Supervision in the Public Service

A Supervisor’s Action Workbook, 3rd Edition

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1969, 1972, 1978
Published by:
Ruslam Educational Products

Reprinted by the
Bureau for Evaluation and Research Services
Tennessee State University
1997

Reprinting Approved by
Center for Government Training
as an out of print document
Session 2 - The Supervisor’s Job

EMPHASIS OF THE SESSION 2 - THE SUPERVISOR’S JOB
1. To define role of a supervisor
2. To gain a more complete understanding of your job as a supervisor
3. To review changing relationships and responsibilities in the shift from operational to supervisory duties
4. To identify some common difficulties supervisors encounter in their pursuit to understand supervisory concepts
5. To record and analyze your supervisory duties, tasks, and responsibilities
6. To identify primary resources available to you as a supervisor
7. To identify primary functions you must perform in order to do your job effectively

READING ASSIGNMENT

Supervision - A Proper Focus

Before we can discuss your job as a supervisor, it would be of value to briefly discuss some background material that will assist you to “focus in” on the broad scope of supervision.

Every organization is formed for the purpose of achieving some type of goal or objective. The goal or objective of the organization is a determining factor in deciding what functions, responsibilities, and resources will be required to get the job done. Every individual in the organization must contribute to the accomplishment of the organization’s goals by performing some basic or specialized tasks.

When we view the organization in this way, it becomes quite clear that the success of an organization is largely dependent on how well each and every individual performs his job.

In a small organization with very few employees, it becomes easy for everyone to know and understand his duties, responsibilities, and goals. Supervisory functions are carried out in a simple, clear, informal but direct manner. Such functions are usually shared by all employees without the formality of assigning any one person full supervisory responsibilities.

As an organization grows larger and more complex, a critical need develops for someone to be assigned specific supervisory responsibilities so that all work activities will be coordinated and directed at accomplishing the goals of the organization. Thus, the term and sometimes the title “supervisor,” come into existence to describe the person who has been assigned these responsibilities.

Public Service Organizations are among the fastest growing organizations in the United States. With growth comes complexity, and with complexity comes the need for competent and effective supervisors. From what we have discussed so far, it is apparent that the most effective public service supervisor is one who knows his job, how it relates to his organization’s goals, and applies effective supervisory practices.
SUPERVISOR- A WORKABLE DEFINITION
Throughout this course, the term “supervision” is defined as anyone who directs and coordinates the work of others so that the work of his unit is accomplished in an effective and economical manner.

It does not matter what a person’s title is, how many people he is responsible for, or what level in the organization he is, the main point is that a supervisor is responsible for directing and coordinating the work of others. Anyone in your organization carrying out this responsibility is carrying out the function of supervision.

UNDERSTANDING SUPERVISION- SOME DIFFICULTIES
Many supervisors have difficulty in understanding their role, identifying their functions, and defining such terms as manager or supervisor. Part of this difficulty stems from the fact that managers and supervisors at various levels throughout the organization fulfill essentially the same functions.

If you were to observe the functions being carried out by “supervisors” and “managers” within your own organization you would find that both do pretty much what we defined as “a supervisor” in the beginning of this session.

“A supervisor is anyone who directs and coordinates the work of others so that the work of his unit is accomplished in an effective and economical manner.”

For this reason most of the written materials dealing with supervision use the terms “supervisors” or “managers” interchangeably. We will follow this practice throughout the course.

Other difficulties arise when we attempt to adopt published lists that describe functions performed by supervisors. Such lists usually include such things as decision-making, planning, organizing, staffing, directing, coordinating, communicating, controlling, motivating, training, evaluating, and many others. The actual content of these lists varies from author to author. However, most authors writing on supervision usually see the overall job as the same, but vary in the degree in which they break down the job and in the terms they use to describe the various functions. Rather than provide you with a long list of functions, we will build upon the basic concepts and allow you to select the terminology most appropriate for your situation.

THE SHIFT FROM NON-SUPERVISORY TO SUPERVISORY DUTIES
Until you became a supervisor you were carrying out what can be termed operational-type duties. By operational we mean you were assigned a job within your working unit and your primary concern was in being technically competent in the work you did. Your performance was rated on the basis of your individual output; you were rated on how much you could do and how well you could do it.

So often in our selection and promotion process, we look for employees who have demonstrated operational competence and promote these employees into supervisory type jobs.
Session 2- The Supervisor’s Job

You may have been promoted in this manner. If you were, you probably found that you still enjoyed doing the type of work you always did and you may still have an occasional urge to try your hand at the “tough ones.” However, as a supervisor, you cannot afford to do the same type of work you always did. Your performance is no longer being rated on the basis of how much or how well you do your old job; your duties are now supervisory-type duties and not operational-type duties.

What the organization asks of you now is that you be able to get along with other people and motivate them to do their operational jobs well. Your change of job classification represents more than a change of title; you have made what Lawrence Appley of the American Management Association termed “the vital shift.” Your job now requires that you plan, organize, lead, control, staff, etc., and get the job done through your employees, not to do the operations part yourself.

It is recognized that there are differences in organizations and that some organizations may expect you to do a certain amount of operational-type work, but it still should be your goal as a supervisor to free yourself from this type of activity over the long haul (and as your supervisor approves) to concentrate on getting work done through others. This getting work done through others is the true job of supervisory and management personnel.

Following are a few sample activities that will assist you in describing some of the most important changes in responsibilities when making the shift from operational to supervisory positions.

1. The supervisor helps plan the work of the unit. He assigns work daily to his employees and determines the amount of work each should do.
2. He sets up methods to determine how well and how much work is done, and whether or not it is going according to plan.
3. He sees that the right person is in the right job insofar as the staffing pattern permits.
4. He sees that his unit is organized properly to carry out the plans and that no undercurrents or sub-organizations interfere with these plans.
5. He provides leadership in making decisions.
6. He advises, guides, and provides the leadership necessary to build his work force into a competent, coordinated team.

Many authorities feel that the first assignment to supervisory responsibility and to the management team is the biggest change an employee can make. Frequently, it is the first step in a series of promotions that lead to higher supervisory and management positions requiring increased capabilities and more complex duties. However, one aspect of the change that is frequently overlooked at the beginning of a new supervisory career is that not only does the new job bring forth new duties, but it must also bring about a change in the supervisor’s relationship with the workers in his work unit.

Formerly, you were “one of the boys.” However, now you are part of management and your responsibilities are changing significantly. As we pointed out in the first part of this session, your job is to get results through the efforts of others. In order to do this you will have to pass on information both to your subordinates and to your supervisor. You will have to plan, coordinate,
and control the work of all employees in your unit. These duties will impose many changes on you as a person.

**CHANGED RELATIONSHIPS**

As an operational-type worker in your unit you were concerned about good and bad working relations with your supervisor and your fellow workers who performed the same operational-type work. When you became a supervisor the scope of your working relationships expanded. No longer are you just working “as one of the boys.” Now you must supervise the work of these people as well as work with fellow supervisors and your immediate supervisor. One of your most important and immediate concerns will be modifying old relationships and building some new relationships within your work setting.

Often supervisors are promoted from the force of the same unit that they are going to supervise. This immediately establishes a new relationship between the selected person and his fellow workers. Here are some of the questions his former fellow workers might ask:

- What kind of boss will he be?
- Will I like working for him?
- How will he use his authority?
- Will his attitude toward me change?
- Will he make me work harder?
- Will I still be able to talk to him about my work?
- What changes will he make?

**IT IS YOUR RESPONSIBILITY AS THE SUPERVISOR TO PROVIDE CLEAR ANSWERS TO THESE QUESTIONS FROM THE VERY MOMENT YOU ACCEPT YOUR POSITION.**

**RESPONSIBILITIES TO YOUR SUPERVISOR**

We all recognize that employees depend upon instructions, directions, and assistance provided them by their supervisor. In return, the supervisor depends upon employees for communications concerning the progress of the work, the effectiveness of the methods, and the problems that have arisen and require special handling.

Another vital change which you as a supervisor will encounter, involves volunteering factual and unbiased information to your supervisor about your unit’s work. Not only will this information help your supervisor plan the department’s work better, but you will find that his advice and criticism, based on his past experiences, will be an invaluable resource for you in planning activities.

You may have some uncertainty as to what kind of information your supervisor needs and wants. First of all, make it as factual as possible; answers to the traditional questions of who? what? when? where? why? and how? will probably be sufficient. If he needs more information, he will ask for it.
Secondly, make it job-related. Avoid discussions of your or other’s personal problems, private lives, or interpersonal relations within your unit. And finally, choose the subjects that are important to your supervisor in his work; try to anticipate problems that are developing, e.g. it will be difficult to finish project “x” by the due date because. . . and try to anticipate answers to the questions your supervisor’s supervisor will ask.

Remember that your supervisor also has a tough job to do. By keeping him informed about work matters or by solving minor problems before he becomes involved, you are helping to make his job that much easier. The easier you make his job, the better your working relationship will become.

**THE RESOURCES OF SUPERVISORS**

Up to this point, we have considered the supervisor’s job from the standpoint of what it is and what major changes take place. Now let us consider the resources available to assist you in accomplishing your job.

The most important thing to remember about resources is that they are the things you must work with in order to accomplish your job. Some writers refer to them as the tools of management. They are: 1) Human- Manpower, 2) Fiscal- Money, 3) Physical- Facilities, Material, and Equipment, and 4) Time.

When we consider that you have a job to accomplish and are provided with certain resources to accomplish that job, your role as a supervisor becomes easier to describe. Thus, the supervisor’s role is to utilize his resources in the most effective and economical way in accomplishing his assigned objectives. Thus, you should continuously be applying techniques and methods designed to prevent waste (i.e. wasted manpower, money, materials, equipment, and time).

How many times have we heard other supervisors state, “we don’t have enough money, or people, or materials, etc., to get the job done.” Sometimes this is true, but many times the resources are adequate and the real problem is found to be with the supervisor. His methods and techniques of utilizing resources are not adequate.

Of the above-mentioned resources, the ones that present the most problems to a supervisor is the human resource. It is the most complex and leads us into such areas as morale, motivation, psychology of handling people, basic psychological needs, and other factors that affect employee behavior. We will discuss some of these factors in more detail in later sessions.
Session 2- The Supervisor’s Job

PRINCIPAL SUPERVISORY FUNCTIONS
As a supervisor you are involved in many activities. However, you are spending most of your time and energy in only a few. These few are sometimes referred to as the functions of a supervisor or functions of management. No matter what you decide to call them, the activities themselves are always the same. They are:

- planning
- organizing
- directing
- coordinating
- controlling

These are the functions you must perform in order to do your job effectively.

If you are spending most of your time and energy in these functions, it seems logical that you should know as much about them as possible. A basic knowledge and understanding of these functions will assist you in realizing the full impact of the job of supervision. Each of these primary functions will be discussed in later sessions.

On the next page, you will find the action assignments for this session. These assignments are designed to assist you in understanding the importance of the material presented in your reading assignment.

ACTIONS ASSIGNMENTS
This session is concerned with “focusing in” on the supervisor’s job. Your reading assignment has provided some basic concepts. The following action assignments will provide you with the opportunity to examine your understanding of these concepts.

Instructions
Since this is the first assignment you have been required to complete on a self-study basis, we might point out that one of the most common pitfalls is the ease with which you can “put off” completing assignments. Promptness is important to achievement; more so in this course than in may others. The success achieved in this course is directly related to the manner in which you complete your assignments. Start immediately and form good study habits to see you through a successful course.

Assignment 1
Define the term “supervisor” as used in this course.

Assignment 2
Briefly summarize the difference between operational and supervisory type duties.
Assignment 3a
Throughout this course you will analyze your job as you are now doing it, and as you make changes to improve it. Your first step, then is to record the activities which now occupy your time.

Using the format below, keep a daily log of your work tasks for the next three working days, beginning at the time you start your working day and ending at the close of your working day. It goes like this, each time you start a new task, you note the time of the day and the type of task.

For Example:

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>Arrived at office: began checking today’s schedule</td>
</tr>
<tr>
<td>8:05 AM</td>
<td>Answered phone call: Smith is sick, won’t be in today</td>
</tr>
<tr>
<td>8:07 AM</td>
<td>Revised today’s work assignments to cover Smith’s job</td>
</tr>
<tr>
<td>8:10 AM</td>
<td>Called meeting to announce changes in today’s work.</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>Read through morning mail. My boss wants special progress report on new accounting system</td>
</tr>
<tr>
<td>8:50 AM</td>
<td>Dictated memo regarding holiday schedules</td>
</tr>
<tr>
<td>9:15 AM</td>
<td>Coffee break</td>
</tr>
</tbody>
</table>

Note: It is extremely important that this assignment be recorded on a task-to-task basis. Every time you perform a different task, it should be immediately recorded. Trying to complete this assignment at the end of the day relying upon your memory will completely distort both the purpose and value of the assignment.

Assignment 3b
The purpose of this assignment is to assist you in realizing where you are spending your work time. When you have completed Assignment 3a, we would like you to carefully review and analyze your work task log with this question in mind- “Is this task related to a supervisory or operational type duty?”

The value of this assignment may vary from supervisor to supervisor. However, in most cases it will assist you in finding out whether or not you are actually carrying out your supervisory duties. Be prepared to discuss your insights and findings at your next group discussion session.
Assignment 4
Every supervisor must have a clear understanding of his duties and responsibilities. Too frequently it is erroneously assumed that he has the understanding otherwise he wouldn’t be a supervisor. Using the format below, make a list of all the “major duties” and “related tasks” you are required to perform in your present supervisory position.

For Example:

<table>
<thead>
<tr>
<th>Major Duties</th>
<th>Related Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervise three employees</td>
<td>1. Assign jobs</td>
</tr>
<tr>
<td></td>
<td>2. Give direction</td>
</tr>
<tr>
<td></td>
<td>3. Schedule work</td>
</tr>
</tbody>
</table>

The activity list should be as complete as possible. It will be used again in later sessions. If your organization has written “position description” or “duties statements” they may be used to assist you in completing this assignment.

Assignment 5
Briefly state what you have learned so far from this session concerning:

a. Primary resources

b. Primary functions
Session 6- Delegation: A Sign of Leadership

EMPHASIS OF THE SESSION 6- DELEGATION: A SIGN OF LEADERSHIP

1. To review and increase your understanding of the concepts of delegation, authority and responsibility, completed staff work, and resistance to change.
2. To provide some useful guidelines for each of the above concepts which can be applied directly to your work unit.
3. To review the advantages of delegation to supervisors and to employees.
4. To consider situations when you should delegate and when you should not delegate.
5. To consider some of the most typical reasons for the failure of delegation and provide suggestions for successful delegation.

READING ASSIGNMENT

In past sessions, we have discussed the role, the job, and the primary functions of a supervisor. In doing so, we stated that the job of a supervisor was to get the work done through others- not to do the job yourself. We also discussed the concept of division of work which is based on the belief that the supervisor cannot do all the work himself, therefore, he must share it with others.

We now concern ourselves with the concept of delegation. This concept is directly related to that of division of work and many others previously discussed. Delegation provides us the means to share some of our work.

THE MEANING OF DELEGATION

For our purposes, delegation means giving or assigning to others the responsibility and authority to perform certain tasks on behalf of the one granting such authority.

THE ART OF DELEGATION

Delegation, like many other concepts useful to a supervisor, is considered an art. As such, it requires both skill and practice. There are may advantages to be realized when delegation is effectively implemented. However, there are times when you should not delegate. Let’s review some of these aspects.

Advantages to a Supervisor:

- Increases your freedom of action.
- Allows more time for projects that need your immediate attention.
- Relieves you of the less important routine tasks.
- Provides you unlimited opportunities to train and develop your employees.
- Enables you to engage in long-range planning.
- Helps build a more effective work team.

Advantages to Your Employees:

- Develops their sense of confidence, worthiness, and responsibility.
- Increases their job satisfaction.
- Develops their ability to handle problems and make decisions.
- Provides them an opportunity to “show what they can do.”
- Contributes toward building trust, loyalty, and cooperation (teamwork).
Session 6- Delegation: A Sign of Leadership

In reviewing the advantages listed above it is easy to understand how, through the concept of delegation, you can increase the present level of efficiency and performance of your unit. Let us take a look at some of the situations where you should delegate and where you should not delegate.

When to Delegate:
- When you are over-burdened.
- When emergencies arise.
- When routine jobs are consuming too much time.
- When you have reduced tasks to a simple final OK or signature stage.
- When your span of control becomes unmanageable.

When Not to Delegate:
- When the task goals are not clear.
- When the task is beyond the capabilities of your employees.
- When delegation can cause problems between your employees.
- When you feel like “passing on the buck.”
- When the delegated authority is disciplinary in action.

UNSUCCESSFUL DELEGATION
Despite the advantages, delegation can be unsuccessful. Some of the most typical reasons include the following:

1. Supervisors do not know how to delegate properly.
2. Supervisors sometimes fear the possibility that one of their employees might become too good too fast and replace the supervisor.
3. Many supervisors feel that no one in their unit has the ability to do the job the right way. (The right way being the way the supervisor does it.)
4. Many supervisors lack confidence in their own abilities.
5. Quite frequently, supervisors enjoy doing the work themselves.
6. Many employees simply do not want extra responsibility or authority. They just want to be left alone to do their assigned jobs.
7. Many employees just don’t have it (it being what it takes to do the job). They are not competent enough to do the job.
8. Frequently, employees lack self-confidence.

SUGGESTIONS FOR SUCCESSFUL DELEGATION
Based on what we stated as some of the reasons delegation can be unsuccessful, it is possible to compile a list of suggestions necessary for successful delegation.

Supervisors Must:
- Have a clear understanding of the delegation concept.
- Have confidence in their own abilities.
- Have confidence in their employees’ abilities.
- Regard delegation as a sign of effective supervision.
- Regard delegation as a means of developing their employees.
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➢ Know what, when, how, and why to delegate.

**Employees Must:**
➢ Have confidence and respect for their supervisor.
➢ Have confidence in themselves.
➢ Have freedom of action to carry out the delegated task.
➢ Have the necessary authority along with responsibility.
➢ Realize that delegation is part of their development plan.
➢ Receive recognition and assurance from their supervisor.

We are certain you could add other suggestions to both of the previous lists based on your past experiences. Please list your suggestions and we will discuss them in our next group meeting.

**RESPONSIBILITY AND AUTHORITY**

So far in this session we have discussed the concept of delegation. However, any discussion of delegation must also include the concept of responsibility and authority. The reason being that both concepts are so interrelated that in most cases they cannot be separated.

When we delegate we are assigning a specific task, function, or activity to an employee in order to get the assignment accomplished. We also learned in Session IV that when a supervisor delegates, he must also assign responsibility for that assignment and sufficient authority to complete the assignment.

**Responsibility** is for the completion of the task, function, or activity assigned.

**Authority** is the right and power to accomplish the assignment.

With this in mind let’s look at some of the guidelines associated with both concepts.

1. The responsibility and authority to be delegated should be understood by the person receiving the delegation (some organizations require that major delegations be in writing).
2. The authority that is being delegated should be equal to the responsibility to be discharged.
3. Accountability for completion of the delegated task cannot be delegated. When the supervisor delegates to the employee, he is still accountable if the employee does not carry out the task. He is likewise accountable if the employee is successful.
4. An employee should be responsible only to the supervisor who has delegated responsibility and authority to him.

Thus far we have been approaching the subject of delegation from the standpoint of the supervisor who does the delegation. The employee also has responsibilities. He has the responsibility of:

1. Keeping his supervisor informed concerning progress.
2. Practicing completed staff work.
3. Developing a willingness to perform tasks delegated.

THE CONCEPT OF COMPLETED STAFF WORK

The concept of completed staff work refers to the belief that once an employee has been delegated and accepted an assignment, he will develop the details of that assignment in as a complete manner as possible. This usually requires the employee to carry out the following steps:

- Clearly define his assignment.
- Consult with others who may have something to do with his assignment.
- Consult with others who may have had experience with this or similar assignments.
- Collect all available data related to the assignment.
- Study and analyze his findings and progress so far.
- Explore alternative ways, methods, or means of completing his assignment.
- Determine the best way, method, or means of reporting his completed assignment to his supervisor.
- Organize his report in as brief, concise, and clear manner as possible.
- Present his completed work to his supervisor.

In completed staff work, the employee is advising his supervisor what to do, not asking him what to do. Before he presents the advice to his supervisor, he asks himself if this is the kind of solution or decision or report on which he would like to stake his reputation. If not, he takes it back and thinks it through once more. Unless it is his best effort it is not yet completed staff work.

Thus far, we have discussed completed staff work from the viewpoint of the employee receiving the assignment. There is, of course, the other side of the coin that pertains to the supervisor who is doing the assigning. If you are making an assignment to an employee on which you expect completed staff work, you should first be able to clearly define the assignment for the employee who will be doing the work.

Special care should be taken to define the assignment for the employee as clearly and precisely as possible. You should take time to explain the reason for the assignment and any background you may have related to the assignment.

It is also very important to establish limits in terms of time and area to be considered so that the employee has an idea of “how far to go” and “how long to take getting there.”

Some supervisors prefer to let the employee estimate a completion date and set his own time limit for the assignment. Regardless of the procedure used the important thing that both the supervisor and the employee know what the time limit is.

Once the above preliminaries have been taken care of, you should ask the employee to “feedback” his understanding of the assignment to you. This will be the best time to correct any differences in understanding should they exist.
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It is also helpful to the employee if you let him know that you will make yourself available for discussing assignment progress. Many employees respect the knowledge and experience of their supervisor and appreciate knowing that if needed, they can tap that resource.

A WORD OF CAUTION! Do not fall into the trap of making decisions or doing the work for the employee during progress discussions. Such actions on your part would foster dependency and negate the effectiveness of the concept of completed staff work.

RESISTANCE TO CHANGE

When you started this course in supervision, you read a paragraph in the first session that stated, “You may not agree with some of the material (concepts) in this workbook.”

It is only natural if you have resisted some of the concepts and ideas suggested in these sessions. Whenever a new procedure, practice, or idea is introduced, we tend to resist the change implied unless we have a clear understanding of how the change affects us and are sure the change will not harm us in any way.

Resistance to change can be described as behavior intended to protect us from the consequences of change.

As a supervisor, you are responsible to implement change. This may be through introducing a new method, procedure, rule, or by adding new electronic data processing equipment. One, a few, or all of your employees may demonstrate a resistance to the change you are introducing. In almost every case, resistance to change has a direct effect on the effectiveness and efficiency of your work unit.

Your responsibility as a supervisor is to prevent resistance to change which negatively affects the work of your unit or the accomplishment of the objectives of your organization.

In order for you to prevent resistance to change you must understand what causes it, how to prevent the causes, and most of all, you must believe that it can be prevented.

Causes of Resistance

Although there may be many causes of resistance, employees tend to resist change for two major reasons. They see the change as something to worry or be very concerned about (personal threat) or they do not clearly understand how the change will affect them (lack of understanding).

As a supervisor, you can easily present a threat to your employees by the simple fact that you can effect many changes by virtue of your authority. If you have not gained our employees’ confidence and trust, almost any change you implement will cause concern, suspicion, and resistance. A simple procedure change made by you for the purpose of making the job easier could be looked upon by your employees as a sign that they are doing a poor job.
Frequently, supervisors will implement a major change without taking the time to explain the nature or extent of the change with his employees. This technique leaves lots of room for doubt, concern, and worry on the part of employees. The result is resistance to the change.

Resistance can take the form of work slowdown, increased errors, mistakes, accidents, intentional sabotage, unusually high absenteeism, requests for transfer to other units, resignations, strikes, etc. Most of these can easily be avoided by simply keeping employees informed about changes that affect them.

Let’s look at one more example of resistance using your participation in this supervision course as the example.

At the completion of this course, you are expected to demonstrate improved abilities in carrying out your job as a supervisor. Your behavior will change, and as a result of applying some of your improved abilities back in your work unit, you will be implementing changes. Your employees are used to the way things were done before you took this course. They might try to resist any changes by making fun of your involvement in this course. Such comments as: “What did you do! Read a book! Oh, theory is great, but this is real world!” might be their way of discouraging you from changing some of your present work unit practices.

Fellow supervisors who have not had the opportunity to participate in this course may try to resist changes suggested by you. This could be caused by their fear that you would “show them up.” You could become a personal threat to them in terms of future promotion possibilities. Their resistance could be aimed at keeping you down to their level.

Your supervisor might also resist changes made or suggested by you. It is possible he has not had formal training in supervision. Typical comments by such a supervisor would include, “That may be the way they told you in class to do the job, but you’re out of class now and this is the way we do it here,” or “I’m glad you had the chance to attend the training program, but let’s get back to work now.”

In order to assist you to overcome or prevent the kinds of resistances described in this example many of your action assignments have been designed to involve your employees, fellow supervisors, and your supervisor so they are aware of what you are doing, and will more readily accept any changes you implement.

**REMEMBER:** Resistance to change can be prevented if you make every effort to help those affected understand the need for and extent of the change.

Show them that you are willing to listen to their concerns and develop some kind of plan to overcome these concerns with them, then they are more able to accept the change as a challenge to overcome.

On the next page, you will find the action assignments for this session. These assignments are designed to assist you in understanding the importance of the material that was presented in your reading assignment.
ACTION ASSIGNMENTS
An effective supervisor is one who “gets employees to do what he wants them to do because they want to do it.” We would have to agree with this statement. We would also have to admit that it is much easier to put this statement into writing than into practice.

This session has been concerned with some of the concepts which should assist you in putting this statement into practice. The concepts of delegation, authority and responsibility, completed staff work, and resistance to change are closely related in both approach and skills required.

Complete the following action assignments before the next group meeting.

Assignment 1
In your reading assignment concerning “Suggestions for Successful Delegation” you were asked to list additional suggestions. Please list them below.

Assignment 2
Question: How good are you at delegation? Answer the following questions as sincerely as possible.

1. When you are absent, do employees continue only routine operations? ............Yes  No
2. Do you find that your daily job occupies so much of your time you never have time to plan? .................................................................Yes  No
3. Do emergencies constantly upset operations? ...........................................Yes  No
4. Are you too preoccupied with details?.......................................................Yes  No
5. Do employees always wait for your go ahead sign before they begin a job?......Yes  No
6. Do employees refrain from giving you ideas or suggestions? .....................Yes  No
7. Do you lack confidence in your employees’ ability to do certain tasks?.........Yes  No
8. Do you lack confidence in your ability to delegate properly?......................Yes  No
9. Do you feel that without your personal involvement work will come to a standstill?.................................................................Yes  No
10. Do you delegate the “dirty jobs” so you won’t look bad? (Buck passing)........Yes  No

The best way to determine how good you are at delegation is usually to review your own supervisory methods and practices and consider the overall operation of your work unit.
Session 6- Delegation: A Sign of Leadership

In general, most employees not only accept as much responsibility as they can, but aggressively seek out as much as they can (unless the supervisor through his behavior demonstrates this is not the thing to do). Each question above that you sincerely believe should be answered “yes” identifies a deficiency in your ability to delegate. This knowledge of your deficiencies will be discussed in your next group session in the hope that it will start you on the road to correct areas which need correcting.

Assignment 3a
Briefly explain the relationship between the concept of delegation and the concept of exception.

Assignment 3b
Are these concepts of value to you on your present job? If yes, give one example.

Assignment 4
Briefly explain the relationship between the concept of delegation and the concept of completed staff work.

Assignment 5
Describe one example of resistance to change you have observed or experienced in your organization.
Session 7- Motivating Employees

EMPHASIS OF SESSION 7- MOTIVATING EMPLOYEES
1. To increase your understanding of your responsibility to motivate your employees.
2. To increase your understanding of the importance of motivation in terms of your work unit objectives.
3. To improve your understanding of the basic needs of your employees.
4. To increase your understanding of the use of incentives and the role they play as motivators.
5. To review some of the things you may be doing which act as de-motivators.

READING ASSIGNMENT
Based on what we have discussed in previous sessions, and taking into consideration what we will discuss in future session, it is safe to say that the duties and responsibilities of a supervisor are many and varied. At times, it seems impossible to identify and define them all. However, to be successful you can never forget that the primary objective is to get the job done. All other activities are intended to assist you in achieving that objective.

RESEARCH FINDINGS
A considerable amount of research conducted by social scientists studying the field of supervision indicates that a successful supervisor:
   a) is both job and employee oriented.
   b) is not good in all things.
   c) is able to get along with employees.
   d) is aware of his own strengths and weaknesses.
   e) is knowledgeable concerning jobs assigned to his unit.
   f) is flexible in his interpersonal relationships.

RELATIONSHIP OF RESEARCH TO THIS COURSE IN SUPERVISION
What do the above findings mean to you? They point out that in order for you to be successful as a supervisor, you must understand yourself, your job, and the employees with whom you work. This particular course in supervision is based on these same three factors. At the completion of this course, you will have a much better understanding of yourself, your job, and the employees with whom you work.

THE SUPERVISOR- LEADERSHIP AND MOTIVATION
By now you realize that a supervisor gets his job done primarily through the efforts of others. However, you should also realize that an EFFECTIVE SUPERVISOR IS ONE WHO GETS HIS EMPLOYEES TO DO WHAT HE WANTS DONE, THE WAY HE WANTS IT DONE, WHEN HE WANTS IT DONE, AND BECAUSE THEY WANT TO DO IT.

There are various types of leaders such as: elected leaders, appointed leaders, and selected leaders. We are sure we can all cite examples of “leaders” who do not indicate they possess leadership abilities. Our use of the term leadership in referring to supervision means: “The ability of a supervisor to inspire his employees to work together cooperatively toward the successful accomplishment of a common objective- to do the things he wants done.”
Session 7- Motivating Employees

Usually, employees will not enthusiastically strive to achieve goals or objectives that are given to them by someone else, unless they decide for themselves that the goals or objectives are worthwhile and important. As a supervisor, you must realize that motivation is a personal, inner force which stimulates each employee to strive for the attainment of his goals or objectives in a particular way.

In terms of our description of an effective supervisor, the phrase “because they want to do it,” means that employees must be motivated to accept the organizational and unit goals you place before them as a part of their personal goals.

From what has been discussed so far, it is easy to understanding that to be an effective supervisor, you must possess leadership and motivational abilities. Both abilities involve employees, and employees require motivation. The remainder of this session will be concerned with increasing your understanding of motivating as a quality of leadership.

THE IMPORTANCE OF MOTIVATION

Many of your employees possess great abilities or potential, but they do not work up to their abilities, nor do they achieve what they are capable of achieving, primarily because of a lack of motivation. Motivation acts as a determining factor between what an employee can do and what he actually does. In many cases, the success or failure of the organization is determined by the presence of or lack of a well-motivated work force.

Within your work unit, the presence of motivation within your employees will make their daily assignments more pleasant. They will place greater meaning and importance on each task they perform and will gain a higher degree of job satisfaction from the total work situation. They will be performing much closer to their levels of ability and potential. However, in order to get your employees to perform closer to their levels, you must first understand your employees, their basic needs, and some of the techniques you can use to motivate them.

IMPORTANCE OF MOTIVATING YOUR EMPLOYEES

As a supervisor, you must blend the resources of your unit with the resources of other units in the organization. You must work with other employees- those above you, below you, and along side of you. You are always one part of a group which is linked to other groups. In other words, you are always dependent on others and they are dependent on you.

Because of the nature of your job, you must get the job done through the efforts of others. This also means that your success will be measured in terms of what you do to encourage your employees to perform at their highest level of ability so they work together to achieve common organization goals.

Your employees, like yourself, have private lives beyond the scope of their jobs; they have families, they have other goals, values, and interests. They participate in the work of volunteer groups organized to achieve a variety of purposes. What motivates them to give so much energy and effort to these “non-job” activities? How can we direct such energy to the accomplishment of their daily work? It has been said that employees take and hold jobs to satisfy their need for money but work at them to satisfy their need for accomplishment.
You are dealing with mature employees who do not expect to obey a “supervisor” just because he is the supervisor, but rather because his directions make good sense and are consistent with their personal goals, values, and standards.

You have authority, to be sure, but if you wish to tap the great potential resources of energy and enthusiasm of your employees, you will need to practice mature and thoughtful approaches.

When we say that a supervisor is responsible for “motivating his employees,” what does this really mean? Certainly a supervisor can do things to make his employees want to work for him. The supervisor controls most of the working conditions on the job, thus, the supervisor is a major part of those working conditions.

If we are going to understand the role a supervisor plays in helping or hindering an employee’s motivation to work, we must ask ourselves,

“Why do people work?”
“What is important to them?”
“Can we arrange things so that their work will satisfy their needs and at the same time, accomplish work objectives?”

If we can do this, we will have set up conditions which “motivate.” First we must understand what these needs are.

**BASIC PSYCHOLOGICAL NEEDS**

Every work situation is characterized by the presence of both needs and objectives. A lack of need satisfaction within an organization or work unit usually shows up in decreased effort, decreased program progress and failure to achieve objectives. Performance of employees is closely related to the amount of need satisfaction they experience from their work. It is important to the supervisor to know what incentives each employee values in his work situation so that the supervisor can build these incentives into the work to increase employee performance.

Incentives are external promise (rewards) that supervisors may offer employees in an attempt to get the employee to perform in a certain way or to strive for a particular goal. Incentives take the form of such things as money, promotion, recognition, high grades, gold stars, or almost anything an employee values and is willing to accept as worthwhile.

An incentive is only useful as a motivator when the employee accepts the incentive. For example, you may be motivated by the promise of promotion, and, in turn, offer this incentive to one of your employees. We do this thinking what’s good enough for us is certainly good enough for our employees. However, suppose this employee does not want the promotion- he does not want the responsibility. The more you offer him this incentive, the more he is inclined to ask for a transfer or look for another job. The point being that before we offer an incentive, we must attempt to know each employee and the type of incentive he is most likely to accept.
Session 7- Motivating Employees

Incentives are very important factors in the study of motivation concepts. For you as a supervisor, incentives become the motivators, i.e. the things you can use to increase employee job satisfaction, cooperation, interest, and performance.

The major problem faced by supervisors is in knowing which incentives to use and when to use them. Based upon comprehensive studies and reports primarily from the field of social services, the key to this problem can simply be stated, “Match the incentive to the employee’s need.”

Illustration VII-1, the Pyramid of Needs, is based upon several specific needs theories developed during the twentieth century. In the pyramid illustration, the order of needs is upward from the first level to the fifth level needs. This means that as a person satisfies his first level needs, they are no longer needs. He moves to the second level. In terms of your employees, if you know what need level each one is working on to satisfy, you can offer appropriate incentives which will help to satisfy those needs. The incentives are offered along with work unit objectives. If the employee accepts the incentives, he also accepts the objectives.

Example: If you offer money to an employee who is working on the fourth level needs, the incentive of money will not be appropriate. It will not act as a motivator. However, if you offer money to an employee working on the second level needs, it’s very likely you have found an appropriate incentive and a good motivator.

Illustration VII-1
PYRAMID OF NEEDS

5th Level
Self-Actualizing Needs
Full potential, challenge

4th Level
Esteem or Ego Needs
Worth, status, power, self-confidence, individual recognition

3rd Level
Belonging or Social Needs
Love, acceptance of others, approval, membership in a group, group recognition

2nd Level
Security or Safety Needs
Protection from violence, disease, war, poverty, assurance of continuing income and employment

1st Level
Physiological or Survival Needs
Food, air, water, activity, sleep,

What level are you working on? What motivators could your supervisor use on you at this present time.
Remember that to be an effective supervisor, you must know yourself, your job, and the employees with whom you work.

DE-MOTIVATORS

If, as a supervisor, you can motivate employees it seems logical that there are things you can do to “de-motivate” them. The primary effect of “de-motivators” would be the reverse of motivators, i.e. decreased effort, increased poor performance, increased frustration of employees, etc. Let’s review some of the things you can do which act as de-motivators.

- Belittle an employee
- Criticize an employee in front of others
- Fail to recognize good work
- Allow your employees to think that you are primarily concerned with your own interests and not theirs
- Play favorites
- Fail to help your employees grow - when they are deserving
- Be insensitive to employees feelings
- “Show up” employees
- Lower your personal standards
- Vacillate in making a decision
- Accept bad work
- Underestimate your employees capabilities
- Allow your employees to feel they don’t know where they stand
- Set a bad example for your employees to follow
- Create a working climate which reflects a continuous change of priorities
- Allow employees to go over their immediate supervisor’s head
- Never share credit
- Start layoff rumors
- Promote from outside

(How many more can you add to this list?)

You do not have to be a psychologist to realize the importance and personal value of understanding as much as you can about your employees. Find a short article on motivation. Ask your group leader’s assistance. Report on your findings in terms of the reading material in this work session.

We suggest that as one of the steps toward your continued self-development you increase your knowledge, understanding, and skill in the area of motivation theory.

Your assignments for this session are on the next page. Please complete them before your next session.
Session 7- Motivating Employees

ACTION ASSIGNMENTS
This session has been primarily directed at increasing your understanding of the importance of motivation as it effects employee performance. Special emphasis was placed upon your ability to understand and use incentives as motivators. Your action assignments for this session are designed to stimulate your thinking and self-awareness in the use of incentives.

Assignment 1
Using illustration VII-1 as a guide, identify specific incentives available to you in your present job for each of the five levels in the pyramid.

Example:

<table>
<thead>
<tr>
<th>Level</th>
<th>Needs</th>
<th>Incentive</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>Recognition- Ego Needs</td>
<td>Praise for doing a good job</td>
</tr>
</tbody>
</table>

Assignment 2a
Using the list of 19 de-motivators in your reading assignment, identify those you have used. Write a brief statement concerning the reaction of your employees at the time you used each de-motivator. Do you think their attitudes or performance was affected? How?

Assignment 2b
Using the same 19 de-motivators as a guide, list those your supervisor has used on you. Write a brief statement describing your reaction or feelings at the time each one was used. Was your work attitudes or performance affected? How?

Assignment 3
In your next discussion session, your instructor will be asking you what you learned from this assignment concerning incentives, your employees, and your use of incentives. Be prepared to discuss these topics.

Instructions
The ten items listed below represents job goals for which employees work
1. In column A please rank the job goals according to how you, as a supervisor, feel about them. Place a 1 after the most important, a 2 after the next most important, etc.
2. Now do the same in column B but rank the job goals as you feel your employees would rank them.
3. Then make copies of the ten items and have each of your employees rank them in order of their importance.
4. In column C place the rank that most employees actually gave each item.
### Session 7 - Motivating Employees

<table>
<thead>
<tr>
<th>Job Goal</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full appreciation of work being done</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job security</td>
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<td></td>
<td></td>
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<tr>
<td>Promotion and growth in organization</td>
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<tr>
<td>Tactful disciplining</td>
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<td></td>
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<tr>
<td>Feeling “in” on things</td>
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<tr>
<td>Good wages</td>
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<td>Personal loyalty to workers</td>
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<td></td>
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<tr>
<td>Sympathetic help on personal problems</td>
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<td></td>
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<tr>
<td>“Work that keeps you interested”</td>
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<td></td>
<td></td>
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<tr>
<td>Good working conditions</td>
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<td></td>
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</table>