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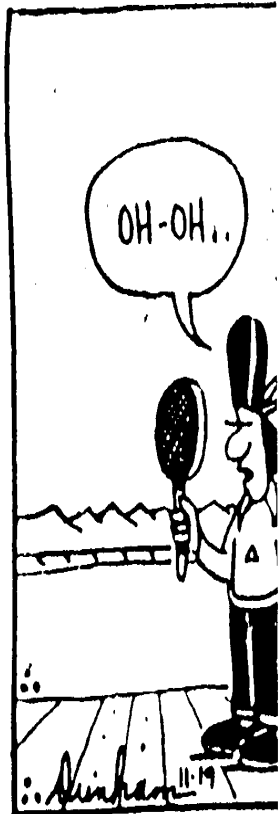
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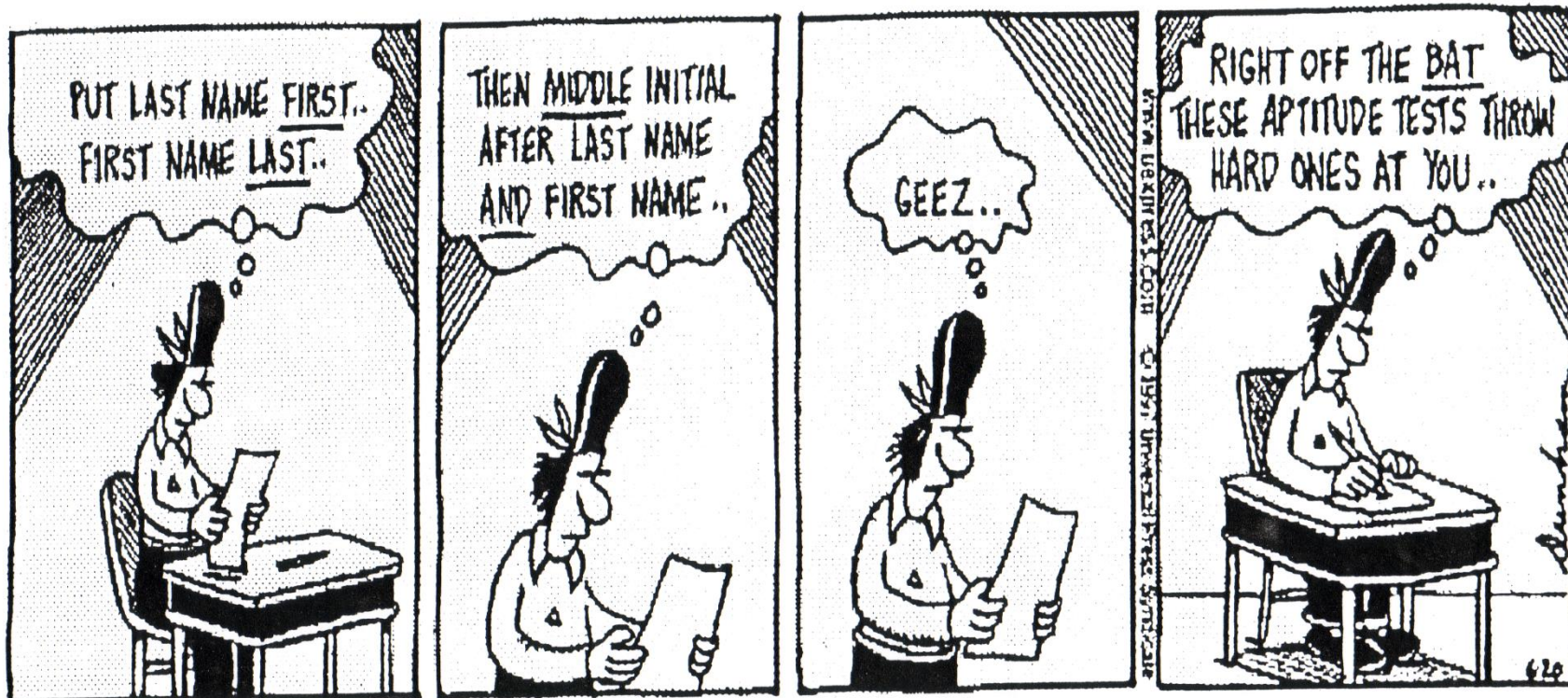


OVERBOARD



OVERBOARD





ARCHIVE

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Chapter 1

Roles of a Supervisor

“In organizations, real power and energy is generated through relationships. The patterns of relationships and the capacities to form them are more important than tasks, functions, roles, and positions.”

Margaret Wheatly

Broad View of Today's Supervisor

- **Vital Link**
- **Boots on the ground**
- **The glue**
- **What are the major responsibilities of a supervisor?**
- **What is the difference between leading and managing?**
- **For a new supervisors, how do you move form peer to leader?**
- **How can you become an effective delegator?**
- **What are the characteristics of a successful supervisor?**

Compared with those of the 1970s, today's local governments . . .

- **Are more complex**
- **Employ more people with nongovernmental backgrounds**
- **Provide a broader scope of services**
- **Have more influence on citizens' daily lives**
- **Tend to be flatter organizations, with more emphasis on teams.**

Today's Challenges

- **Growing workload & shrinking resources**
- **Changing priorities & needs**
- **Diverse workforce**
- **High expectations from citizens with less tax dollars**

How the workplace has changed

1970s

Relatively predictable

Power based

Competitive

Emphasis on independent work

Emphasis on “working harder”

Today

Uncertain

Relationship based

Cooperative

Emphasis on team work

Emphasis on “working smarter”

Four factors changing the character of local government

1. Demographic changes
2. Technological changes
3. Changes in legal accountability
4. Shifts in employees' expectations and attitudes

"This has been an atrocious, incredibly depressing, and mind-numbingly inane experience I would not wish on anyone," former clerk Kim Lehmkuhl wrote in her resignation letter. "I wish the City the best of luck in finding some schmuck eager to transcribe every last misogynistic joke, self-indulgent anecdote, and pathetic pandering attempt by Council, and every tinfoil hat conspiracy theory, racist aside, and NIMBY assbattery from the lovely Council meeting frequent flyers, without which, surely our democracy could not flourish. June, also best of luck with your imminent unfunded pensions scandal, that is going to be a rough one."

Demographic changes

- **Increasing cultural diversity**
- **Aging population**

Managing a diverse workforce means being more flexible and adaptable, and keeping up with new trends.

1900-1945	1946-1964		1965-1980	1981-1999
Traditionalist Old Fart Depression W.W.II Loyal Authority- Boss Strong work ethic Tight Economic Fiscally Responsible Formal language dies Maintain status quo Faith in institutions church, gov't, military Need to know	Baby Boomers Optimistic Opportunities Competitive Individual Responsibilities go both ways Challenge authority Change of command TV greatest invention	Leave to Beaver Vietnam Reject Authority Participatory Well balance life Spend \$ on quality Less formal language and dress Experiment Why are we doing it this way	Generation X Skeptics Self Command Crisis American Dream work/work Play Focus on task at hand Get done quick Be efficient MEDIA Aids/drugs	Millennial Boomerang's Not in a Hurry Techno savvy in their pockets Columbine, gangs Realistic Expect diversity Marrying later In debt Want it now Have a life

Cuspers

Positioned between two generations

Traditionalist/Baby Boomer (1940-45)

Baby Boomer/Generation Xer (1960-1965)

Generation Xer/Millennial (1975-1980)

Generation C (1988 – 1993)

Technological changes

- **Internet and e-mail**
- **Computer advances**
- **Cell phones**

These and other technological advances have made possible telecommuting and other flexible work arrangements.

Clarity about expectations and accountability have become increasingly important.

Differences between Leading & Managing

- **Leading:** focus on direction, moving employees in right direction, motivate & inspire employees; achieving long term outcomes
- **Managing:** focus on short term results. Planning, budgeting, organizing & staffing, control problems
- **Managing** keep things running vs **Leadership** looking to the future
- **Developing leadership and management skills** you become a leader and not just a boss

Now What! I'm a Supervisor

- **Now the boss to folks who you worked along side up**
- **You have to make or explain decision; even ones you had no input in**
- **Learn to delegate**
- **Look at big picture and long term goals**

Three aspects of delegation

- **Responsibility** through delegation you pass on responsibility.
- **Authority** through delegation you provide the authority for the subordinate to do the job.
- **Accountability** the subordinate is accountable to you for the results of the job.

Reasons Why Managers Fail to Delegate

1. **My subordinates lacks experience.**
2. **It takes more time to explain it than to do the job myself.**
3. **A mistake could be costly.**
4. **There are some things I can't delegate to anyone.**
5. **My subordinates lack the knowledge necessary to make decisions.**
6. **I am concerned about lack of control over the subordinate's performance when I delegate something.**
7. **I like keeping busy and making my own decisions.**

Degree of Authority Granted to a Subordinate Depends Upon:

- 1. Complexity or importance of the project.**
- 2. Subordinate's expertise or experience.**
- 3. Time constraints.**
- 4. Your confidence and trust in the subordinate.**

Tips for effective delegation

- **Be clear about what you want done.**
- **Choose the right employee for the task.**
- **Give the employee time and space to complete the assignment.**
- **Maintain open communication and check on progress.**
- **Do not rescue the employee.**
- **Give employee the necessary authority to complete the task.**

(continued)

Tips for effective delegation (*continued*)

- **Hold the employee accountable.**
- **Recognize the employee's accomplishments.**
- **Consider delegating new responsibilities beyond the specific work of your team.**
 - **Serving on a committee**
 - **Leading a cross-departmental work team**
 - **Teaching other employees a task**
 - **Researching and reporting on a new business practice**
 - **Attending a high-level meeting**

Levels of Delegation

- 1. Look into problem. Report all facts to me, I will decide what to do.**
- 2. Look into problem. Let me know alternative actions with pros and cons on each and recommend one for my approval.**
- 3. Look into problem. Let me know what you intend to do. Don't take any action until I approve.**
- 4. Look into problem. Let me know what you intend to do, and do it , unless I say no.**
- 5. Take action. Let me know what you did.**
- 6. Take action. No further contact with me required.**

Degree of Authority Granted to a Subordinate Depends Upon:

- 1. Complexity or importance of the project.**
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Legal accountability

- **Fair Labor Standards Act (FLSA)**
- **Family and Medical Leave Act (FMLA)**
- **Americans with Disabilities Act (ADA)**

These and other state and federal mandates help supervisors by providing a standard of conduct and fair treatment.

Labor Laws

Maximum hours standards-----	Work period (days)		Law
	Fire		
	protection enforcement –		
28.....	212	171	
27.....	204	165	
26.....	197	159	
25.....	189	153	
24.....	182	147	
23.....	174	141	
22.....	167	134	
21.....	159	128	
20.....	151	122	
19.....	144	116	
18.....	136	110	
17.....	129	104	
16.....	121	98	
15.....	114	92	
14.....	106	86	
13.....	98	79	
12.....	91	73	
11.....	83	67	
10.....	76	61	
9.....	68	55	
8.....	61	49	
7.....	53	43	

Changes to FLSA

**Spring 2016 salary base changes from \$455 wk (\$23,660 annually)
to \$921 wk to \$47,892 annually**

**If employee does not meet the new salary base doesn't matter if
employee has supervisory duties and/or makes administrative
decisions**

You will need to pay OT, can be a huge increase in your budget

FMLA

OVERVIEW

The Family and Medical Leave Act (FMLA) provides an entitlement of up to 12 weeks of job-protected, unpaid leave during any 12-month period to eligible, covered employees for the following reasons: 1) birth and care of the eligible employee's child, or placement for adoption or foster care of a child with the employee; 2) care of an immediate family member (spouse, child, parent) who has a serious health condition; or 3) care of the employee's own serious health condition. It also requires that employee's group health benefits be maintained during the leave. The FMLA is administered by the Employment Standards Administration's Wage and Hour Division within the U.S. Department of Labor.

FMLA & Military

Eligible employees who are family members of a covered military member may take FMLA leave to address the most common issues that arise when a covered military member is deployed, such as attending military-sponsored functions, making appropriate financial and legal arrangements, and arranging for alternative childcare.

Only available for National Guard and Reserves, and certain retired military family members.

“Military caregiver leave” is the second of the two new military family leave provisions. Such leave may be taken by an eligible employee to care for a covered service member with a serious injury or illness.

Covers Regular Armed Forces and the National Guard or Reserves

ADA

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in employment, transportation, public accommodation, communications, and governmental activities. The ADA also establishes requirements for telecommunications relay services.

Legal accountability

State and federal mandates may also

- Increase the complexity of managing the workforce
- Reduce supervisors' flexibility
- Add to administrative burdens
- Diffuse responsibility for the implementation of public policy
- Expose local governments to greater risk of litigation.

To protect the organization from lawsuits, supervisors must be proactive. They must keep records, refer to departmental policies and procedures, and focus on objective outcomes and results.

Changes in employees expectations and attitudes

Many employees today

- Expect their jobs to fulfill needs for friendship, affirmation, and acceptance
- Seek a balance between work and home
- View their talents and skills as commodities to be marketed
- See their careers as cyclical, not linear
- Look for jobs that are interesting, meaningful, and enjoyable.

Top-down hierarchical management is giving way to self-managed teams in which the supervisor plays the role of liaison.

Four fundamental tasks of supervisors

1. **Achieving predefined results and outcomes**
2. **Sustaining a spirit of teamwork and cooperation**
3. **Continually developing the skills and talents of employees**
4. **Fostering a work environment that is flexible but in which accountability is maintained**

To build good working relationships

- **Respect and listen to employees**
- **Help set goals**
- **Involve employees in decisions**
- **Communicate frequently**
- **Delegate responsibility effectively**
- **Find the right balance between being “one of the gang” and being the person in charge**
- **Relate to everyone on the work team equally well**
- **Be fair, compassionate, and predictable.**

If you are not quite sure how to be a better supervisor, try asking your employees.

To cultivate a management attitude

- **Learn the larger goals and processes of the organization**
- **Help employees understand how their work fits into the organization's goals and processes**
- **Encourage employees to develop a forward-looking attitude.**

**Do your employees work as hard
when you are away from the job
site as when you are there?**

Problem Solving

Are you:

- **Approachable**
- **Connected**
- **Aware**
- **Flexible and open to change**

Questions for the supervisor to help measure the strength of a workplace

1. Do I know what is expected of me?
2. Do I have the opportunity to do what I do best every day?
3. In the last seven days, have I received recognition or praise for doing good work?
4. Does my supervisor, or someone else, care about me as a person?
5. Is there someone who encourages my development?
6. Do my opinions seem to count?
7. In the last six months, has someone talked to me about my progress?

Making jobs interesting & rewarding

Employee satisfaction comes from:

- Opportunities to develop and grow
- Matching employee's skills and interests to the job
- Job variety that keeps employees interested in their work
- To work without supervision
- New technology
- A balanced work-life

What are the major entities to which you are accountable?

What groups influence your role as a supervisor?

Supervisor

Someone who gets work done through others- safely, on time, and within budget

In today's environment, local government services, which cost more each year, can only be provided without raising taxes through well organized, properly managed local government; and that kind of organization requires well organized, highly efficient supervisors in every department of local government.

When you were a worker instead of a supervisor, you had only your own work to think about.

Now, you are responsible for seeing that others do their work efficiently.

Your job is now primarily supervising the work, not doing it yourself.

Entities to which you are accountable

- Yourself
- Your employees or work team
- Your supervisor and management
- Citizens and other customers of the local government

What is a Supervisor?

Leader

Role Model

Facilitator

Communicator

Coach

Counselor

Evaluator

Buffer

Goal Setter

Delegator

Teacher

Coordinator

Motivator

Disciplinarian

Safety Expert

Trainer

Planner

Problem Solver

Your Point of View

Lead by example

Set performance goals and standards

Give directions

Plan and Delegate work

Organize the work team

Provide orientation and training

Know what employees are doing

Give feedback on performance

Maintain discipline

Balance work and personal responsibilities

The Employees you Supervise

- Provide supplies and equipment**
- Give feedback about performance**
- Be available for consultation**
- Match work with capabilities and interests**
- Listen to complaints and grievances**
- Address problems and mediate disputes**
- Reward good work**
- Treat employees fairly and equitably**

Supervisor's Point of View

Plan wisely

Get work done on time and under budget

Show high productivity

Delegate effectively

Keep employees satisfied and motivated

Monitor work and make corrections where needed

Exhibit loyalty to the organization

Maintain good relations with citizens

Citizen's Point of View

Respond to the needs of citizens

Provide services efficiently

Respond promptly

Develop job skills

Find quality improvements and correct problems

Exhibit proper conduct

Hold high ethical standards

Exhibit courtesy

Take responsibility when there is a problem with an employee

Key Employee Performance Problems

Turnover

Poor Quality of Service

Lack of Motivation

Absenteeism

Theft

Alcoholism or Drug Abuse

Belligerence

Tardiness

Minority Problems - Race, Age, Sex

Ten Factors That Affect Employee Performance

1. **Organization and work climate**
2. **Communication**
3. **Employee Attitude**
4. **Work Assignments and Resources**
5. **Wages and Benefits**
6. **Enforcement of Organizational Policy**
7. **Employee Job Knowledge and Skills**
8. **Promotions**
9. **Management and Employee Relations**
10. **Recognition**

The Employee Today Wants and Needs the Following:

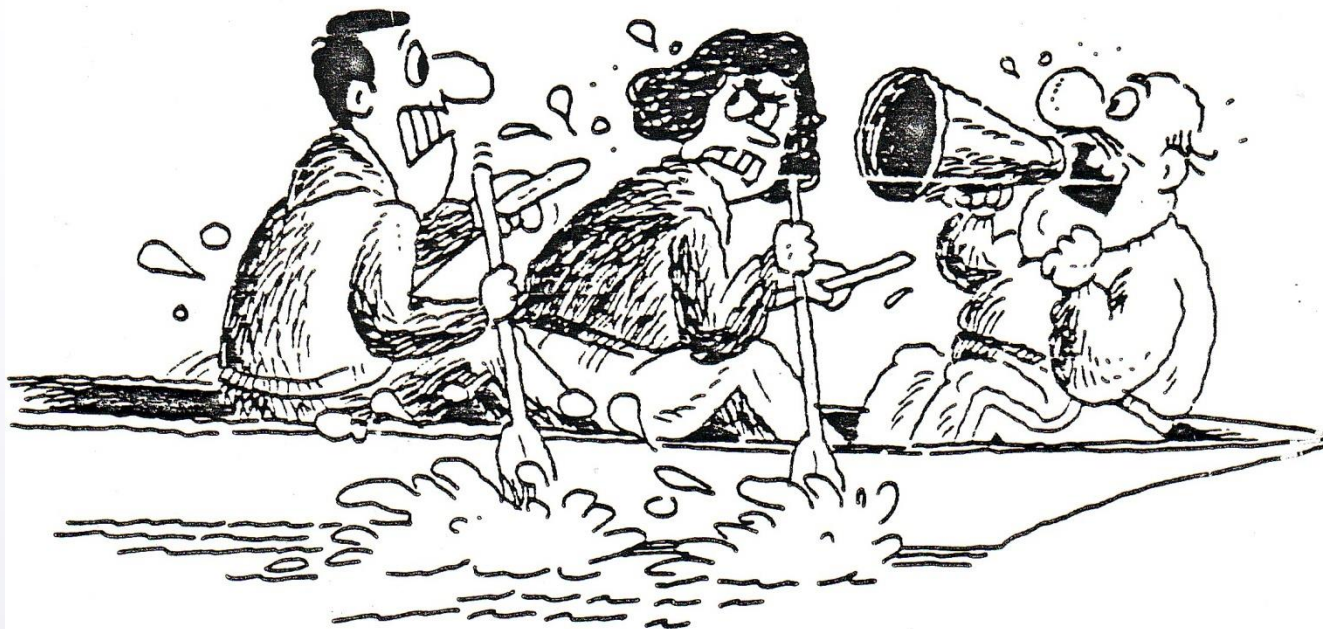
1. **Work expectation that are clearly communicated**
2. **Enough information to get the job done**
3. **Involvement in making decisions that affect their daily work activities**
4. **Understanding of how their work fits into the big picture**
5. **Rewards linked to performance and understanding how they can advance in the organization**
6. **Treatment as individuals who are important to the organization**
7. **They want their family to be supportive of their work and organization**

Chapter 2

Supervisory Leadership

“We believe that civilized society cannot function effectively without effective government.”

David Osborne and Ted Gaebler



The Team Leader

A mission statement is

- A clear, succinct description of an ideal future
- A call to direct action
- A foundation for setting goals.

Questions a mission statement might address

- **What is our purpose?**
- **Why do we do what we do?**
- **What are the essential and nonessential elements of our programs and services?**
- **Where do we need to be as a team?**

The purpose of goals

- **To serve as a target**
- **To state exactly what must be done, who must do it, and when it must be completed**
- **To foster trust throughout a work group or organization**
- **To provide a means for measuring progress**
- **To help set priorities**

When a work group becomes a team,

- **Workers gain a sense of belonging**
- **The whole becomes greater than the sum of the parts.**

The supervisor's responsibilities as team leader

- Involving employees in decision making
- Delegating
- Identifying and resolving problems
- Making jobs more interesting and rewarding
- Integrating employees' personal goals into organizational goals
- Evaluating progress
- Determining when goals have been met

Supervisors who identify and resolve problems early on

- **Are approachable**
- **Budget the time to evaluate potential risks within the context of the work team's mission and goals, and the organization's expected outcomes**
- **Actively watch for small signs of trouble**
- **Look for trends or patterns that may indicate that a problem is developing.**

“When the best leader’s work is done, the people say, ‘We did it ourselves!’”

Lao-tzu

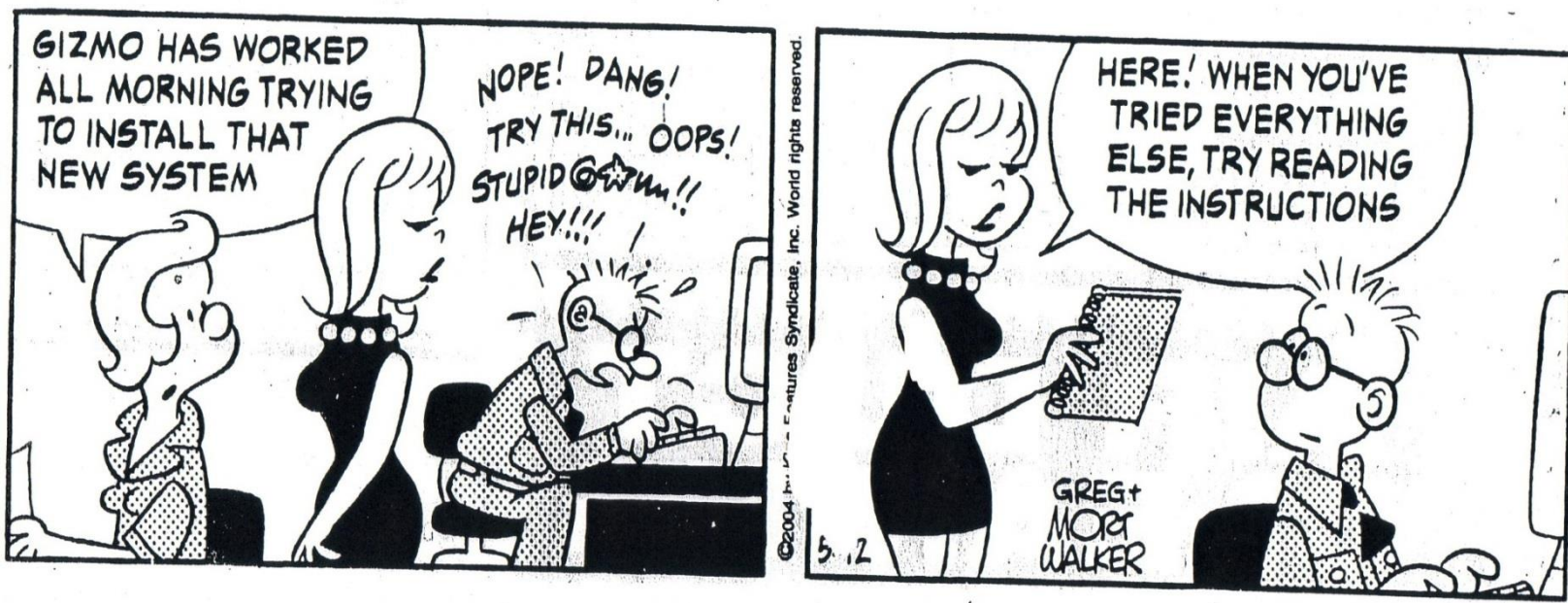
Leaders are people who do the right things.

Managers are people who do things right.

Leadership

- **Leadership is a two-way relationship that involves followers as well as leaders.**
- **Good leaders show concern for others *and* concern for tasks.**
- **Leaders are not born. Rather, leadership behavior can be taught.**
- **There is no single group of qualities that characterize all leaders; we can all grow and develop as leaders.**

Ask others what they believe to be your most effective and least effective leadership behaviors.



The three sources of a supervisor's influence

- 1. Role:** The more a supervisor has to rely on the power of role to influence people, the less real leadership may be exerted.
- 2. Reputation:** A supervisor's image—what others say about the supervisor—can add to or detract from his or her ability to exert positive influence.
- 3. Behavior:** Behavior is a better predictor of effective leadership than personal traits.

The three conditions for influence

- 1. Trustworthiness: Most people are reluctant to allow those they don't trust to exert influence.**
- 2. Expertise: We are more likely to be influenced by people who have a high level of expertise.**
- 3. Attractiveness: People are more likely to be influenced by people who have values and beliefs that are similar to theirs.**

Leadership capabilities

- 1. Self-management: self-awareness, ability to balance conflicting demands, ability to learn, leadership values.**
- 2. Social: ability to build and maintain relationships, effective communication, skill at helping others to develop.**
- 3. Work-facilitation: creative thinking, ability to think and act strategically, ability to initiate and implement change, good management skills.**

“Those in positions of authority are not the source of authority.”

Peter Senge

Leadership practices

- **Seek feedback early and often.**
- **Find worthy models and mentors.**
- **Become a student of leadership.**
- **Find the challenges that are right for you.**
- **Develop a plan to improve your leadership.**

Situational Leadership

<p>Style S3</p> <p>SUPPORTING</p> <ul style="list-style-type: none"> • High Supportive Behavior • Mid/Low Directive Behavior <p><i>(Let's Talk, We'll Decide)</i></p>	<p>Style S2</p> <p>COACHING</p> <ul style="list-style-type: none"> • High Supportive Behavior • High Directive Behavior <p><i>(Let's Talk, I'll Decide)</i></p>
<p>Style S4</p> <p>DELEGATING</p> <ul style="list-style-type: none"> • Low Supportive Behavior • Low Directive Behavior <p><i>(You Decide)</i></p>	<p>Style S1</p> <ul style="list-style-type: none"> • DIRECTING Low/Some Supporting Behavior • High Directive Behavior <p><i>(I'll Decide)</i></p>

Job Related Factors	Supervisors	Workers	George Mason University	American Productivity & Quality Center
Good working conditions	4	9		
Feeling in on things	10	2	3	2
Tactful disciplining of others	7	10		
Full appreciation for work done	8	1	2	3
Management loyalty to workers	6	8		
Good wages	1	5	5	4
Promotion and growth in the organization	3	7		
Understanding of personal problems	9	3		
Job security	2	4	4	
Interesting work	5	6	1	1

Directive Behavior

- Sets goals and objectives
- Makes clear the role each person will play
- Plans and organizes work
- Communicates job priorities
- Set timeline
- Determines methods of evaluation
- Shows or tells how to do a task
- Checks to see if work is done properly and on time

Supportive Behavior

- Asks for suggestions or input
- Facilitates problem solving or task accomplishment
- Encourages staff they can accomplish task
- Communicates information about total organization's operation
- Discloses information about self
- Praises staff for task accomplishments

“Researchers have failed to uncover any single group of qualities that characterize all leaders; nor have they found any one leadership style that characterizes all effective leaders.”

What qualities or characteristics do you believe to be important for leaders in your local government organization?