

**PHILOSOPHY, PRINCIPLES, PRACTICES AND TECHNIQS
OF
SUPERVISION, ADMINISTRATION, MANAGEMENT AND ORGANIZATION**

TABLE OF CONTENTS

	Page
I. MEANING OF SUPERVISION	1
II. THE OLD AND THE NEW SUPERVISION	1
III. THE EIGHT (8) BASIC PRINCIPLES OF THE NEW SUPERVISION	1
1. Principle of Responsibility	1
2. Principle of Authority	2
3. Principle of Self-Growth	2
4. Principle of Individual Worth	2
5. Principle of Creative Leadership	2
6. Principle of Success and Failure	2
7. Principle of Science	3
8. Principle of Cooperation	3
IV. WHAT IS ADMINISTRATION?	3
1. Practices commonly classed as "Supervisory"	3
2. Practices commonly classed as "Administrative"	3
3. Practices classified as both "Supervisory" and "Administrative"	4
V. RESPONSIBILITIES OF THE SUPERVISOR	4
VI. COMPETENCIES OF THE SUPERVISOR	4
VII. THE PROFESSIONAL SUPERVISOR—EMPLOYEE RELATIONSHIP	4
VIII. MINI-TEXT IN SUPERVISION, ADMINISTRATION, MANAGEMENT AND ORGANIZATION	5
A. Brief Highlights	5
1. Levels of Management	5
2. What the Supervisor Must Learn	6
3. A Definition of Supervision	6
4. Elements of the Team Concept	6
5. Principles of Organization	6
6. The Four Important Parts of Every Job	6
7. Principles of Delegation	6
8. Principles of Effective Communications	7
9. Principles of Work Improvement	7

TABLE OF CONTENTS (CONTINUED)

10. Areas of Job Improvement	7
11. Seven Key Points in Making Improvements	7
12. Corrective Techniques for Job Improvement	7
13. A Planning Checklist	8
14. Five Characteristics of Good Directions	8
15. Types of Directions	8
16. Controls	8
17. Orienting the New Employee	8
18. Checklist for Orienting New Employees	8
19. Principles of Learning	9
20. Causes of Poor Performance	9
21. Four Major Steps in On-The-Job Instructions	9
22. Employees Want Five Things	9
23. Some Don'ts in Regard to Praise	9
24. How to Gain Your Workers' Confidence	9
25. Sources of Employee Problems	9
26. The Supervisor's Key to Discipline	10
27. Five Important Processes of Management	10
28. When the Supervisor Fails to Plan	10
29. Fourteen General Principles of Management	10
30. Change	10
 B. Brief Topical Summaries	 11
I. Who/What is the Supervisor?	11
II. The Sociology of Work	11
III. Principles and Practices of Supervision	12
IV. Dynamic Leadership	12
V. Processes for Solving Problems	12
VI. Training for Results	13
VII. Health, Safety and Accident Prevention	13
VIII. Equal Employment Opportunity	13
IX. Improving Communications	14
X. Self-Development	14
XI. Teaching and Training	14
A. The Teaching Process	14
1. Preparation	14
2. Presentation	15
3. Summary	15
4. Application	15
5. Evaluation	15
B. Teaching Methods	15
1. Lecture	15
2. Discussion	15
3. Demonstration	16
4. Performance	16
5. Which Method to Use	16

PHILOSOPHY, PRINCIPLES, PRACTICES, AND TECHNICS OF SUPERVISION, ADMINISTRATION, MANAGEMENT AND ORGANIZATION

I. MEANING OF SUPERVISION

The extension of the democratic philosophy has been accompanied by an extension in the scope of supervision. Modern leaders and supervisors no longer think of supervision in the narrow sense of being confined chiefly to visiting employees, supplying materials, or rating the staff. They regard supervision as being intimately related to all the concerned agencies of society, they speak of the supervisor's function in terms of "growth", rather than the "improvement," of employees.

This modern concept of supervision may be defined as follows:

Supervision is leadership and the development of leadership within groups which are cooperatively engaged in inspection, research, training, guidance and evaluation.

II. THE OLD AND THE NEW SUPERVISION

TRADITIONAL

1. Inspection
2. Focused on the employee
3. Visitation
4. Random and haphazard
5. Imposed and authoritarian
6. One person usually

MODERN

1. Study and analysis
2. Focused on aims, materials, methods, supervisors, employees, environment
3. Demonstrations, intervisitation, workshops, directed reading, bulletins, etc.
4. Definitely organized and planned (scientific)
5. Cooperative and democratic
6. Many persons involved (creative)

III THE EIGHT (8) BASIC PRINCIPLES OF THE NEW SUPERVISION

1. PRINCIPLE OF RESPONSIBILITY

Authority to act and responsibility for acting must be joined.

- a. If you give responsibility, give authority.
- b. Define employee duties clearly.
- c. Protect employees from criticism by others.
- d. Recognize the rights as well as obligations of employees.
- e. Achieve the aims of a democratic society insofar as it is possible within the area of your work.
- f. Establish a situation favorable to training and learning.
- g. Accept ultimate responsibility for everything done in your section, unit, office, division, department.
- h. Good administration and good supervision are inseparable.

2. *PRINCIPLE OF AUTHORITY*

The success of the supervisor is measured by the extent to which the power of authority is not used.

- a. Exercise simplicity and informality in supervision.
- b. Use the simplest machinery of supervision.
- c. If it is good for the organization as a whole, it is probably justified.
- d. Seldom be arbitrary or authoritative.
- e. Do not base your work on the power of position or of personality.
- f. Permit and encourage the free expression of opinions.

3. *PRINCIPLE OF SELF-GROWTH*

The success of the supervisor is measured by the extent to which, and the speed with which, he is no longer needed.

- a. Base criticism on principles, not on specifics.
- b. Point out higher activities to employees.
- c. Train for self-thinking by employees, to meet new situations.
- d. Stimulate initiative, self-reliance and individual responsibility.
- e. Concentrate on stimulating the growth of employees rather than on removing defects.

4. *PRINCIPLE OF INDIVIDUAL WORTH*

Respect for the individual is a paramount consideration in supervision.

- a. Be human and sympathetic in dealing with employees.
- b. Don't nag about things to be done.
- c. Recognize the individual differences among employees and seek opportunities to permit best expression of each personality.

5. *PRINCIPLE OF CREATIVE LEADERSHIP*

The best supervision is that which is not apparent to the employee.

- a. Stimulate, don't drive employees to creative action.
- b. Emphasize doing good things.
- c. Encourage employees to do what they do best.
- d. Do not be too greatly concerned with details of subject or method.
- e. Do not be concerned exclusively with immediate problems and activities.
- f. Reveal higher activities and make them both desired and maximally possible.
- g. Determine procedures in the light of each situation but see that these are derived from a sound basic philosophy.
- h. Aid, inspire and lead so as to liberate the creative spirit latent in all good employees.

6. *PRINCIPLE OF SUCCESS AND FAILURE*

There are no unsuccessful employees, only unsuccessful supervisors who have failed to give proper leadership.

- a. Adapt suggestions to the capacities, attitudes, and prejudices of employees.
- b. Be gradual, be progressive, be persistent.
- c. Help the employee find the general principle; have the employee apply his own problem to the general principle.
- d. Give adequate appreciation for good work and honest effort.
- e. Anticipate employee difficulties and help to prevent them.
- f. Encourage employees to do the desirable things they will do anyway.
- g. Judge your supervision by the results it secures.

7. PRINCIPLE OF SCIENCE

Successful supervision is scientific, objective, and experimental. It is based on facts, not on prejudices.

- a. Be cumulative in results.
- b. Never divorce your suggestions from the goals of training.
- c. Don't be impatient of results.
- d. Keep all matters on a professional, not a personal level.
- e. Do not be concerned exclusively with immediate problems and activities.
- f. Use objective means of determining achievement and rating where possible.

8. PRINCIPLE OF COOPERATION

Supervision is a cooperative enterprise between supervisor and employee.

- a. Begin with conditions as they are.
- b. Ask opinions of all involved when formulating policies.
- c. Organization is as good as its weakest link.
- d. Let employees help to determine policies and department programs.
- e. Be approachable and accessible - physically and mentally.
- f. Develop pleasant social relationships.

IV. WHAT IS ADMINISTRATION?

Administration is concerned with providing the environment, the material facilities, and the operational procedures that will promote the maximum growth and development of supervisors and employees. (Organization is an aspect, and a concomitant, of administration.)

There is no sharp line of demarcation between supervision and administration; these functions are intimately interrelated and, often, overlapping. They are complementary activities.

1. PRACTICES COMMONLY CLASSED AS "SUPERVISORY"

- a. Conducting employees conferences
- b. Visiting sections, units, offices, divisions, departments
- c. Arranging for demonstrations
- d. Examining plans
- e. Suggesting professional reading
- f. Interpreting bulletins
- g. Recommending in-service training courses
- h. Encouraging experimentation
- i. Appraising employee morale
- j. Providing for intervisitation

2. PRACTICES COMMONLY CLASSIFIED AS "ADMINISTRATIVE"

- a. Management of the office
- b. Arrangement of schedules for extra duties
- c. Assignment of rooms or areas
- d. Distribution of supplies
- e. Keeping records and reports
- f. Care of audio-visual materials
- g. Keeping inventory records
- h. Checking record cards and books
- i. Programming special activities
- j. Checking on the attendance and punctuality of employees

3. PRACTICES COMMONLY CLASSIFIED AS BOTH "SUPERVISORY" AND "ADMINISTRATIVE"

- a. Program construction
- b. Testing or evaluating outcomes
- c. Personnel accounting
- d. Ordering instructional materials

V. RESPONSIBILITIES OF THE SUPERVISOR

A person employed in a supervisory capacity must constantly be able to improve his own efficiency and ability. He represents the employer to the employees and only continuous self-examination can make him a capable supervisor.

Leadership and training are the supervisor's responsibility. An efficient working unit is one in which the employees work with the supervisor. It is his job to bring out the best in his employees. He must always be relaxed, courteous and calm in his association with his employees. Their feelings are important, and a harsh attitude does not develop the most efficient employees.

VI. COMPETENCIES OF THE SUPERVISOR

1. Complete knowledge of the duties and responsibilities of his position.
2. To be able to organize a job, plan ahead and carry through.
3. To have self-confidence and initiative.
4. To be able to handle the unexpected situation and make quick decisions.
5. To be able to properly train subordinates in the positions they are best suited for.
6. To be able to keep good human relations among his subordinates.
7. To be able to keep good human relations between his subordinates and himself and to earn their respect and trust.

VII. THE PROFESSIONAL SUPERVISOR-EMPLOYEE RELATIONSHIP

There are two kinds of efficiency: one kind is only apparent and is produced in organizations through the exercise of mere discipline; this is but a simulation of the second, or true, efficiency which springs from spontaneous cooperation. If you are a manager, no matter how great or small your responsibility, it is your job, in the final analysis, to create and develop this involuntary cooperation among the people whom you supervise. For, no matter how powerful a combination of money, machines, and materials a company may have, this is a dead and sterile thing without a team of willing, thinking and articulate people to guide it.

The following 21 points are presented as indicative of the exemplary basic relationship that should exist between supervisor and employee:

1. Each person wants to be liked and respected by his fellow employee and wants to be treated with consideration and respect by his superior.
2. The most competent employee will make an error. However, in a unit where good relations exist between the supervisor and his employees, tenseness and fear do not exist. Thus, errors are not hidden or covered up and the efficiency of a unit is not impaired.
3. Subordinates resent rules, regulations, or orders that are unreasonable or unexplained.
4. Subordinates are quick to resent unfairness, harshness, injustices and favoritism.
5. An employee will accept responsibility if he knows that he will be complimented for a job well done, and not too harshly chastised for failure; that his supervisor will check the cause of the failure, and, if it was the supervisor's fault, he will assume the blame therefore. If it was the employee's fault, his supervisor will explain the correct method or means of handling the responsibility.

6. An employee wants to receive credit for a suggestion he has made, that is used. If a suggestion cannot be used, the employee is entitled to an explanation. The supervisor should not say "no" and close the subject.
7. Fear and worry slow up a worker's ability. Poor working environment can impair his physical and mental health. A good supervisor avoids forceful methods, threats and arguments to get a job done.
8. A forceful supervisor is able to train his employees individually and as a team, and is able to motivate them in the proper channels.
9. A mature supervisor is able to properly evaluate his subordinates and to keep them happy and satisfied.
10. A sensitive supervisor will never patronize his subordinates.
11. A worthy supervisor will respect his employees' confidences.
12. Definite and clear-cut responsibilities should be assigned to each executive.
13. Responsibility should always be coupled with corresponding authority.
14. No change should be made in the scope or responsibilities of a position without a definite understanding to that effect on the part of all persons concerned.
15. No executive or employee, occupying a single position in the organization, should be subject to definite orders from more than one source.
16. Orders should never be given to subordinates over the head of a responsible executive. Rather than do this, the officer in question should be supplanted.
17. Criticisms of subordinates should, wherever possible, be made privately, and in no case should a subordinate be criticized in the presence of executives or employees of equal or lower rank.
18. No dispute or difference between executives or employees as to authority or responsibilities should be considered too trivial for prompt and careful adjudication.
19. Promotions, wage changes, and disciplinary action should always be approved by the executive immediately superior to the one directly responsible.
20. No executive or employee should ever be required, or expected, to be at the same time an assistant to, and critic of, another.
21. Any executive whose work is subject to regular inspection should, wherever practicable, be given the assistance and facilities necessary to enable him to maintain an independent check of the quality of his work.

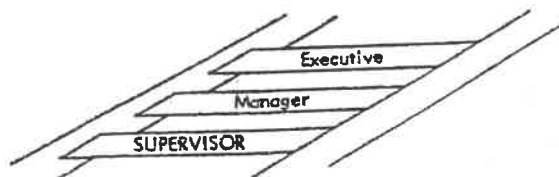
VIII. MINI-TEXT IN SUPERVISION, ADMINISTRATION, MANAGEMENT, AND ORGANIZATION

A. BRIEF HIGHLIGHTS

Listed concisely and sequentially are major headings and important data in the field for quick recall and review.

1. LEVELS OF MANAGEMENT

Any organization of some size has several levels of management. In terms of a ladder the levels are:



The first level is very important because it is the beginning point of management leadership.

2. WHAT THE SUPERVISOR MUST LEARN

A supervisor must learn to:

- (1) Deal with people and their differences
- (2) Get the job done through people
- (3) Recognize the problems when they exist
- (4) Overcome obstacles to good performance
- (5) Evaluate the performance of people
- (6) Check his own performance in terms of accomplishment

3. A DEFINITION OF SUPERVISOR

The term supervisor means any individual having authority, in the interests of the employer, to hire, transfer, suspend, lay-off, recall, promote, discharge, assign, reward, or discipline other employees or responsibility to direct them, or to adjust their grievances, or effectively to recommend such action, if, in connection with the foregoing, exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgment.

4. ELEMENTS OF THE TEAM CONCEPT

What is involved in teamwork? The component parts are:

- | | | |
|--------------|-----------|-----------------|
| (1) Members | (3) Goals | (5) Cooperation |
| (2) A leader | (4) Plans | (6) Spirit |

5. PRINCIPLES OF ORGANIZATION

- (1) A team member must know what his job is.
- (2) Be sure that the nature and scope of a job are understood.
- (3) Authority and responsibility should be carefully spelled out.
- (4) A supervisor should be permitted to make the maximum number of decisions affecting his employees.
- (5) Employees should report to only one supervisor.
- (6) A supervisor should direct only as many employees as he can handle effectively.
- (7) An organization plan should be flexible.
- (8) Inspection and performance of work should be separate.
- (9) Organizational problems should receive immediate attention.
- (10) Assign work in line with ability and experience.

6. THE FOUR IMPORTANT PARTS OF EVERY JOB

- (1) Inherent in every job is the *accountability* for results.
- (2) A second set of factors in every job is *responsibilities*.
- (3) Along with duties and responsibilities one must have the *authority* to act within certain limits without obtaining permission to proceed.
- (4) No job exists in a vacuum. The supervisor is surrounded by key *relationships*.

7. PRINCIPLES OF DELEGATION

Where work is delegated for the first time, the supervisor should think in terms of these questions:

- (1) Who is best qualified to do this?
- (2) Can an employee improve his abilities by doing this?
- (3) How long should an employee spend on this?
- (4) Are there any special problems for which he will need guidance?
- (5) How broad a delegation can I make?

8. *PRINCIPLES OF EFFECTIVE COMMUNICATIONS*

- (1) Determine the media
- (2) To whom directed?
- (3) Identification and source authority
- (4) Is communication understood?

9. *PRINCIPLES OF WORK IMPROVEMENT*

- (1) Most people usually do only the work which is assigned to them
- (2) Workers are likely to fit assigned work into the time available to perform it
- (3) A good workload usually stimulates output
- (4) People usually do their best work when they know that results will be reviewed or inspected
- (5) Employees usually feel that someone else is responsible for conditions of work, workplace layout, job methods, type of tools/equipment, and other such factors
- (6) Employees are usually defensive about their job security
- (7) Employees have natural resistance to change
- (8) Employees can support or destroy a supervisor
- (9) A supervisor usually earns the respect of his people through his personal example of diligence and efficiency

10. *AREAS OF JOB IMPROVEMENT*

The areas of job improvement are quite numerous, but the most common ones which a supervisor can identify and utilize are:

- | | |
|-----------------------------|------------------------|
| (1) Departmental layout | (5) Work methods |
| (2) Flow of work | (6) Materials handling |
| (3) Workplace layout | (7) Utilization |
| (4) Utilization of manpower | (8) Motion economy |

11. *SEVEN KEY POINTS IN MAKING IMPROVEMENTS*

- (1) Select the job to be improved
- (2) Study how it is being done now
- (3) Question the present method
- (4) Determine actions to be taken
- (5) Chart proposed method
- (6) Get approval and apply
- (7) Solicit worker participation

12. *CORRECTIVE TECHNIQUES OF JOB IMPROVEMENT*

- | Specific Problems | General Improvement | Corrective Techniques |
|---|------------------------------|--|
| (1) Size of workload | (1) Departmental layout | (1) Study with scale model |
| (2) Inability to meet schedules | (2) Flow of work | (2) Flow chart study |
| (3) Strain and fatigue | (3) Work plan layout | (3) Motion analysis |
| (4) Improper use of men and skills | (4) Utilization of manpower | (4) Comparison of units produced to standard allowance |
| (5) Waste, poor quality, unsafe conditions | (5) Work methods | (5) Methods analysis |
| (6) Bottleneck conditions that hinder output | (6) Materials handling | (6) Flow chart & equipment study |
| (7) Poor utilization of equipment and machine | (7) Utilization of equipment | (7) Down time vs. running time |
| (8) Efficiency and productivity of labor | (8) Motion economy | (8) Motion analysis |

13. A *PLANNING CHECKLIST*

- | | | |
|--------------------|----------------------------|-----------------------------|
| (1) Objectives | (6) Resources | (11) Safety |
| (2) Controls | (7) Manpower | (12) Money |
| (3) Delegations | (8) Equipment | (13) Work |
| (4) Communications | (9) Supplies and materials | (14) Timing of improvements |
| (5) Resources | (10) Utilization of time | |

14. *FIVE CHARACTERISTICS OF GOOD DIRECTIONS*

In order to get results, directions must be:

- | | |
|-------------------------------------|--------------------------|
| (1) Possible of accomplishment | (4) Planned and complete |
| (2) Agreeable with worker interests | (5) Unmistakably clear |
| (3) Related to mission | |

15. *TYPES OF DIRECTIONS*

- | | |
|------------------------------|-------------------------------|
| (1) Demands or direct orders | (3) Suggestion or implication |
| (2) Requests | (4) Volunteering |

16. *CONTROLS*

A typical listing of the overall areas in which the supervisor should establish controls might be:

- | | | |
|---------------------|----------------------|-------------|
| (1) Manpower | (4) Quantity of work | (7) Money |
| (2) Materials | (5) Time | (8) Methods |
| (3) Quality of work | (6) Space | |

17. *ORIENTING THE NEW EMPLOYEE*

- | | |
|------------------------------|-----------------------------|
| (1) Prepare for him | (3) Orientation for the job |
| (2) Welcome the new employee | (4) Follow-up |

18. *CHECKLIST FOR ORIENTING NEW EMPLOYEES*

- | | Yes | No |
|--|-------|-------|
| (1) Do you appreciate the feelings of new employees when they first report for work? | _____ | _____ |
| (2) Are you aware of the fact that the new employee must make a big adjustment to his job? | _____ | _____ |
| (3) Have you given him good reasons for liking the job and the organization? | _____ | _____ |
| (4) Have you prepared for his first day on the job? | _____ | _____ |
| (5) Did you welcome him cordially and make him feel needed? | _____ | _____ |
| (6) Did you establish rapport with him so that he feels free to talk and discuss matters with you? | _____ | _____ |
| (7) Did you explain his job to him and his relationship to you? | _____ | _____ |
| (8) Does he know that his work will be evaluated periodically on a basis that is fair and objective? | _____ | _____ |
| (9) Did you introduce him to his fellow workers in such a way that they are likely to accept him? | _____ | _____ |
| (10) Does he know what employee benefits he will receive? | _____ | _____ |
| (11) Does he understand the importance of being on the job and what to do if he must leave his duty station? | _____ | _____ |
| (12) Has he been impressed with the importance of accident prevention and safe practice? | _____ | _____ |
| (13) Does he generally know his way around the department? | _____ | _____ |
| (14) Is he under the guidance of a sponsor who will teach the right ways of doing things | _____ | _____ |
| (15) Do you plan to follow-up so that he will continue to adjust successfully to his job? | _____ | _____ |

19. *PRINCIPLES OF LEARNING*

- (1) Motivation (2) Demonstration or explanation (3) Practice

20. *CAUSES OF POOR PERFORMANCE*

- | | |
|-----------------------------------|--------------------------------------|
| (1) Improper training for job | (6) Lack of standards of performance |
| (2) Wrong tools | (7) Wrong work habits |
| (3) Inadequate directions | (8) Low morale |
| (4) Lack of supervisory follow-up | (9) Other |
| (5) Poor communications | |

21. *FOUR MAJOR STEPS IN ON-THE-JOB INSTRUCTION*

- | | |
|---------------------------|------------------------|
| (1) Prepare the worker | (3) Tryout performance |
| (2) Present the operation | (4) Follow-up |

22. *EMPLOYEES WANT FIVE THINGS*

- (1) Security (2) Opportunity (3) Recognition (4) Inclusion (5) Expression

23. *SOME DON'TS IN REGARD TO PRAISE*

- (1) Don't praise a person for something he hasn't done
(2) Don't praise a person unless you can be sincere
(3) Don't be sparing in praise just because your superior withholds it from you
(4) Don't let too much time elapse between good performance and recognition of it

24. *HOW TO GAIN YOUR WORKERS' CONFIDENCE*

Methods of developing confidence include such things as:

- (1) Knowing the interests, habits, hobbies of employees
(2) Admitting your own inadequacies
(3) Sharing and telling of confidence in others
(4) Supporting people when they are in trouble
(5) Delegating matters that can be well handled
(6) Being frank and straightforward about problems and working conditions
(7) Encouraging others to bring their problems to you
(8) Taking action on problems which impede worker progress

25. *SOURCES OF EMPLOYEE PROBLEMS*

On-the-job causes might be such things as:

- (1) A feeling that favoritism is exercised in assignments
(2) Assignment of overtime
(3) An undue amount of supervision
(4) Changing methods or systems
(5) Stealing of ideas or trade secrets
(6) Lack of interest in job
(7) Threat of reduction in force
(8) Ignorance or lack of communications
(9) Poor equipment
(10) Lack of knowing how supervisor feels toward employee
(11) Shift assignments

Off-the-job problems might have to do with:

- (1) Health (2) Finances (3) Housing (4) Family

26. *THE SUPERVISOR'S KEY TO DISCIPLINE*

There are several key points about discipline which the supervisor should keep in mind:

- (1) Job discipline is one of the disciplines of life and is directed by the supervisor.
- (2) It is more important to correct an employee fault than to fix blame for it.
- (3) Employee performance is affected by problems both on the job and off.
- (4) Sudden or abrupt changes in behavior can be indications of important employee problems.
- (5) Problems should be dealt with as soon as possible after they are identified.
- (6) The attitude of the supervisor may have more to do with solving problems than the techniques of problem solving.
- (7) Correction of employee behavior should be resorted to only after the supervisor is sure that training or counseling will not be helpful.
- (8) Be sure to document your disciplinary actions.
- (9) Make sure that you are disciplining on the basis of facts rather than personal feelings.
- (10) Take each disciplinary step in order, being careful not to make snap judgments, or decisions based on impatience.

27. *FIVE IMPORTANT PROCESSES OF MANAGEMENT*

- | | | |
|-----------------|----------------|----------------|
| (1) Planning | (2) Organizing | (3) Scheduling |
| (4) Controlling | (5) Motivating | |

28. *WHEN THE SUPERVISOR FAILS TO PLAN*

- (1) Supervisor creates impression of not knowing his job
- (2) May lead to excessive overtime
- (3) Job runs itself -- supervisor lacks control
- (4) Deadlines and appointments missed
- (5) Parts of the work go undone
- (6) Work interrupted by emergencies
- (7) Sets a bad example
- (8) Uneven workload creates peaks and valleys
- (9) Too much time on minor details at expense of more important tasks

29. *FOURTEEN GENERAL PRINCIPLES OF MANAGEMENT*

- | | |
|--|---------------------------------------|
| (1) Division of work | (8) Centralization |
| (2) Authority and responsibility | (9) Scalar chain |
| (3) Discipline | (10) Order |
| (4) Unity of command | (11) Equity |
| (5) Unity of direction | (12) Stability of tenure of personnel |
| (6) Subordination of individual interest to general interest | (13) Initiative |
| (7) Remuneration of personnel | (14) Esprit de corps |

30. *CHANGE*

Bringing about change is perhaps attempted more often, and yet less well understood, than anything else the supervisor does. How do people generally react to change? (People tend to resist change that is imposed upon them by other individuals or circumstances.

Change is characteristic of every situation. It is a part of every real endeavor where the efforts of people are concerned.

A. Why do people resist change?

People may resist change because of:

- (1) Fear of the unknown
- (2) Implied criticism
- (3) Unpleasant experiences in the past
- (4) Fear of loss of status
- (5) Threat to the ego
- (6) Fear of loss of economic stability

B. How can we best overcome the resistance to change?

In initiating change, take these steps:

- (1) Get ready to sell
- (2) Identify sources of help
- (3) Anticipate objections
- (4) Sell benefits
- (5) Listen in depth
- (6) Follow up

B. BRIEF TOPICAL SUMMARIES

I. WHO/WHAT IS THE SUPERVISOR?

1. The supervisor is often called the "highest level employee and the lowest level manager."
2. A supervisor is a member of both management and the work group. He acts as a bridge between the two.
3. Most problems in supervision are in the area of human relations, or people problems.
4. Employees expect: Respect, opportunity to learn and to advance, and a sense of belonging, and so forth.
5. Supervisors are responsible for directing people and organizing work. Planning is of paramount importance.
6. A position description is a set of duties and responsibilities inherent to a given position.
7. It is important to keep the position description up-to-date and to provide each employee with his own copy.

II. THE SOCIOLOGY OF WORK

1. People are alike in many ways; however, each individual is unique.
2. The supervisor is challenged in getting to know employee differences. Acquiring skills in evaluating individuals is an asset.
3. Maintaining meaningful working relationships in the organization is of great importance.
4. The supervisor has an obligation to help individuals to develop to their fullest potential.
5. Job rotation on a planned basis helps to build versatility and to maintain interest and enthusiasm in work groups.
6. Cross training (job rotation) provides backup skills.
7. The supervisor can help reduce tension by maintaining a sense of humor, providing guidance to employees, and by making reasonable and timely decisions. Employees respond favorably to working under reasonably predictable circumstances.
8. Change is characteristic of all managerial behavior. The supervisor must adjust to changes in procedures, new methods, technological changes, and to a number of new and sometimes challenging situations.
9. To overcome the natural tendency for people to resist change, the supervisor should become more skillful in initiating change.

III. PRINCIPLES AND PRACTICES OF SUPERVISION

1. Employees should be required to answer to only one superior.
2. A supervisor can effectively direct only a limited number of employees, depending upon the complexity, variety, and proximity of the jobs involved.
3. The organizational chart presents the organization in graphic form. It reflects lines of authority and responsibility as well as interrelationships of units within the organization.
4. Distribution of work can be improved through an analysis using the "Work Distribution Chart."
5. The "Work Distribution Chart" reflects the division of work within a unit in understandable form.
6. When related tasks are given to an employee, he has a better chance of increasing his skills through training.
7. The individual who is given the responsibility for tasks must also be given the appropriate authority to insure adequate results.
8. The supervisor should delegate repetitive, routine work. Preparation of recurring reports, maintaining leave and attendance records are some examples.
9. Good discipline is essential to good task performance. Discipline is reflected in the actions of employees on the job in the absence of supervision.
10. Disciplinary action may have to be taken when the positive aspects of discipline have failed. Reprimand, warning, and suspension are examples of disciplinary action.
11. If a situation calls for a reprimand, be sure it is deserved and remember it is to be done in private.

IV. DYNAMIC LEADERSHIP

1. A style is a personal method or manner of exerting influence.
2. Authoritarian leaders often see themselves as the source of power and authority.
3. The democratic leader often perceives the group as the source of authority and power.
4. Supervisors tend to do better when using the pattern of leadership that is most natural for them.
5. Social scientists suggest that the effective supervisor use the leadership style that best fits the problem or circumstances involved.
6. All four styles -- telling, selling, consulting, joining -- have their place. Using one does not preclude using the other at another time.
7. The theory X point of view assumes that the average person dislikes work, will avoid it whenever possible, and must be coerced to achieve organizational objectives.
8. The theory Y point of view assumes that the average person considers work to be as natural as play, and, when the individual is committed, he requires little supervision or direction to accomplish desired objectives.
9. The leader's basic assumptions concerning human behavior and human nature affect his actions, decisions, and other managerial practices.
10. Dissatisfaction among employees is often present, but difficult to isolate. The supervisor should seek to weaken dissatisfaction by keeping promises, being sincere and considerate, keeping employees informed, and so forth.
11. Constructive suggestions should be encouraged during the natural progress of the work.

V. PROCESSES FOR SOLVING PROBLEMS

1. People find their daily tasks more meaningful and satisfying when they can improve them.
2. The causes of problems, or the key factors, are often hidden in the background. Ability to solve problems often involves the ability to isolate them from their backgrounds. There is some substance to the cliché that some persons "can't see the forest for the trees."
3. New procedures are often developed from old ones. Problems should be broken down into manageable parts. New ideas can be adapted from old ones.

4. People think differently in problem-solving situations. Using a logical, patterned approach is often useful. One approach found to be useful includes these steps:
 - (a) Define the problem
 - (b) Establish objectives
 - (c) Get the facts
 - (d) Weigh and decide
 - (e) Take action
 - (f) Evaluate action

VI. TRAINING FOR RESULTS

1. Participants respond best when they feel training is important to them.
2. The supervisor has responsibility for the training and development of those who report to him.
3. When training is delegated to others, great care must be exercised to insure the trainer has knowledge, aptitude, and interest for his work as a trainer.
4. Training (learning) of some type goes on continually. The most successful supervisor makes certain the learning contributes in a productive manner to operational goals.
5. New employees are particularly susceptible to training. Older employees facing new job situations require specific training, as well as having need for development and growth opportunities.
6. Training needs require continuous monitoring.
7. The training officer of an agency is a professional with a responsibility to assist supervisors in solving training problems.
8. Many of the self-development steps important to the supervisor's own growth are equally important to the development of peers and subordinates. Knowledge of these is important when the supervisor consults with others on development and growth opportunities.

VII. HEALTH, SAFETY, AND ACCIDENT PREVENTION

1. Management-minded supervisors take appropriate measures to assist employees in maintaining health and in assuring safe practices in the work environment.
2. Effective safety training and practices help to avoid injury and accidents.
3. Safety should be a management goal. All infractions of safety which are observed should be corrected without exception.
4. Employees' safety attitude, training and instruction, provision of safe tools and equipment, supervision, and leadership are considered highly important factors which contribute to safety and which can be influenced directly by supervisors.
5. When accidents do occur they should be investigated promptly for very important reasons, including the fact that information which is gained can be used to prevent accidents in the future.

VIII. EQUAL EMPLOYMENT OPPORTUNITY

1. The supervisor should endeavor to treat all employees fairly, without regard to religion, race, sex, or national origin.
2. Groups tend to reflect the attitude of the leader. Prejudice can be detected even in very subtle form. Supervisors must strive to create a feeling of mutual respect and confidence in every employee.
3. Complete utilization of all human resources is a national goal. Equitable consideration should be accorded women in the work force, minority-group members, the physically and mentally handicapped, and the older employee. The important question is: "Who can do the job?"
4. Training opportunities, recognition for performance, overtime assignments, promotional opportunities, and all other personnel actions are to be handled on an equitable basis.

IX. IMPROVING COMMUNICATIONS

1. Communications is achieving understanding between the sender and the receiver of a message. It also means sharing information -- the creation of understanding.
2. Communication is basic to all human activity. Words are means of conveying meanings; however, real meanings are in people.
3. There are very practical differences in the effectiveness of one-way, impersonal, and two-way communications. Words spoken face-to-face are better understood. Telephone conversations are effective, but lack the rapport of person-to-person exchanges. The whole person communicates.
4. Cooperation and communication in an organization go hand in hand. When there is a mutual respect between people, spelling out rules and procedures for communicating is unnecessary.
5. There are several barriers to effective communications. These include failure to listen with respect and understanding, lack of skill in feedback, and misinterpreting the meanings of words used by the speaker. It is also common practice to listen to what we want to hear, and tune out things we do not want to hear.
6. Communication is management's chief problem. The supervisor should accept the challenge to communicate more effectively and to improve interagency and intra-agency communications.
7. The supervisor may often plan for and conduct meetings. The planning phase is critical and may determine the success or the failure of a meeting.
8. Speaking before groups usually requires extra effort. Stage fright may never disappear completely, but it can be controlled.

X. SELF-DEVELOPMENT

1. Every employee is responsible for his own self-development.
2. Toastmaster and toastmistress clubs offer opportunities to improve skills in oral communications.
3. Planning for one's own self-development is of vital importance. Supervisors know their own strengths and limitations better than anyone else.
4. Many opportunities are open to aid the supervisor in his developmental efforts, including job assignments; training opportunities, both governmental and non-governmental -- to include universities and professional conferences and seminars.
5. Programmed instruction offers a means of studying at one's own rate.
6. Where difficulties may arise from a supervisor's being away from his work for training, he may participate in televised home study or correspondence courses to meet his self-development needs.

XI. TEACHING AND TRAINING

A. The Teaching Process

Teaching is encouraging and guiding the learning activities of students toward established goals. In most cases this process consists in five steps: preparation, presentation, summarization, evaluation, and application.

1. Preparation

Preparation is twofold in nature; that of the supervisor and the employee.

Preparation by the supervisor is absolutely essential to success. He must know what, when, where, how, and whom he will teach. Some of the factors that should be considered are:

- | | |
|----------------------------|-----------------------|
| (1) The objectives | (5) Employee interest |
| (2) The materials needed | (6) Training aids |
| (3) The methods to be used | (7) Evaluation |
| (4) Employee participation | (8) Summarization |

Employee preparation consists in preparing the employee to receive the material. Probably the most important single factor in the preparation of the employee is arousing and maintaining his interest. He must know the objectives of the training, why he is there, how the material can be used, and its importance to him.

2. Presentation

In presentation, have a carefully designed plan and follow it.

The plan should be accurate and complete, yet flexible enough to meet situations as they arise. The method of presentation will be determined by the particular situation and objectives.

3. Summary

A summary should be made at the end of every training unit and program. In addition, there may be internal summaries depending on the nature of the material being taught. The important thing is that the trainee must always be able to understand how each part of the new material relates to the whole.

4. Application

The supervisor must arrange work so the employee will be given a chance to apply new knowledge or skills while the material is still clear in his mind and interest is high. The trainee does not really know whether he has learned the material until he has been given a chance to apply it. If the material is not applied, it loses most of its value.

5. Evaluation

The purpose of all training is to promote learning. To determine whether the training has been a success or failure, the supervisor must evaluate this learning.

In the broadest sense evaluation includes all the devices, methods, skills, and techniques used by the supervisor to keep himself and the employees informed as to their progress toward the objectives they are pursuing. The extent to which the employee has mastered the knowledge, skills, and abilities, or changed his attitudes, as determined by the program objectives, is the extent to which instruction has succeeded or failed.

Evaluation should not be confined to the end of the lesson, day, or program but should be used continuously. We shall note later the way this relates to the rest of the teaching process.

B. Teaching Methods

A teaching method is a pattern of identifiable student and instructor activity used in presenting training material.

All supervisors are faced with the problem of deciding which method should be used at a given time.

1. Lecture

The lecture is direct oral presentation of material by the supervisor. The present trend is to place less emphasis on the trainer's activity and more on that of the trainee.

2. Discussion

Teaching by discussion or conference involves using questions and other techniques to arouse interest and focus attention upon certain areas, and by doing so creating a learning situation. This can be one of the most valuable methods because it gives the employees 'an opportunity to express their ideas and pool their knowledge.

3. Demonstration

The demonstration is used to teach how something works or how to do something. It can be used to show a principle or what the results of a series of actions will be. A well-staged demonstration is particularly effective because it shows proper methods of performance in a realistic manner.

4. Performance

Performance is one of the most fundamental of all learning techniques or teaching methods. The trainee may be able to tell how a specific operation should be performed but he cannot be sure he knows how to perform the operation until he has done so.

As with all methods, there are certain advantages and disadvantages to each method.

5. Which Method to Use

Moreover, there are other methods and techniques of teaching. It is difficult to use any method without other methods entering into it. In any learning situation a combination of methods is usually more effective than any one method alone.

Finally, evaluation must be integrated into the other aspects of the teaching-learning process.

It must be used in the motivation of the trainees; it must be used to assist in developing understanding during the training; and it must be related to employee application of the results of training.

This is distinctly the role of the supervisor.
