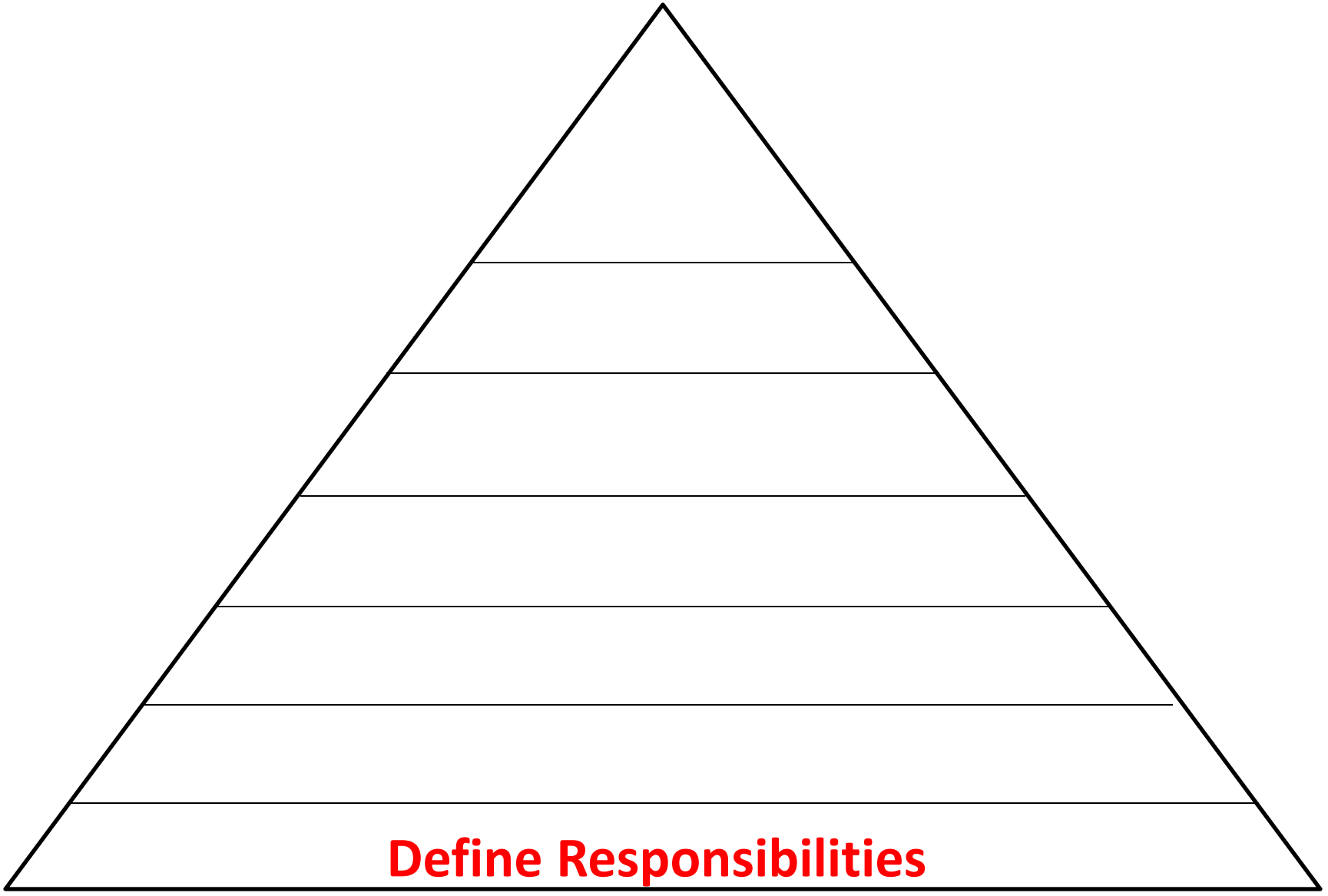
Clearly define the responsibilities of the jobs of the people you supervise.

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.



Define Responsibilities

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

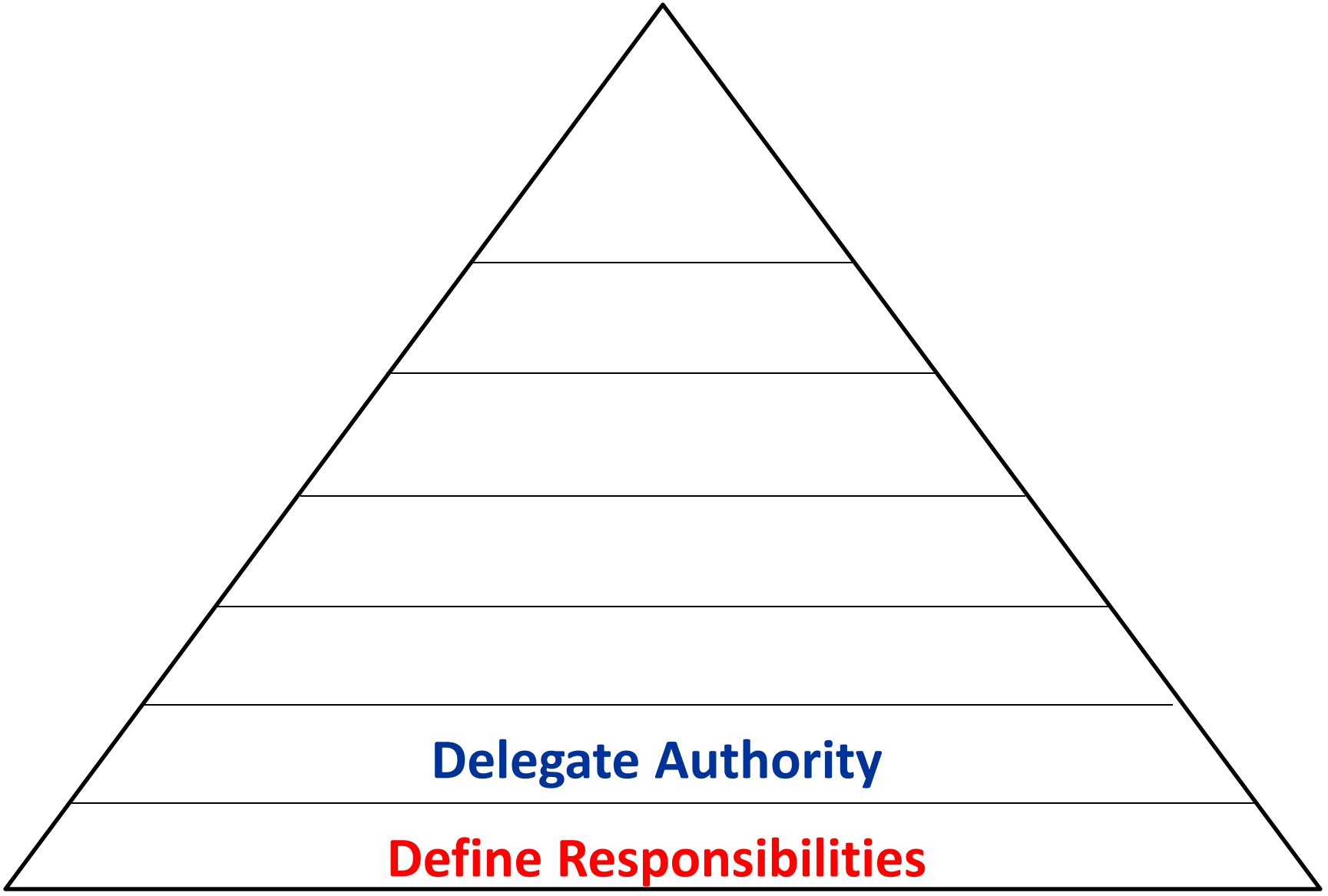
Always delegate authority equal to the responsibility.

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.



Define Responsibilities

Delegate Authority

Case Study 3

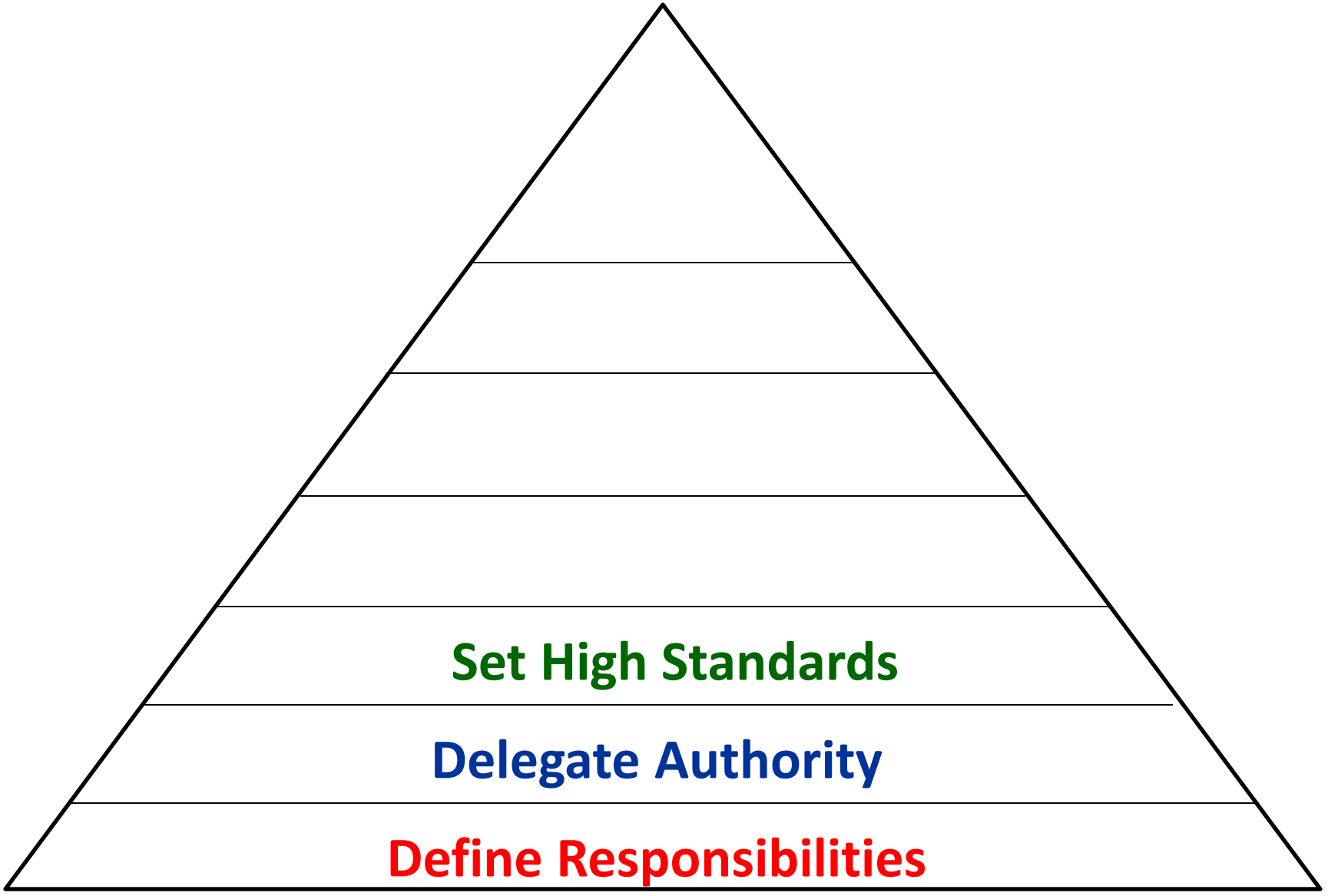
You assign Clerical Associate Smith to write a draft of a routine report. Smith always meets deadlines, but her writing is not good at all. Before the due date, you observe her getting help from another associate named Wesson who has excellent writing skills. Smith turns in the draft on time, and does 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.



Define Responsibilities

Delegate Authority

Set High Standards

Case Study 4

You are considering ending the career of a new employee with a negative probationary report. Just three months 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 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

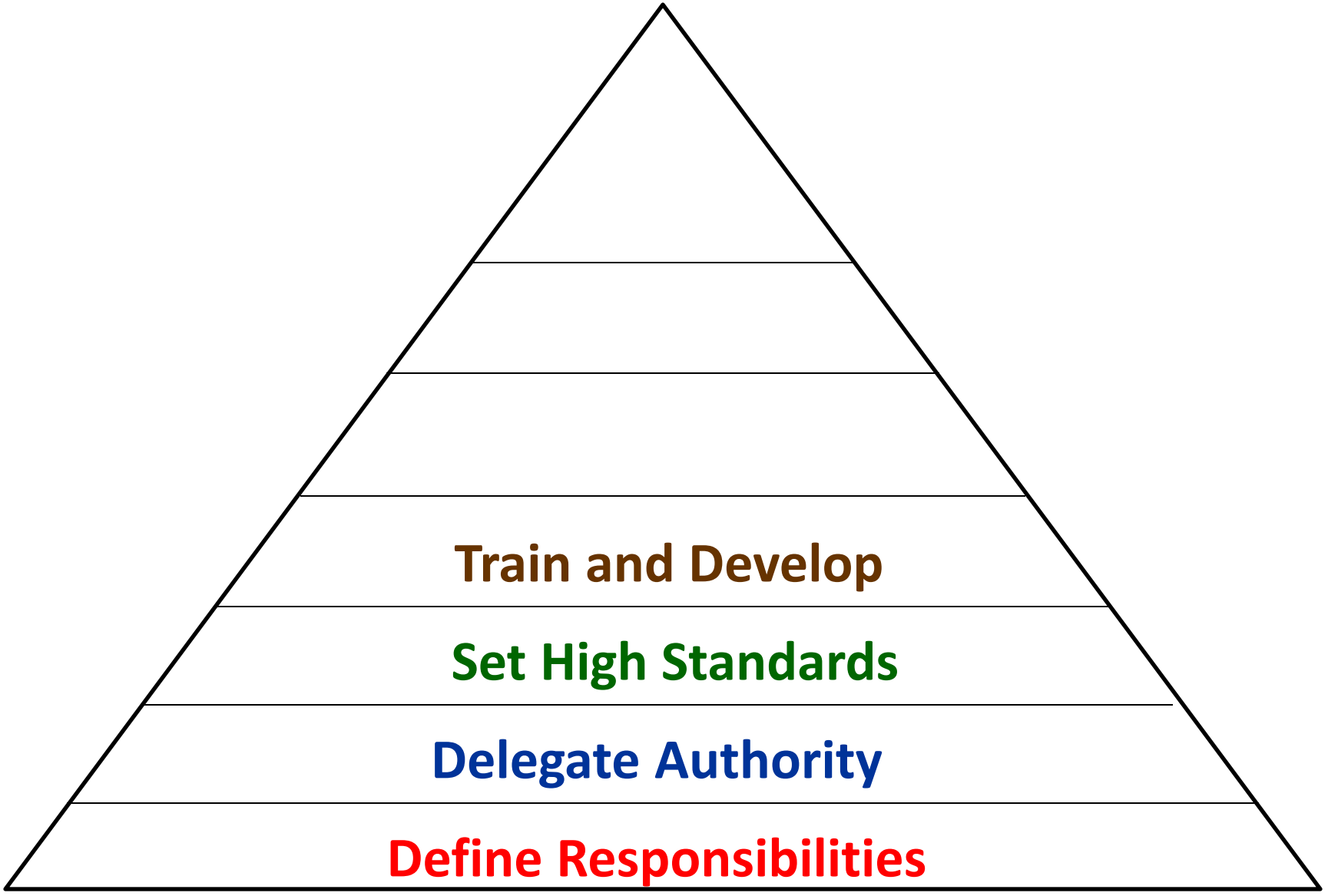
Use training as a way of building people's self-esteem and skills.

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.



Train and Develop

Set High Standards

Delegate Authority

Define Responsibilities

Case Study 5

You have heard of Staff Analyst Bill Sod from the 6th 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, Sod does his job competently enough. He makes one error which he quickly corrects. One day two employees approach you to tell you that although Sod 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

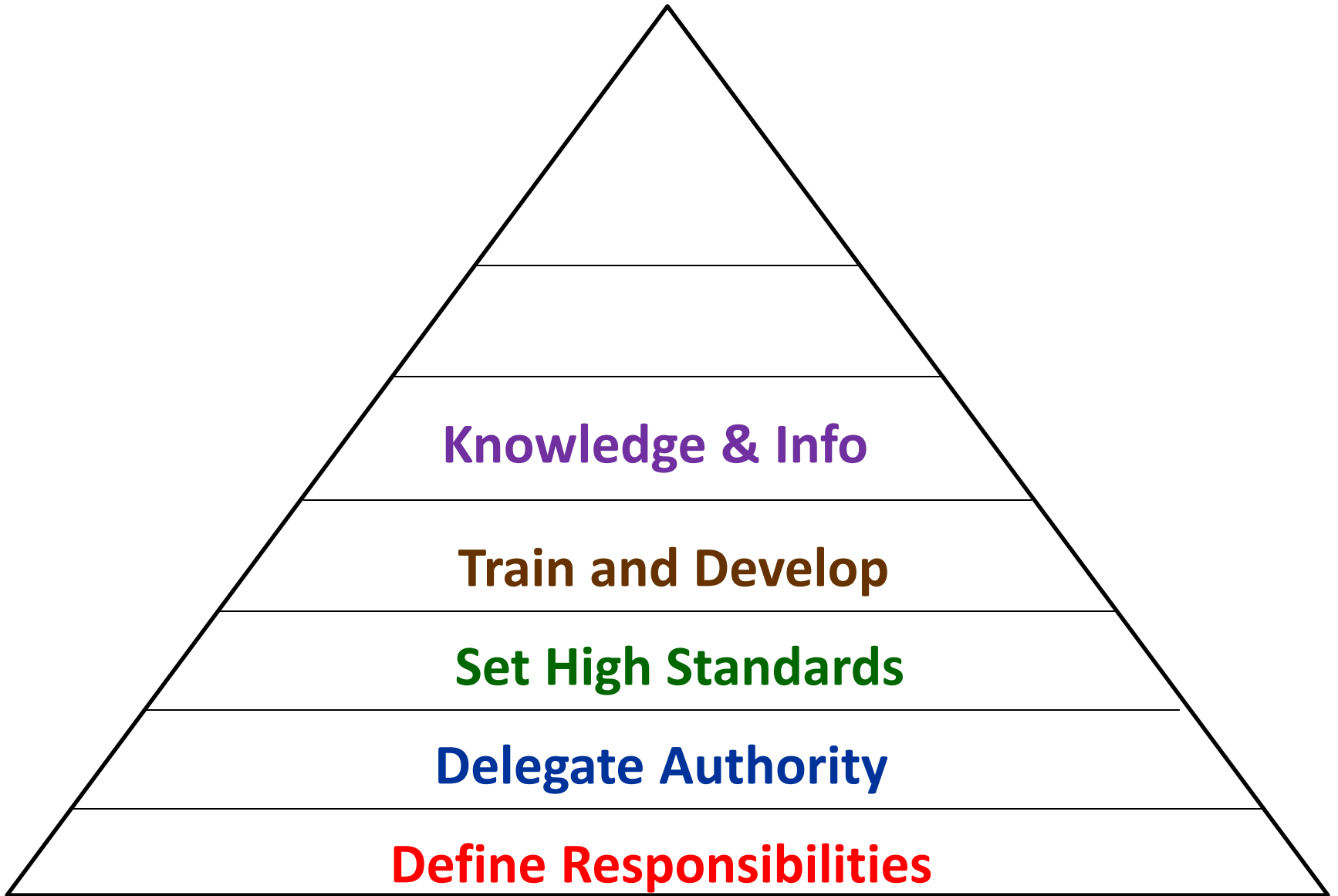
- ***Effect of Recency***
- ***Compatibility***
- ***Commonality***
- ***Blind-Spot Effect***
- ***Personality-Trait***



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)

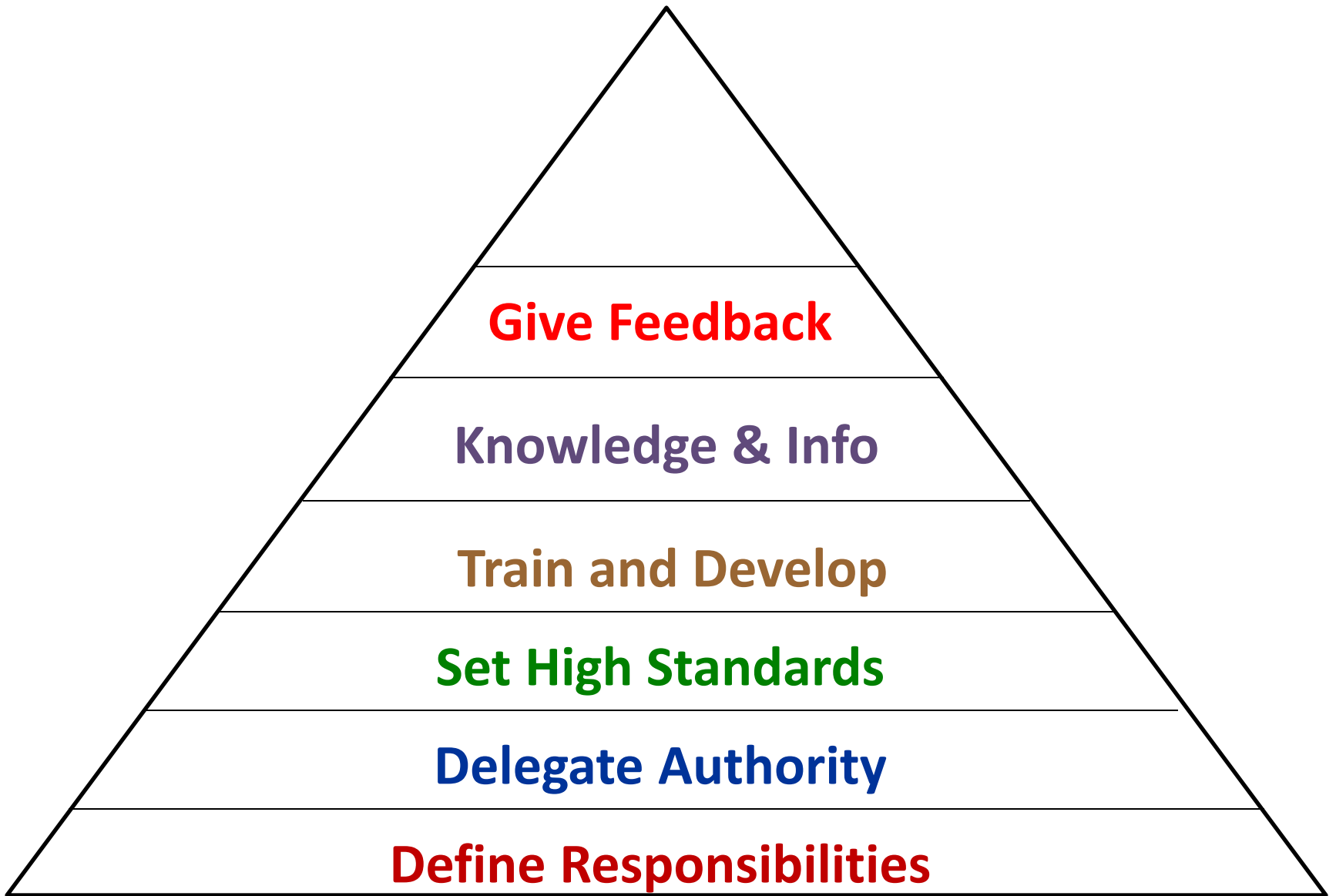
Encourage people to seek out information on their own, and to share that information with others.

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.

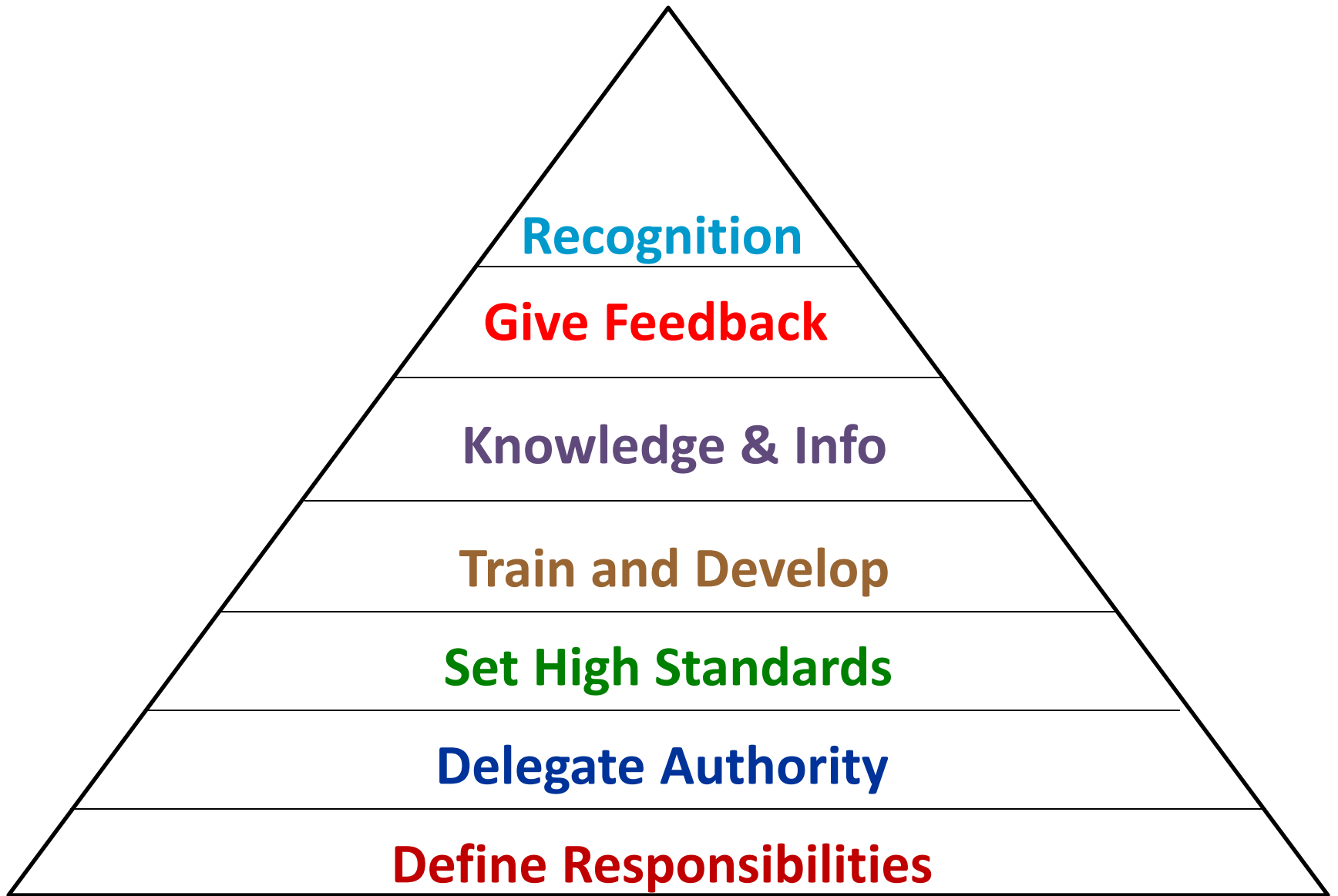
Be honest with poor performers. Avoid destructive wording that creates hostility. Use positives e.g. “Let’s try a new way for you to do....”

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

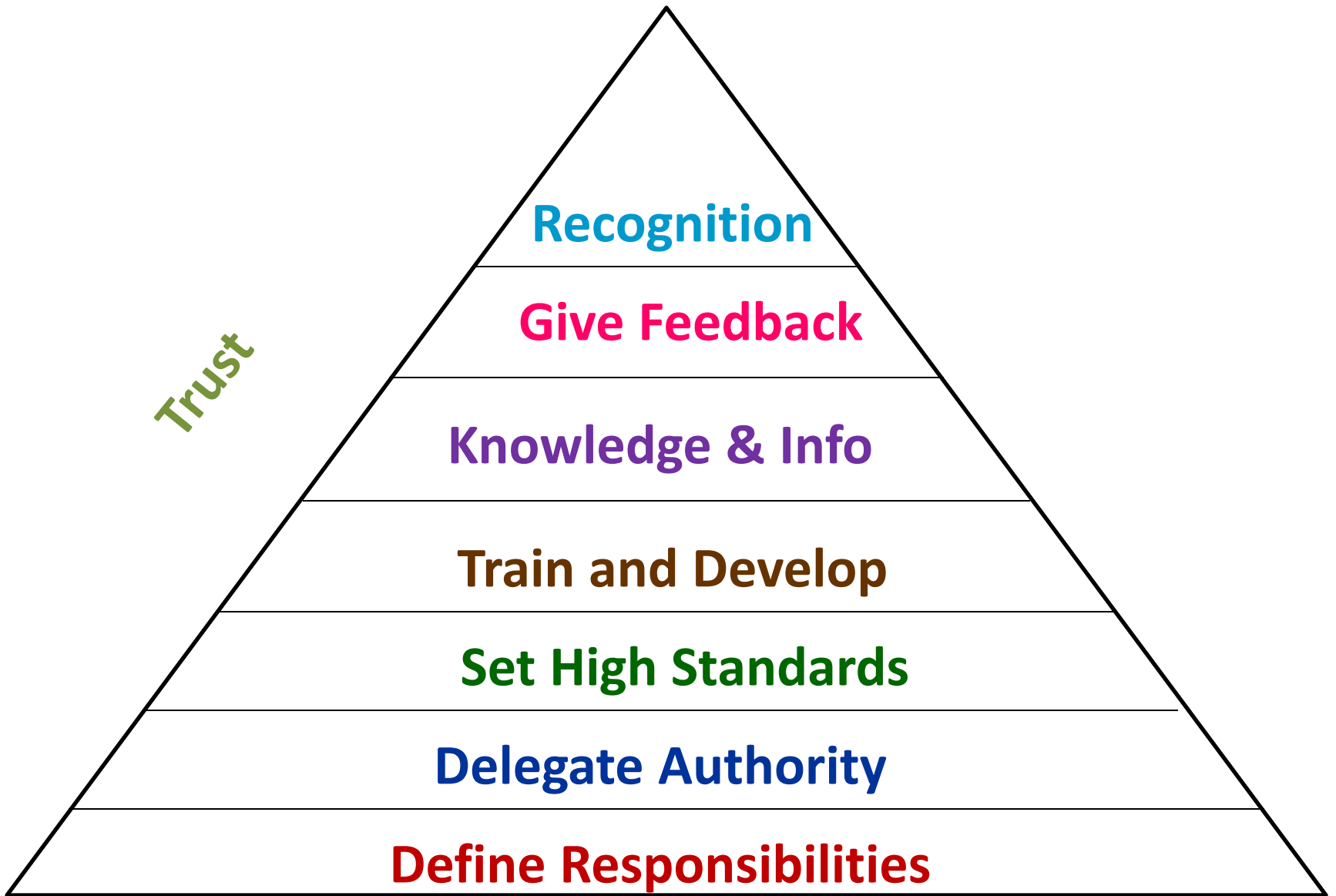
Be sure the recognition fully acknowledges people's accomplishments

Recognize the people as well as the achievement

Tailor recognition to the person

Case Study

Elmo Last 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 Last 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

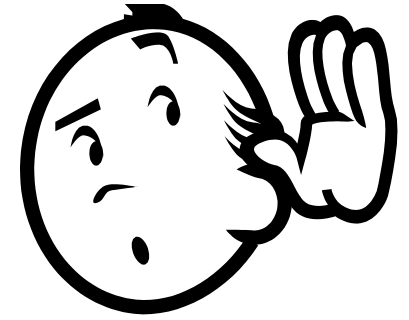
Respect (Cntd)

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