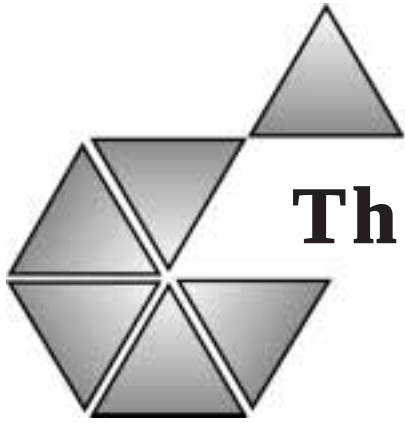




The Manager as Staff Developer

The future for us, too, is in our own place, if we can learn to see it differently, and are 'strong in will' to change it.

- Charles Handy

FOREWORD

It has been said that the only certainty in management today is the certainty of change. Unquestionably, the concepts and strategies of management are among the fastest moving targets. They are rapidly changing for a variety of reasons. First, there is competition for scarce resources, particularly in the public domain. This means that managers are constantly challenged to do more with less. Second, demands by customers (and citizens) for better service, higher quality goods, more responsive and open organizations continue to grow. From my perspective, there is little difference between the meaning of the terms *customers* and *citizens*. The adoption and implementation of the concept of *customer* by many progressive local government managers is a good example of how management concepts and strategies change with the times. Third, the increasing speed and ease of communicating new management ideas and their use in the market place have been no less than phenomenal in the past few years. For example, to engage in a bit of instant research on the latest managerial fads, all you need to do is tap into the Internet and the myriad of management related web sites.

Finally, management, both private and public, has become a “legitimate” profession. This means, among other things, that the tools of the profession, management concepts and strategies, are constantly being refined and redefined in the hands of those who research and write about them and by those who use them. In fact, it is almost impossible in this rapidly changing discipline to know where the new ideas come from. Do they emanate from the halls of academia, research institutes and the growing ranks of management consultants who need new wares to market? Or do they originate with aggressive and innovative operating organizations, the users of management concepts, strategies and ideas?

SLOVAK CONTEXT FOR THE TRAINING SERIES

The Local Self Government Assistance Center, funded by the United States Agency for International Development (USAID), has as one of its major program objectives the strengthening of in-country training capacity to serve local government's development needs. The fulfillment of this objective includes the development of training materials, training of trainers, and further improvement in the management of local government training services. These activities are embodied within the larger LSGAC goal to help Slovakia's local governments be more effective, responsive and accountable in service to their citizens. The *Strengthening the Management of Local Self Government in Slovakia*

workbook series, therefore, is intended to help local governments achieve higher levels of performance through new and improved management principles and practices gained through on the job learning.

THE TARGET AUDIENCE

For public managers in Slovakia (among them the elected mayors and deputies as well as city managers, department heads and directors of public service organizations), the task of learning new approaches to public management, and putting the learning into practice, is daunting. You and your organization have been thrust into the heart of a country-wide paradigm shift of political, economic and social values and norms. For local governments, these changes have created a host of new problems, but also the potential to pursue new opportunities. Given the dynamic and changing nature of your work environment, this series focuses on concepts and strategies that can help you mold your local government organization to deal more effectively with the political, economic and social changes that are sweeping your country and region.

We have picked a few core topics and competencies we believe are central to your current challenges and demands as local public managers and leaders. Consequently, this series of short learning experiences is not a comprehensive course in managerial theories and strategies. No effort has been made to go back to the early *basics* of management theory that have often set the stage for many contemporary management ideas and fads. Nor was an attempt made to explore all the new schools of management thinking that consume meters of space in full-service book stores in London and elsewhere. Rather, this series is, more modestly, an attempt to help you gain managerial insights and skills in a few targeted areas of managerial practice so you can increase the effectiveness, responsiveness and accountability of your local government organization, as assessed by the citizens you serve.

To reach the goal intended for the *Strengthening the Management of Local Self Government in Slovakia* workbook series, I decided to return to the *Guide for Managing Change for Urban Managers and Trainers*, a workbook I wrote several years ago for the United Nations Centre for Human Settlements (Habitat). The workbook has been substantially altered and updated with the help of an able and experienced Slovak advisory team and David Tees, a colleague I rely upon more and more in crafting learning materials for practitioners in the public service.

EXPECTATIONS

Here is a brief overview of what you can expect from the *Strengthening the Management of Local Self Government in Slovakia* workbook series. Workbook #1, *The Evolving Roles and Responsibilities of the Local Government Manager* and Workbook #2, *The Manager and Organization Culture* are based on concepts

from which the users of these materials might benefit: 1) local government management roles and how they have evolved over the last few decades, particularly in the United States and other Western countries; and, 2) organization cultures, how they are invented and how they can be changed to better serve the changing mandates of local governments as keystone institutions in building open and democratic societies. These workbooks are designed to lay the groundwork for planning and managing organization change as defined in Workbook #3.

The core learning module, Workbook #3, *The Manager as Organization Change Agent*, focuses on concepts and strategies associated with the planning and management of changes within organizations and their immediate environments. While much has been written about organization development and planned change, they are still relevant and important topics for discussion. This module, in a metaphorical sense, will be wrapped around another set of LSGAC supported training materials. These are the skill development workshops on *Consulting Skills* which focus, in more depth, on two phases of the organization change process, contracting and data collection and analysis.

Workbook #4, *The Manager as Visionary Strategist*, addresses the issues and processes associated with strategic planning. To many, strategic planning is an ally of the planned change process. To others, it is an overlapping intrusion. Nevertheless, strategic planning is a potentially valuable tool for planning the future of your community. As Tom Cannon reminds us, in his book, *Welcome to the Revolution*, “Managers are craftsmen and strategy is their clay.. ..like the potter, they sit between the past of capabilities and the future of opportunities.”

Finally, some insights are offered on *The Manager as Staff Developer* (Workbook #5). The conceptual framework used to describe the institution building role of the manager assumes the manager should use different management styles based on the work situation. Since this approach to leadership styles focuses, in large measure, on the maturity (development) of the work force to determine the appropriate management response to most situations, it offers insights into the potential for staff and organization development. We will also look at the growing use of interdisciplinary and interdepartmental teams as essential to achieving high performance within complex organizations.

THANKS TO MANY WHO MADE THIS POSSIBLE

Many individuals and organizations have contributed to this effort. These training materials were originally written under the sponsorship of the United Nations Centre for Human Settlements (Habitat) and the guidance of Dr. Tomasz Sudra, Chief, Training and Capacity Building. This revision is funded by the United States Agency for International Development (USAID) and managed by the International City/County Management Association (ICMA) through its affiliate, the Local Self Government Assistance Center (LSGAC) in Bratislava, Slovakia. LSGAC, initiated and funded by USAID, is devoted to strengthening

local governments in Slovakia through capacity building endeavors with local support institutions.

These Slovak support institutions include: the Foundation for Training in Self Government of the Slovak Republic; the Regional (Local Self Government) Training Centers; the Slovakia City Managers Association; the School of Public Administration, Academia Istropolitana, and the newly established Association for Management Training and Development. In the development of this series, special thanks go to Dr. Anastazia Kozakova, who directed the local advisory committee, and to the team of experts she assembled to provide their insights and good judgment. They included: city managers Jana Blazejova, Jan Dreisig, Richard Hojer, and Maria Pfliegelova; management trainers Stefania Hrivnakova, Daniela Halasova and Luba Vavrova; and, Peter Bercik, an advisor to the Slovak Ministry of Interior. Holly Ingram provided an invaluable service as layout and design artist and computer specialist in transmitting complex documents via the Internet. I want to recognize the invaluable contribution of Luba Vavrova, my colleague at LSGAC. Without her continuing assistance, the development of these training materials would not have been possible. And of course, thanks to my colleague, David Tees, University of Texas at Arlington, who provided valuable inputs to the development of learning exercises for the series.

In my short stay in Slovakia, I have come to appreciate the valuable contributions that mayors, city managers and other senior local government officials are making to secure an open and democratic society for their citizens. I hope this series of management materials will help you perform your roles and responsibilities in strengthening local self-governments to be more effective, responsive and accountable.

Fred Fisher
Bratislava, Slovakia 1998

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INTRODUCTION

The purpose of this workbook is to provide you with an in-depth learning experience in the concepts and practical application of staff development. It is designed to cover the functions normally required of the local government manager at various stages in the development (maturing) of staff members.

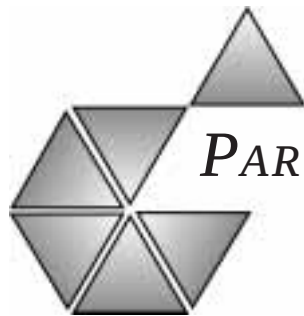
We have made several assumptions in writing this particular workbook.

- The manager's role as staff developer is best learned by asking managers to participate actively in learning experiences that simulate, as closely as possible, the local government work environment.
- Given this, we expect each participant to come to the workshop ready to experiment with new concepts and practices capable of significantly improving their staff development capabilities.
- This is a learning experience that managers might want to share with other members of their management team. If so, you will have an opportunity to work and learn together in a workshop setting and reinforce each other in applying new skills on return to the workplace.
- While the workbook can be used for self study, we believe the experience of interacting with others in a facilitated learning environment is especially valuable for building these important staff development skills.

Each of the workbooks in this series includes: (1) concepts and strategies on the specific topic being covered; (2) reflection exercises to help you think about your own experience in relation to the written materials; and, (3) training designs for group learning. The materials covered in this particular workbook will be offered in either 1 1/2-day workshops (to introduce the concepts and strategies to senior elected and appointed local government officials who want to consider the longer program for managerial team development); or, 4-5-day workshops for either management teams from various local governments or individual managers in skill development workshops. Both options will be organized by the Foundation for Training in Self Government in collaboration with the Slovakia City Managers Association on the topics covered by this workbook and others in the series.

Each workbook include a series of materials and activities, They are:

- Trainer's Notes: describing trainer-assisted learning events and the trainer's role;
- Concept materials with reflection exercises for use by participants; and,
- Self assessment questionnaires or task sheets to be used by the training participants as individual and group learning exercises.



PART 1: THE ESSAY

THE SITUATIONAL APPROACH TO STAFF DEVELOPMENT

The purpose of this workbook is to provide you with a way of looking at the role and responsibilities of developing subordinates within the organization. Before going any further it is important to emphasize that this is not a workbook on personnel management, or what has become known in recent years as human resource development (HRD). HRD involves a wider range of organizational and management functions required in the staffing and maintenance of a work force, from recruitment to retirement. This particular workbook focuses in on the development of subordinates on the job in the context of job performance. In other words, we will be talking about the role of the manager in developing staff as a strategy for increasing individual and organizational competence and performance.



Staff development, as a performance strategy, is at its best when it is seen and carried out as a supervisory responsibility. While we tend to define supervisors as those who work as first line managers (or those who have responsibility to supervise the delivery of goods and services to citizens), in reality managers at all levels of the organization have supervisory as well as staff development responsibilities. The chief executive or manager of the entire local government

organization, for example, has responsibility for assuring that all staff members are developed. While much of this developmental responsibility can be delegated in larger organizations, the chief executive or city manager should still take responsible for developing those staff members who work directly for his or her work team.

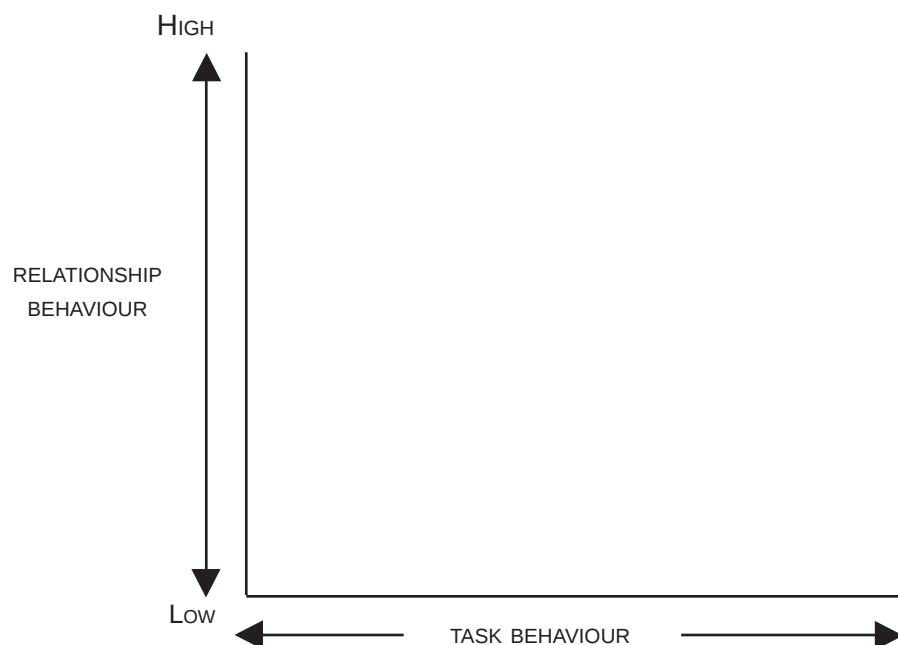
Since this statement sounds much more prescriptive than what you have encountered in the previous workbooks, we feel obligated to explain our position before going any further. Staff development, from the perspective of this series on management, is based on the assumption that effective management involves two inter-related components: directing work and delegating responsibility (which are task-oriented, directive behaviors); and, relationship skills, such as coaching, mentoring and team building (supportive behaviors). When you infuse these staff development opportunities (and responsibilities) into every level of the organization, you have the foundation for organization-wide development.

THE SITUATIONAL MANAGER

One of the most practical theories about staff development we have encountered over the years is something called “situational leadership,” based on many years of organizational research by Paul Hersey and Kenneth Blanchard.¹ Their theory of leadership (from our perspective, a sound workable theory of staff development) is based on what they call directive and supportive behaviors. How and when managers apply these managerial behaviors is dependent on

the competence and commitment of the subordinates at any particular point in time (based on the task responsibility at hand). In other words, how one manages depends on the situation; thus, their model of ***situational leadership***. Let's look more closely at this model.

1. ***Directive (Task) Behavior***: This defines the extent to which the manager: engages in one-way communication; defines the roles and responsibilities of subordinates; and clearly instructs them on what to do, how to do it, and when and where it is to be done. This is followed by performance supervision.
2. ***Supportive (Relationship) Behavior***: This is the extent to which the manager: engages in two-way communication; encourages information and feedback from employees; listens actively; provides support and encouragement; and, involves subordinates in decision making.



Staff development, from the perspective of this conceptual model, is based on the strategic application of directive and supportive behaviors by the manager. Directive behavior is designed to help the subordinate develop the knowledge and skills to carry out specific role responsibilities (what Hersey and Blanchard have identified as individual *competence*). Supportive behavior is designed to help subordinates increase their level of confidence and motivation to perform their responsibilities more effectively (identified as *commitment*). These two performance criteria (competence and commitment) describe the developmental level of the subordinate. The more competent and committed the subordinate is, the more responsibility that person can assume on the job. The less competent and committed the subordinate is, in relationship to a specific task, the more we can assume that staff development is appropriate and essential.

It is important to recognize that staff development is a continuing responsibility, particularly in positions where the subordinate's roles and responsibilities

require new knowledge and skills. In other words, the development level of the subordinate needs to be assessed against specific task responsibilities. In rapidly changing work environments, staff development will need to be seen as an on-going cost of doing business.

For diagnostic purposes, Hersey and Blanchard devised a grid for identifying the types of management style best suited for different levels of subordinate development. Based on an assessment of the subordinate's levels of competence and commitment, in relation to the task, you can adjust your management style accordingly. Let's look more closely at Hersey and Blanchard's conceptual framework and how it works.

Directive behavior forms the horizontal axis of the grid, going from low to high. Supportive behavior, is represented by the vertical axis, again going low to high. Based on these two variables, Hersey and Blanchard were able to develop four basic styles of leadership or, in our case, four basic approaches to staff development. To help keep these four styles of staff development behavior clear in our discussion, we are labeling them: SD 1; 2; 3 and 4. Here is a brief description of the four staff development styles, based on the Situational Leadership conceptual framework.

THE FOUR BASIC STYLES

- **SD 1, Directing:** A manager using this style would tend to tell employees what to do and how to do it without necessarily asking for their advice. The manager, when working with employees who have neither the "skills or will" to perform required tasks, will not be hesitant about making decisions. He or she is most interested in getting the task done. This is also a useful style in crisis situations requiring quick, decisive action, when others are looking for direction. From a developmental perspective, this directive style can quickly become counterproductive if used either in excess or too long. When the manager becomes over-controlling, dominant, and autocratic (hardly development behaviors), employees generally react in one of two-ways:



1. they rebel, using their energy to challenge or undermine the manager; or,
2. they become passive - always looking for direction. They do what they are told and seldom show initiative.

In terms of staff development, the directive style can quickly be overdone, thus stifling individual development and maturation.

- **SD 2, Coaching:** At this point in the development process, the manager begins to balance the emphases between directing and supporting. While the manager is still interested in the employee getting the task done, he or she is also concerned about increasing the employee's commitment and confidence. This often involves discussions about how to do the work while paying attention to their overall needs. By providing both direction and support, the manager

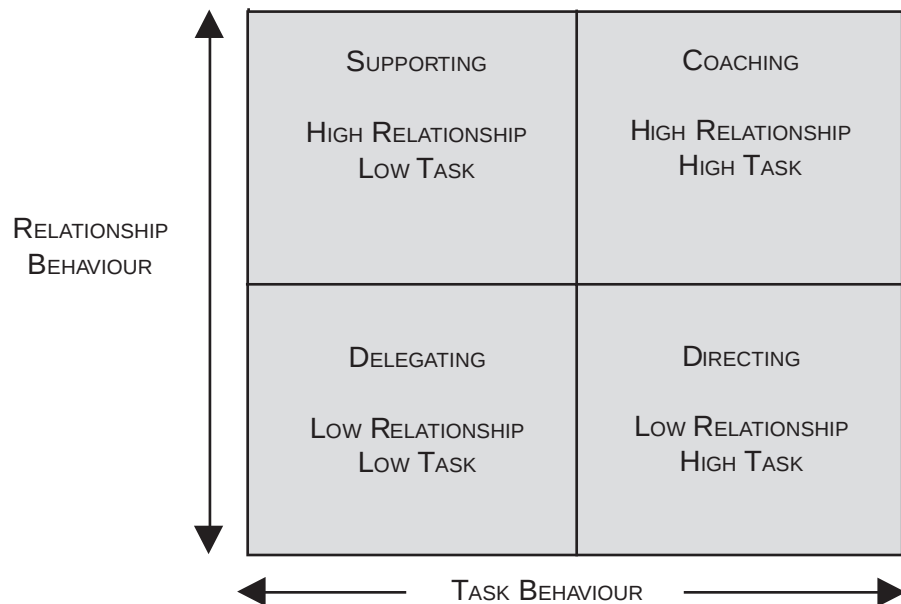


conveys the importance of meeting work goals while respecting their needs and ideas.

- **SD 3, Supporting:** Under this style, the manager and employee share much of the decision-making. Although the style is low in directive behavior, it doesn't mean the manager is unconcerned about the task. On the contrary, managers the world over are recognizing the importance of involving employees in planning and decision making. This supporting approach to staff development is effective when employees know their tasks well and do not need much direction. They generally appreciate the fact that the manager is not looking over their shoulders.



- **SD 4, Delegating:** At this stage in staff development (when the "skills and will" are in place) the employee is delegated authority and responsibility and given the freedom to operate. This style conveys the manager's respect for the employee's ability to perform the work without close supervision and support.



The four styles can be displayed on the completed grid as follows:

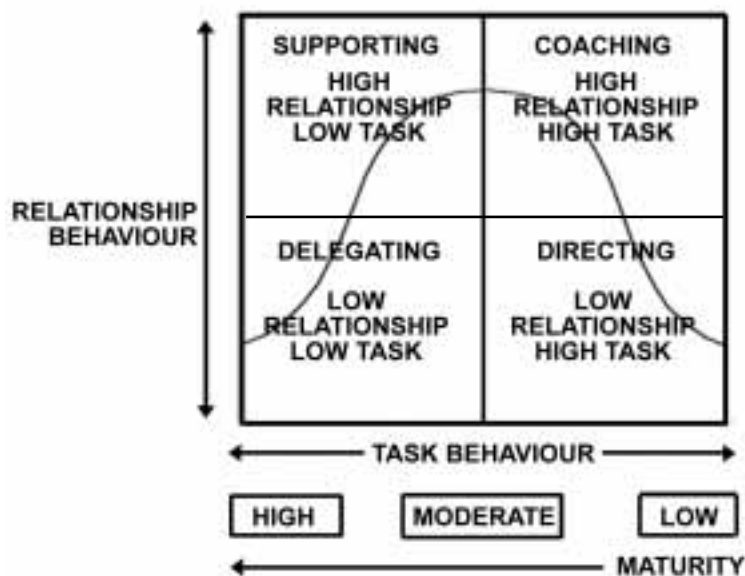
THE DEVELOPMENT PROCESS

A successful manager in the role of *staff developer* is one who can use all four styles depending upon the nature of the situation. This means assessing the situation and choosing a style that is appropriate. At the center of the assessment is the employee's level of maturity and development in relation to specific task situations. Does the employee have the:

- ability to set high, but attainable goals;
- ability and willingness to assume responsibility; and,
- knowledge and experience needed to accomplish the task or job.

As we indicated before, the employees' levels of development or maturity will vary depending on the job they are performing. For example, an engineer can be very mature in his normal functions of inspecting construction activities and providing guidance to contractors, but when promoted to supervisor, he may be less mature. He may need more direction and support until he learns his new role.

Maturity (the individual's level of development) is not necessarily related to age. A young employee can be very mature in handling a specific job. It is job maturity that we will be concerned with here.



THE DEVELOPMENTAL PROCESS AND THE MANAGER'S STYLE

Hersey and Blanchard suggest a gradual shifting in the staff development style used by the manager as the employee increases in maturity as demonstrated by the following model.

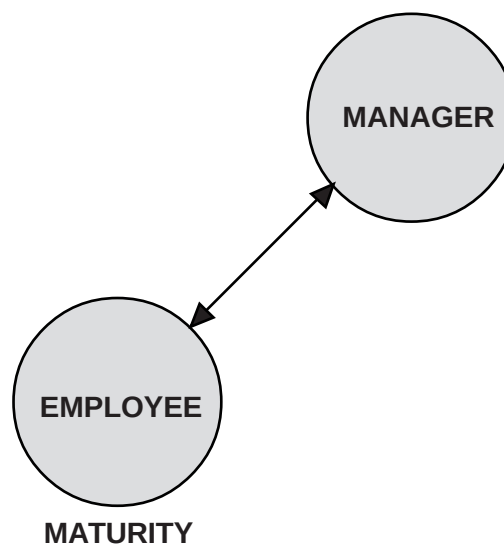
A CASE IN POINT

Let's follow an employee through the development process based on a hypothetical situation. Assume a new financial management process is being introduced about which the staff has little knowledge or understanding. Based on the conceptual model we have been discussing, this situation would initially call for a *directing* (or high Directive/low Supportive) style. Staff members would require more direction from the manager or person knowledgeable about the process.

As employees increase their knowledge and skills in using the process, the supervisor responsible for the installation would gradually shift into a *coaching* style. This would mean easing up on direction and providing encouragement and recognition as employees begin to master the process.

As employees become more skillful and confident in using the process, the supervisor would move into the *supportive* style of staff development. In many respects, this is a “leap of faith” in which responsibility for implementing the new process shifts from the manager (or specialist in this case) to the employees. They exercise more control over the process and may even be modifying it to meet their individual needs or the needs of the job situation. Their decisions in this case would be based on their increased knowledge and skills about the process, their confidence in their ability to operate on their own and their commitment to quality performance. The supervisor is there to provide support, encouragement, or to step in if an employee becomes disinterested, withdrawn, or troubled in any way. In many work situations, this is the stage of task maturity that could involve team building. We will look at this and other management strategies when we examine each style in the staff development outlined above.

When employees assumed full responsibility for implementing the new financial management process, they know what is expected of them, they are confident and committed to using it effectively, *delegating* becomes the most appropriate development style. This doesn't mean there is less trust and rapport between the manager and staff at this point in the development process. It simply takes less direct effort by the manager to maintain trust and confidence with fully developed employees. They tend to meet their needs for recognition through the work itself, through feedback from the people they serve, and from co-workers. This allows the manager to spend more time working with people who need more direction, or in planning new programs.

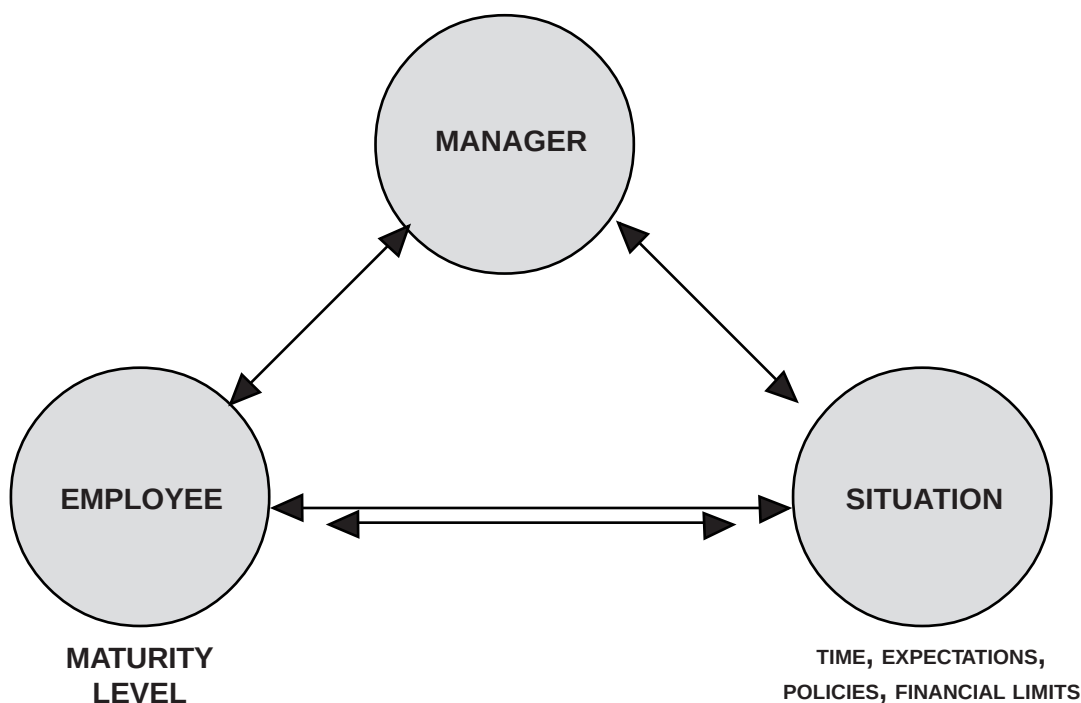


TO SUMMARIZE

The staff development model we have just described assumes the manager uses differing styles of directive and supportive behavior to help employees achieve personal growth and development. To be effective in staff development as a manager, and to help other organizational members become effective as staff developers, they need to become proficient at using the various styles and to apply them appropriately to the situation at hand.

In other words, managers need to be able to assess the development needs of individual employees, based on their competence to do the task (knowledge and skills) and their personal confidence and commitment to perform the task. These assessment and follow-up development processes involves varying levels of interaction between the manager and staff depending on the maturity level of those involved.

But, the staff development process doesn't operate in a vacuum. The manager also needs to assess other aspects of the situation - the time pressures; the expectations of key individuals within the organization (and often beyond); the availability of resources; access to information and ideas; organizational opportunities and constraints; the policy and political environment; and, many more.



The challenge for the manager is to be able to focus on the developmental needs of staff within the context of a dynamic and demanding work environment. Too often the development needs of employees takes a back seat to other managerial and performance demands. When this happens, the organization's ability to perform effectively and efficiently slips and sets in motion a downward spiral toward mediocrity. In an era of rapidly changing demands and opportunities, no manager can ignore the need for staff development.

What we want to do now is return to the various stages of staff development needs as defined by the Hersey-Blanchard model. We will start with Directing and move through the development stages to Delegating with recognition that these two managerial styles are among the least practiced in most contemporary organizations.

SD1: DIRECTING

Directing, the first step in the staff development process, is never easy. This might explain why many managers are not very good at directing others. To some, it looks like authoritarian management. No one wants to be accused of that kind of behavior in this enlightened age. At the other extreme are those who find the process of telling others what to do a power trip. Sometimes they can't get enough of it. They fully expect to be telling the gravediggers to go deeper at their own funerals. Hopefully, most of us fit somewhere in the middle of these not too satisfactory extremes.

Directing, from the perspective of the staff developer, particularly as defined by the authors of Situational Leadership, sounds quite simple. Tell the subordinate what to do; how to do it; and, when and where to do it. This assumes the manager, as staff developer, knows what, where, when and how, not to mention the all important *WHY* of the task to be explained. Hersey and Blanchard, to our knowledge, never put much emphasis on *why*; yet, we believe this is one of the most important pieces of information to convey to the person being briefed on a new task or responsibility.

While directive behavior is important in the first stages of staff development, providing direction for today's work force goes far beyond the details of specific job responsibilities. Furthermore, it should represent a relatively short phase in the staff development process. When the manager continues to direct the employee in the manner described in the situational leadership model, the development process takes a back seat. If you recall, the directive phase of staff development involves not only new employees. It also involves employees who are taking on new job tasks or responsibilities that require the acquisition of new skills and knowledge to perform effectively. Here are some specific characteristics of competent employees to keep in mind in deciding how directive to be at the early stage of staff development.²

1. ***Competent employees know what to do.*** While this sounds obvious, think about your own work experiences over the years and how many times you were put into a position where you really didn't know what was expected. Often, the work supervisor doesn't have time to spend with new employees. In these cases, the employee is left to learn on their own, or rely on their peers to tell them what to do. If these individuals aren't clear about their own job responsibilities, or have acquired bad work habits over the years, they could send new employees down the wrong path.

Helping the employee *know what to do* includes: when to do it; how to do it; where to do it; and why to do it. The "why" dimension of knowing what to do on the job is perhaps the most interesting and probably the most important. It helps the employee see the bigger picture, learning how their efforts fit into the overall mission of the organization. One of the authors was involved in an overseas assignment where the person

in charge of the field operation was never briefed on the requirements of the position. While provided with computer diskettes, which included detailed instructions, he was unable to access the information for some technical reason. And, the persons who could provide *direction* at that point in time were several thousand miles away. Valuable time was lost in setting up the new operation. The field staff was never clear about all the tasks they were expected to perform; yet, they were criticized for not performing them. The person in charge was finally replaced at great expense to the organization and program.

2. ***Competent employees know how to do it well.*** It's not enough to instruct the staff on what to do. They will need to know how to do the job well. This implies the organization has clearly defined standards of performance that are common knowledge within the work unit and the organization. Often, knowing how to do the job well is linked to what the organization values. If, for example, your local government values its reputation for providing quick, friendly and personalized customer service to its citizens, and new employees are not informed about this organizational value, they may unknowingly violate the organization standard or norm. Knowing what to do is important; knowing how to do it well is critical.
3. ***Competent employees have the tools required to do it well.*** Have you ever taken on new job responsibilities and not been given the tools required to do the job? Frustrating, isn't it? Knowing what to do, as new or re-assigned employees, and even knowing how to do it well, will quickly lead to frustration without the tools to do it.
4. ***Competent employees know when they do it well.*** When employees have taken your directions about what to do and are doing it well, it's time to let them know just how well they are doing. This, of course, indicates that you know what kind of progress they are making in applying the new knowledge and skills they acquired through your direction (or direction from a member of your management and technical support team). In many organizations, employees are rarely recognized for their day to day contributions. New employees, or employees with new duties, should be recognized when their efforts indicate that they know how to do their jobs well, and are doing it.

Note: Are you beginning to sense that this stage of the staff development process is quickly going beyond the simple step of providing directions? It is, and Hersey and Blanchard recognize this dilemma by including in the Coaching stage both directive and supportive behavior from the manager. While we want to complete our discussion of what constitutes *successful employees* in the Directing phase of staff development, we encourage you to keep in mind that we soon will be crossing the border from *directing* to *coaching*.

5. ***Successful employees are motivated to do it well.*** Have you wondered what really motivates your staff? Certainly efforts to let them know when they are doing well will help. Telling them how they

can do their job better can also be a motivator, as long as it is put into a positive context. But praising and helping employees do their job better are only two of the motivators in today's working environment. It is increasingly clear that workers want more control over their work setting and performance. Meeting this challenge, while maintaining managerial responsibility for work quality, makes the directive phase of staff development even more important.

6. ***Finally, successful employees take responsibility for what they do.*** If the directive phase of the staff development process is implemented effectively, this step will be easy. Those you have been directing in their job responsibilities (helping them learn the knowledge and skills required to do their work effectively) will move into the lead. It will also allow you to move on to your coaching role in the staff development process.

If you and other managers in your organization, including first line supervisors, focus on these job factors, you will substantially increase the potential for a successful and motivated workforce.

REFLECTION

Before reading on, spend a moment or two and jot down some characteristics of a successful employee. After naming these qualities, list what you think needs to be done in this initial stage of staff development (Directing) to help new employees be more successful.

[illegible]

SD 2: COACHING

It's what you learn after you know it all
that counts.

Coaching has become an increasingly popular staff development strategy in recent years. Part of its attraction is based on the growing realization that authoritarian management behavior is no longer acceptable in many organizations. More importantly, coaching can unleash the organization's human resource potential by empowering individual employees to put forth their best efforts, to reach the limits of their ability. In sifting through the literature about coaching, we discovered an unusual treatise on the subject, a small book entitled *Lessons From the Art of Juggling*. The authors put the manager's staff development coaching role into perspective by saying, "you are your own best coach and you earn the right to guide others by experiencing the process of growth and change for yourself."³ In other words, it is essential to "walk your talk" when coaching, managing and helping others learn. Here are some critical elements to achieving excellence in the managerial role of coaching, as described in their book on "juggling."

- **Set clear goals:** Coaches help their teams set goals and accomplish them. As a manager, it is important to guide your departments and work units to establish clear goals.
- **Give accurate feedback:** Provide accurate, objective information on the state of your employees' current performance. As one famous basketball coach said, "the job of the leader (manager) is to help people see reality."
- **Feed the success mechanism:** Help your employees know the difference between current reality and the goal they want to achieve.
- **Create a fear-free environment:** Avoid using judgment or fear to manipulate. As managers, we often believe that fear is the only way to "motivate" difficult employees. Although it might be used to get short-term results, in the long run it creates what John Dewey called "compensatory maladjustments." In other words, it will backfire on you.
- **Catch your employees doing something right:** In other words, acknowledge good performance.
- **Give encouragement:** As the authors of the Juggling text remind us, "encouragement is required to stretch ourselves beyond habit, to embrace new learning."

- **Be patient:** the contribution of various team members to achieving organizational changes will be different. Provide space for the ebb and flow of individual growth and contributions.
- **Use humor:** Friedrich Nietzsche, the philosopher, said humor is humankind's most divine quality. So, keep a light perspective as you manage organizational change.
- **Expect success:** There is growing evidence that an organization's success is dramatically affected by top management's expectations. An effective coach is the person whose belief in others changes their lives.

Coaching is answering the following questions of your employees, whether they ask you or not:

- How am I doing?
- What is expected of me?
- How am I seen by other team members?
- What can I do to perform my job better?
- How can I get to where I want to go from here?
- Can I take risks in performing my role and responsibilities?
- How can you, as my manager, help me realize satisfaction from my current job and help me achieve my long-term career goals?

THE ART OF GIVING FEEDBACK

High on the list of “juggling” skills listed earlier is giving accurate feedback. We want to comment in more depth on this skill because we believe it is at the heart of the coaching process. From the perspective of staff development, feedback is giving and receiving information about individual or team performance. You will quickly notice that it is intended to be a two-way process. There are many reasons to add this communication process to your staff development strategies.

- Feedback reduces uncertainty about where employees stand on job performance.
- Feedback can lead to problem solving. If there is a problem in job performance, it is better to solve it early on before it becomes a crisis event.
- Feedback helps to build trust and strengthen relationships. When we don't know where we stand with each other, it is difficult to be trusting in the relationship.
- Feedback should improve the quality of work performance. Without feedback, we are often limited to our own assumptions and ideas.
- Feedback expands the options for moving ahead.

FEEDBACK: A LEARNED BEHAVIOR

Most of us have to learn how to give feedback effectively. Here are some valuable clues about the process.

- ***Feedback isn't always verbal.*** Sometimes our bodies speak louder than our vocal cords.
- ***Feedback needs to be specific.*** The clearer you are about what you have observed, the easier it is for the other person to understand it and act on it. Vague generalities are not helpful.
- ***Be direct about it.*** No one likes to hear what you have to say about their performance, whether it is good or bad, through some third or fourth party.
- ***Be timely in your feedback.*** Don't wait for the yearly performance appraisal to discuss something that happened nine months before.
- Which leads us to our next clue; ***feedback should be on-going***, in other words a routine part of how you communicate with staff.
- ***Be descriptive in giving feedback, not evaluative.*** Name the behavior you have observed and better yet, behavior the employee can do something about.
- ***Describe the impact the person is having on the unit, team, or organization.***
- ***Check to make sure your message is being heard.*** There is always the possibility that the message has never been received or is received in such a garbled fashion by the employee that is difficult for that person to act on it.
- ***Silence is also a form of feedback.*** If you operate under the assumption that "no news is good news," the message your employee assumes may be very different, like "you don't care." Positive feedback is as essential as comments on areas for improvement.
- ***Don't give too much feedback at once.*** You should decide on what's important in terms of the employee's development at that particular point in time.
- ***Don't overlook the possibility that getting feedback from the "boss" can be intimidating to many employees.***

The assumption that one might draw from most discussions of feedback is that it involves giving and not receiving. Bad assumption, but one managers often make when they are involved in staff development activities. Just to level the playing field, here are a few clues about receiving feedback:

- ***Don't become defensive in the face of feedback.*** This is not always easy to do and we can quickly resort to the "yes, but" ... routine. We are so busy defending ourselves that the message gets lost in the clutter.
- ***There are others who are so conscientious about receiving feedback that they tend not to screen out what isn't valid.*** It is

important to recognize that some feedback says more about the giver than the receiver.

- ***Probe the feedback to the extent you can.*** Don't hesitate to ask questions for clarification. If you are giving feedback, give the listener a questioning break as well. After all, coaching is not a one way street. The better both of you understand what is being said, the better the chances of using the information to improve future performance.

One of the most satisfying and productive relationships that managers and employees alike can have centers on the coaching process. In the experiences that we have had as coaches (in a wide range of settings) we have come away realizing that we have learned as much from the experience as those we were coaching. If you aren't taking the opportunity to coach your staff as an integral part of their development, we believe you are missing a wonderful opportunity to foster your own development as a manager.

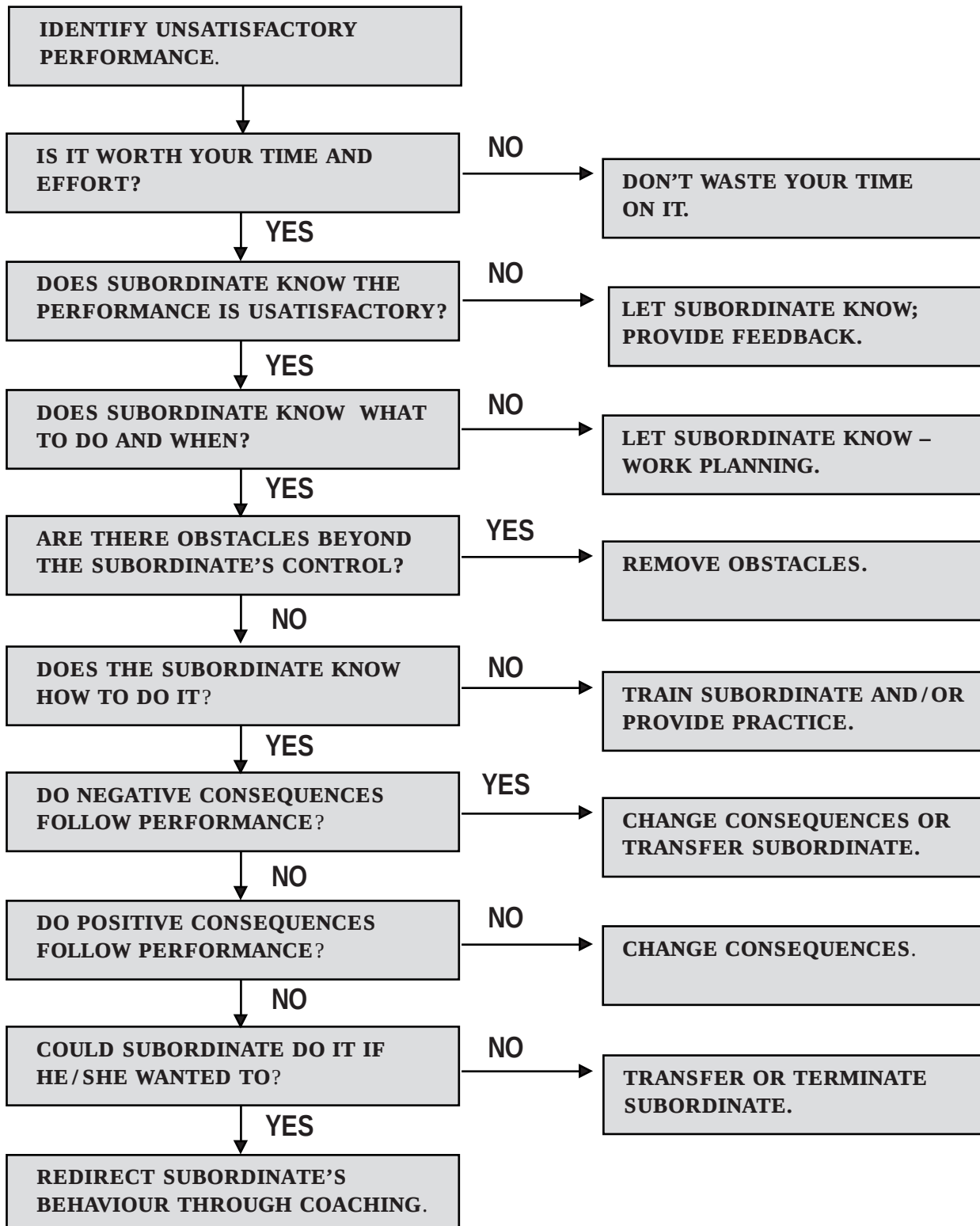
PRE-COACHING CHECKLIST

If you are planning to use coaching as a means of influencing unsatisfactory performance, Ferdinand Fournies has devised an excellent checklist to help you confirm that coaching is an effective means to achieve that end result. Normally, the manager would work through this checklist on her own unless certain information is missing. Then it may be necessary to check it out with colleagues or go to the employee directly to collect the information. The checklist is a bit like those pilots use to determine whether the plane is ready to take off. Deciding to coach an employee about unsatisfactory performance might benefit from the same kind of rigorous self-inquiry before it takes off.⁴

REFLECTION

Think of an employee whose performance is unsatisfactory from your perspective. Jot down the employee's name in the space below and describe in a few words the performance discrepancy as you see it. Take the above checklist and analyze the unsatisfactory performance. After you have completed the analysis, jot down what your action might be regarding coaching as an option.

COACHING ANALYSIS: WHAT IS INFLUENCING UNSATISFACTORY PERFORMANCE?



IN CONCLUSION

Coaching is one of the most satisfying tasks available to managers in their role as staff developer. Unfortunately, it often gets confused with the directive phase we just discussed, or with training which is often an integral part of giving direction. Coaching follows training and the directive process, taking what has been learned through managerial direction and training and driving it deeper into the potential of the employee to perform more effectively. As a staff development tool, coaching is invaluable. As a management experience, it will be remembered as some of your finest moments. Use it wisely and enjoy.

We are now ready to move into the third stage of staff development, characterized as a time of low directing and high supporting. The emphasis at this point in the development process will be on teams. As individual employees develop and mature in their job responsibilities, they recognize that most work in organizational settings can benefit from collaboration with others. The ultimate goal of having employees collaborate with each other is to achieve a level of development where the organization is rich in self-managed teams. At this point the team's direction comes from within and the support comes from each other. Let's take a close look at a staff development process that has become the sustaining strength and vitality of many organizations, of all kinds, around the world.

REFLECTION

Before looking at the next stage in the staff development process, take a bit of time and recall a time when you were coached by someone during your career. What was most helpful about the experience? What could that person have done to be more helpful in that relationship?

What about your own experience as a coach? What are your strengths in working with staff in a coaching role? What are some of the areas where you might improve as a coach, based on what you just learned from the concepts presented?

[illegible]

SD 3: SUPPORTING

From our experience working with local governments in Slovakia, we have the impression that team development is not a common management practice. The first time LSGAC offered the Total Quality Maintenance (TQMn) training, which is based on teamwork and collaborative problem solving, those attending from the same local governments, but different departments, demonstrated considerable reluctance to work together. One vice mayor, when he was briefed by the “team” upon their return from the TQMn workshop, said, *“What happened to these people? They are no longer thinking in tiny little boxes!”* We think we have at least part of the answer to the vice mayor’s response. Teamwork to be effective requires openness, trust and the freedom to explore new ideas and also differences. These organizational traits, we’ve been told, were in short supply during the decades preceding the so-called velvet revolution.

Because we are about to explore a supportive staff development strategy that may be unfamiliar to some of you, we want to provide a historical backdrop and perspective to the use of team activities in work situations. Robert Cole, a regarded researcher/social scientist, took an in-depth look in the early 1990s at small group activities in industrial settings in Sweden, Japan and the United States. If nothing else, it confirmed what many management researchers and consultants were observing and concluding in their work with a wide range of organizations around the world. Whether the organizations are big, small, private, public or non-profit, the trend is toward more employee participation in managerial decision making. This translates directly into giving work teams greater opportunity to exercise control over everyday work decisions and solving workshop problems.

Some argue that this trend is part of the larger effort to bring the benefits of political democracy into the workplace. Notions of self-governance and self-determination underlie this perspective. Given the re-emergence of local self-governance in Slovakia, we think this discussion is all the more germane in the management of local government.

One interesting aspect in the recent history of small work teams in organizational settings is the manner in which the idea and practice spread across national and cultural boundaries. The Japanese took an American idea about quality control (that incidentally the American managers scoffed at) and adapted it to their own needs, which meant mass participation by workers in the decision making process. Sweden, on the other hand, borrowed their ideas on the use of work teams from research done by the Tavistock Institute in London. The fastidious Swedes, of course, sanitized the concepts to meet their own needs (and, no doubt, to fend off notions of influence from abroad). The Americans, in the meantime, realized the Japanese were soundly trashing them in the market place and warmly embraced ideas about worker democracy that they had rejected from their own countrymen over two decades earlier.

What does this mean to local government managers in Slovakia? For one thing, work teams could become an important change in the way you organize to carry out certain functions within local government. For another, team building becomes a strategy for staff development. Which one comes first depends in large measure on how you manage your human resources and their development. Rather than ponder this cause-effect relationship any further, let's look at the qualities of an effective team.

Incidentally, the following characteristics of successful teamwork have emerged out of years of research and form the basis of countless books and articles on the subject. We have taken our list from an author who has compiled his list from the work of many who came before him, including one of the giants in management theory and practice, Douglas McGregor. McGregor wrote *The Human Side of Enterprise* in 1960, setting the stage for many humanistic management practices that are now common in enlightened organizations everywhere.

*In the end, we still depend on creatures
of our making.*

– Goethe

CHARACTERISTICS OF AN EFFECTIVE TEAM

It is generally agreed among managers and researchers that the following qualities are important in creating and maintaining effective teams:

- **Clear purpose:** Whether you call it the vision, goal or task of the team, the fundamental rationale for the team's existence needs to be clear, understood and accepted by all concerned.
- **Informality:** The working environment of the team is informal, relaxed, open and supportive (as in this stage of staff development).
- **Participation:** There is a high level of participation by the members, fueled by much discussion and interaction.
- **Open communication:** Team members feel free to discuss both tasks and relationships openly with each other. They use effective listening techniques, know how to give and receive feedback (as discussed under coaching), have few if any hidden agendas, and respect each other's right to be heard.
- **Shared leadership:** While most teams have some kind of formal leader, the leadership function shifts among the members depending upon the situation, the needs of the team, the skills of its members and the task at hand.

- **Consensus decisions:** This means a process of making important decisions where there is substantial but not necessarily unanimous agreement. Decisions are arrived at through open discussion of everyone's ideas, avoidance of formal voting and easy compromises.
- **Civilized disagreements:** Effective teams have disagreements and expect them. They do not avoid disagreements or conflicts, smooth them over or suppress them. Nor, do they allow their differences to become personal and destructive.
- **Clear roles and responsibilities:** Effective teams have clear expectations about individual roles and what to expect from each other. When actions are taken, assignments are made, accepted, and carried out in a fair and equitable way.
- **Style diversity:** Effective teams have individuals members with different strengths and skills which in combination complement each others contributions. Some will be good at maintaining relationships within the team, others at keeping to the task, or decision making and problem solving.
- **External relations:** The team doesn't work in isolation of its environment. It spends time developing key relationships, mobilizing resources and building credibility with key players within the organization.
- **Self assessment:** Team members stop from time to time to examine how they are working together and use the information to improve their performance.⁵

REFLECTION

Before reading on, stop for a moment and review the characteristics listed above. In the space below, record the 3-4 characteristics you think would be easiest to develop if you decide to create one or more work teams in your organization. Now, list several you think might be the most difficult. Also record why you identified each.

WHY TEAMS?



Now that we have described briefly the characteristics on the effective team, its time to discuss why teams are created. Carl Larson and Frank LaFasto conducted extensive research on 32 real life teams, ranging from teams doing surgery, climbing mountains, and playing football to those responsible for operating an aircraft carrier and inventing Chicken McNuggets for McDonalds. They identified three broad goals that seem to characterize why teams are assembled: (1) to solve problems; (2) to create something; and, (3) to execute a well-defined task.⁶ Let's take a look at what they found out about each of these types of teams.

1. **Problem resolution teams.** The dominant feature of these teams is trust. Where the level of trust is low among the members, they rarely perform effectively. Members of successful problem solving teams possess some common characteristics. They are: intelligent with conceptual and analytical skills (the ability to see relationships and reduce problems to meaningful issues); "street smart" (not getting trapped by administrative trivia); able to concentrate on the task (to stay focused); sensitive to the needs of other team members (so as not to complicate issue analysis with relationship snags); and, possess a high degree of integrity (which translates into trust).
2. **Creative teams.** Here the dominant feature is autonomy with an emphasis on exploring possibilities and alternatives. Some common characteristics are: intelligent (also good conceptual and analytical types but possessing the capacity to abandon normative thinking); independent thinkers ("what if"); self-starters; with a high degree of self confidence and tenacity (not discouraged by the absence of immediate solutions).
3. **Tactical teams.** The dominant feature of the tactical team is clarity. These are the sports, mountain climbing and surgery team types. The team process is directive and task centered; has well defined operating standards and clarity of roles and responsibilities; and, stresses accuracy. Members are loyal, committed, action-oriented, responsive and possessed with a sense of urgency. Tactical teams should also include those who enjoy and desire a strong team identification.

In spite of the differences among these three team types, three variables were found to be common and need to be taken into consideration in the selection of team members. They need to: (1) possess the skills, abilities and knowledge that are relevant to the team's objectives; (2) have a strong desire to contribute; and, (3) be capable of collaborating effectively. Of these three characteristics, the last one was seen as the most critical. It was the consensus of those interviewed that team members who are not prepared to collaborate, should be removed from the team.

REFLECTION

Think about your organization, its mission and program and service responsibilities. Are there opportunities to use any or all of these types of teams to prepare your staff to be more effective in carrying out their responsibilities? Record below in as much detail as possible the types of teams you might create, what they would do and who would be on the teams.

[illegible]

WORKING WELL TOGETHER

The ability to work well together is fundamental to team success and is characterized in two ways:

- by structural features such as clearly defined roles, responsibilities and accountabilities; or clear lines of communication, record keeping and documentation; and,
- a climate of trust among members of the team.

According to the authors of *Teamwork*, “Trust is one of the mainstay virtues in the commerce of mankind. It is the bond that allows any kind of significant relationship to exist between people. Once broken, it is not easily-if ever-recovered.”⁷ From their research the author’s concluded that trust is produced in a climate that includes four elements:

1. **Honesty** - integrity, no lies, no exaggerations;
2. **Openness** - a willingness to share, and a receptivity to information, perceptions, ideas;
3. **Consistency** - predictable behavior and responses; and,
4. **Respect** - treating people with dignity and fairness.⁸

The problem, according to those interviewed in the study, is that trust is so fragile that the breaching of any of these elements - even once - can severely compromise the relationship with the other team members. Once a trusting relationship is violated, there is a predictable pattern of diminishing confidence. Fortunately, there is a good side to this issue. Collaboration flourishes when there is a climate of trust for the following reasons. Trust: allows team members to stay problem focused; promotes more efficient communication and coordination; improves the quality of collaborative outcomes; and, leads to compensating (e.g., one team member picks up the slack when another member falters). The burning question, of course, is: how do you build a climate of trust and collaboration in a team? According to the research findings, it comes about as a result of *involvement* and *autonomy*.

Developing trust among team members in your organization could be a daunting challenge for managers in Slovak local governments given the apparent lack of openness and trust during the socialist era. On the other hand, staff development that is built on these principles can become a major force in creating a highly effective and productive organization. Teamwork could become a driving force in changing the organization’s culture.

Your role, as the manager, is to create the climate in which collaboration is possible and trust is secured. If teams are to be created, there are several things you can do to increase their potential for success.

- First, be clear about why you want to create a team (or teams) within your organization. Do you remember the three reasons given earlier for creating teams? If not, go back and review them.
- Second, pick the team members with care. Again, the criteria for selecting team members, based on their intended contribution, will be valuable in making selection decisions.
- Third, share with them the essential characteristics of effective teams and provide training in the basic skills (e.g., active listening, giving and receiving feedback).
- Fourth, hold in-depth discussions about the issues of trust and collaboration with those you are considering as members of any team.
- Finally, ensure their involvement and autonomy when they become members of the team. Going back to the model describing staff development, this means low directing and high supporting.

BEFORE MOVING ON TO DELEGATING

Teams are becoming more and more common in the management and operations of all kinds of organizations, public and private. Their popularity is based on the results and payoffs that can accrue to organizations, not because they represent the latest management fad. Nevertheless, teamwork is something to be learned. Like most complex human endeavors, teamwork is not a process that happens automatically to those who have not been involved in working together to solve problems that cut across departmental or organizational boundaries. There will be skills to learn and patience to be practiced as your team members learn how to share information, ideas, influence and responsibilities (not to mention credit for a job well done.) Given the need to learn how to work together to achieve a common goal, it may be helpful to provide an outside facilitator (management trainer or consultant) to work initially with any team you decide to create. Unless, of course, those you plan to involve in a team effort are skilled in the characteristics we have listed earlier.

There are four variables that facilitators usually address in helping teams develop. They are: (1) the goals of the team; (2) roles, responsibilities and expectations of each team member; (3) processes of working together (e.g., how they will make decisions, solve problems, manage time and conflict); and, (4) their work relationships (people who like and respect each other work more effectively together). If your local government has not been involved in LSGAC's TQMn program, mentioned earlier, you might want to talk to mayors and managers who have been involved in the program. They can tell you first hand about the challenges and rewards of working in teams.

SD 4: DELEGATING

*It's hard not to be king
when it's in you and in the situation.*

– Robert Frost

- You feel overwhelmed with work.
- You often think it will take more time to explain the job than to do it yourself.
- You are working too many hours.
- You believe some things shouldn't be delegated.
- Most subordinates simply are not ready to take on more responsibility.
- You fail to meet deadlines.
- Your desk is littered with unfinished business.
- Your staff routinely asks for additional assignments or more responsibility.
- You've been losing promising young employees to other organizations.
- Mistakes by subordinates are too costly.

If your response to more than three of these statements is “YES,” you probably have a problem *delegating*. Unfortunately, you are not alone in this managerial dilemma. Delegating is the stage in staff development and implementation that seems to be the most difficult for many managers. To assure that we are all reading from the score sheet when discussing *delegation*, we are defining it as the process of managers turning over decisions and authority and sharing responsibilities for implementation by staff and subordinates. For some the thought of delegating decisions and authority may be troublesome. We will talk about this concern later.

Among the most common dilemma managers face in this stage of staff development are:

- letting go of the authority (yes, power) associated with being in charge;
- the fear of others failing on your behalf, if and when you decide to let go; and,
- ignoring those who have been given the delegated authority to carry out new responsibilities.

While the situational model says that staff in the delegating stage are both *competent* and *committed* (meaning they have the skills and will), it is more often the manager's unwillingness to delegate that becomes the stumbling block at this stage in the staff development process.

THE “LETTING GO” SYNDROME

Delegating authority and sharing responsibility, for the manager, can be wrapped in a variety of emotions that have little to do with the competence and willingness of the subordinate to follow through. Let's look at a few of these emotional barriers that quickly become operational hurdles.

1. ***I'm not sure I have confidence in my staff to follow through.*** This is perhaps the biggest trap we set for ourselves. When the staff starts to hear this, they will not only be de-motivated but probably suspicious of your motives when you do delegate. To build trust and confidence at all levels of the organization, managers need to delegate more, not less.
2. ***If someone makes a mistake, I'll get the blame.*** This suggests an unwillingness to take risks; to allow failure and the opportunity to learn from it. Organizations that try to create a risk free zone, in the kinds of turbulent environments most of us now work in, are bound to ultimately fail. Staff development involves risk, allowing employees to push back the boundaries of their current experience, knowledge and skills.
3. ***If I delegate to others, I will lose control.*** While this may be true, it indicates a lack of trust in your employees, and suggests you need to establish and put into operation monitoring systems that will enable you and others to be fully apprised of progress and performance. You will be able to devote more time to tasks that are more important, tasks you may not be addressing currently because you are spending your time on routine matters that others could be handling for you.
4. ***They don't have the experience and “know how” to do it.*** And, they never will as long as you keep your staff from getting the experience and the training needed to take on new responsibilities.
5. ***When I delegate authority to my workers, I won't have anything to do and, therefore, will become vulnerable.*** This is a sentiment you probably won't hear out loud but surfaces in almost every organization that installs self directed work teams at the operational level of the organization.

In reality, the first line supervisory roles and responsibilities change at these levels when employees gain the competencies and commitments to conduct their work without close supervision. When delegation is successful, managers can turn to more important tasks, including:

- training and coaching those who are still in the early stages of the developmental process (the first three stages we have discussed);
- planning and scheduling future activities;
- monitoring and evaluating resource allocation and utilization (including personnel assessments); and,
- assuring that the quality of the organization's products, whether they are services to citizens or the development and operation of public infrastructure, meet agreed upon standards and expectations.

HOW TO GET OUT OF THESE EMOTIONAL TRAPS

Here are some thoughts about how you might break out of these delegation-less wastelands we often create for ourselves as managers. First, be clear about what you plan to delegate and translate the task or project into measurable and understandable outcomes. Engage in straightforward communication so all those involved clearly understand their roles and responsibilities and are committed to their implementation.

Second, have a mutually agreed upon process for monitoring the timeliness and quality of work that has been delegated. Assure that it is an on-going function supported by periodic reporting and consultations. Earlier, we mentioned that one of the dilemmas brought on by delegation is the tendency by some managers to take a hands-off, out-of-sight, out-of-mind attitude once they have delegated the authority. While the staff development model we have been discussing calls for low directive and supportive behavior at this point in the employee maturation process, it should not be construed as NO support and direction from the manager.

Third, be a good matchmaker. Delegate to the right person or work unit based on their level of competency, their commitment and their perceived area of operation. The last criteria may sound silly but we worked with a client a few years ago who delegated the payroll function to the personnel department. The manager obviously had no confidence in the finance department but created a secondary problem by not dealing with the first.

Fourth, don't micro-manage the person or unit with the delegated authority. If you are possessed with the need to micro-manage, we suggest you seek another profession: perhaps a religious group with a commitment to silence. This is, of course, an overstatement, but we have been on the delegated end of micro-management behavior recently and have come to appreciate just how dysfunctional it can be.

Finally, begin to understand and appreciate the importance of sharing power, authority and responsibility throughout the organization as your staff development strategy and efforts begin to bear fruit. Even though local government organizations are the operating instruments of the local self-governance process, those in control sometimes fail to appreciate the importance of infusing the local government work setting with democratic principles and practices. In closing this discussion of the manager as staff developer, let's take a closer look at the issues of power and authority from a managerial perspective.

STAFF DEVELOPMENT (PERSONAL / ORGANIZATIONAL EMPOWERMENT)

*When others are strengthened and enabled
to accomplish extraordinary things on their own,
the leader's own sphere of influence
is enhanced.*

-Kouzes & Posner

The sharing of influence and responsibilities, which we have been suggesting is at the heart of staff development and delegation, also involves the redistribution of power within the organization. For some managers, the idea of shifting power downward and sideways within the organization is problematic. It sounds, among other things, like the manager is losing managerial control. We agree if certain actions are not taken to assure standards are met and those to whom you are delegating are not ready to assume more authority or share responsibilities. Dispersing power to subordinates without systematic methods to replace the discipline and order that defines most bureaucratic organizations would be irresponsible. Given this, we believe it is important for managers and their staff to better understand what is meant by power within organizations and what we can do to unleash its energy as an organizational resource.

Before going any further, we should add that the term “power” has been replaced, more often than not in management discussions, by something called “empowerment.” Power, in its most traditional organization context, has been defined as top-down “command and control.” By contrast, *empowerment is providing employees with the right tools and methods (including delegated authority) to help them make more intelligent decisions to improve performance at all levels of the organization.* The “right tools and methods” are what we have been discussing in this management series, and specifically in this workbook.

Delegation, as the final step in the proposed staff development process, decentralizes the authority to lower levels of the organization. It also shares responsibility for decision-making, problem solving, performance and innovation, not just with the next layer of managers or supervisors, but with all employees. In other words, delegation empowers those in subordinate organizational relationships to take more responsibility for planning and implementing work tasks. This doesn't mean the manager has given away the ultimate responsibility vested in her position, nor should she. Nevertheless, responsibility must be shared widely in the organization (although not given away by the manager) for empowerment to be effective. *Delegation* is the operational term for *empowerment* in the approach we are advocating for staff development.

TRANSFORMING POWER INTO EMPOWERMENT

For most individuals in an organization, the challenge is not to bring about long term, major changes in the organization or its environment. Rather they want to be able to perform more effectively and efficiently those tasks for which they are responsible and to influence the quality of the product or service they are providing. Each of the four steps in the staff development process are designed to help you provide these kinds of opportunities to your employees at all levels within the organization. Before we look at ways to manage empowerment within the staff development process, it may be useful to consider some basic propositions about the nature of power and influence in organization settings.

1. ***While power is often perceived as a top down phenomenon to be exercised by those in authority, in reality, organizational power flows in all directions.*** Everyone in the organization has some base of power although they may not exercise it or know how to use it. For example, when work teams are created and used to develop staff and improve organization performance, each member of the team has a potential base of power from which to operate as a member of the team. That base may be its special knowledge or expertise, experience working at different levels in the organization, interpersonal skills that others call upon to resolve differences on the team, or a special friendship with the mayor. As we said earlier, organization power is not just a top-down phenomenon; it flows in all directions.
2. ***Managing power relationships downward in the organization may be more difficult than managing power relationships with superiors.*** In other words, managers may have more problems managing their legitimate authority responsibilities with those in subordinate relationships than with their superiors. Part of the manager's dilemma is recognizing that sharing power with subordinates and others in the organization and the community is not the same as giving it away. While the strategies of staff development we have been discussing may make intellectual sense to you, and your employees have developed and matured, based on an effective mix of direction and support, you may still find it difficult to delegate the authority your staff expects and needs to be effective.

Or, you go too far in the opposite direction. You not only delegate your managerial responsibilities; you abdicate them by giving no direction or support to those in charge. Many managers have difficulty in balancing their staff development responsibilities to assure that each member of the organization has adequate opportunities to develop and mature on the job.

3. ***Power relationships within the organization are dynamic, not static.*** They are, therefore, subject to constant re-negotiation by those involved. The staff development process, which has the manager moving from high direction to low direction as employees develop and mature,

epitomizes the dynamic nature of the power relationship. As you move through the steps in the process, you will be challenged to re-negotiate the conditions of empowerment, based on the employee's development. Empowerment is not a blanket you toss over the organization to prove to others that you are an enlightened manager. It is an organizational fabric you weave with your employees, one at a time, as they gain the competency and commitment to assume more authority (and power) on the job.

4. ***The absence of power in many organizations may be more pervasive than the use of power.*** (Have you ever had the feeling, as an organization member, that no-one was in charge?) Unfortunately, power vacuums are common. But, they are not benign. They make organizations and those who work within them vulnerable to their environment. This suggests that filling and managing power vacuums may be more effective than managing power surges. What makes the staff development process we have been discussing so potentially powerful (if we can use that term) is its deliberate attention to empowering employees. When you engage in staff development successfully, you can be assured that your organization will not suffer from power vacuums.

MANAGING THE EMPOWERMENT PROCESS

Before closing this discussion, we want to share some thoughts about how you might manage the empowerment dynamics that flow naturally from the four stages of staff development. We also think it is important to help your staff understand these dynamics as they participate with you in the staff development process. We will look at the empowerment process initially from your perspective as the manager, particularly as it relates to *Directing* and *Coaching*, the first and second stages of staff development. This discussion will be followed by considering how your subordinates might work more effectively with you, their manager, as they take on more authority and begin to share more fully in organizational decision making and problem solving. These are the outcomes you want to achieve in implementing Stages 3 and 4 of the staff development process.

MANAGING EMPOWERMENT WITH SUBORDINATES

As mentioned earlier, managing power relationships down the organization may be more difficult than managing power relationships with superiors. While the task of managing subordinates provides the manager with legitimate access to certain powers, such as reward, punishment, and denial of access to resources, there is another perspective that is often overlooked by many managers. This is the amount of power their subordinates, as a group, have over them. Let's look at how subordinates come to have so much power in the organization.

Subordinate power grows when they have:

- Skills and experience that are difficult to replace (e.g., it's not easy to fire an insubordinate water plant operator if you know you will not be able to find a replacement).
- Specialized knowledge and information that are important to the operation. Since this is an expected outcome of the staff development process, you may be thinking that helping employees be more secure in their jobs, through increasing their skill competency, may make the manager's relationship with them more problematic. Perhaps so, if you take an adversarial relationship with them. But, such organizational relationships are anti-developmental and counter-productive.
- Important tasks to do that fulfill your goals and those of the organization, and they realize how important their performance is on your success as a manager. The contradiction in this line of thought is the notion that success, and failure, are defined in management terms, not in organizational terms. Unfortunately, this is often the case. When managers take credit for success, and blame workers for failure, they subconsciously set up a we/they relationship between themselves and their staff. Effective management, and particularly the process of staff development, is designed to create a partnership within the organization that involves all employees. While it is important for managers, and all other members of the organization, to have personal goals, goals that are organization-wide should not be owned solely by the management team. All employees should be involved in some way in setting organization goals. From that point on, their involvement should be recognized and rewarded.
- Finally, there are many ways subordinates can sabotage your managerial intentions. If such a possibility exists within your organization, then we suspect the level of trust is low, and probably sinking lower. Such a situation calls for direct and immediate action. When faced with the appearance of sabotage tendencies, you should consider hiring an outside facilitator to help you and your employees engage in an honest appraisal of your organization's work environment. You might also find *The Manager and Organization Culture* helpful in digging deeper into the values that have lead to a win-lose situation.

Given these potential sources of subordinate power, you may be saying to yourself, "*Do I really want to increase my employees' potential to be more empowered than they currently are?*" The answer should be, "yes." And why are we so sure about this? Because we believe the staff development process just outlined will help you achieve a balance of empowerment and shared responsibility within the organization, at all levels of the organization, and the confidence to empower others. As you work toward that goal, here are some clues for developing a more successful, empowering relationship with your staff.

- ***Develop credibility and respect with subordinates and work to maintain them.*** This requires a combination of personal skills and

abilities, good working relationships, and providing access to the resources needed by your subordinates.

- **Keep open the channels of communication between you and your subordinates - minimize “surprises” on both sides of the relationship.** You don't want to hear on Friday afternoon that they plan a strike starting Monday. Nor do your workers want to hear, in like fashion, that the work force will be cut by 20 percent on the same day.
- **Be goal directed and decisive.** Nothing undermines a manager's credibility quicker than not knowing what needs to be done and being indecisive about how to achieve it. This is particularly important in the directive stage of staff development.
- **Recognize that coercion invites resistance and retaliations.** If you find yourself becoming authoritarian in your relationship with staff, you probably need to engage in a little staff development of your own.
- **Model the kind of behavior you expect from your subordinates.** This includes work habits, decisiveness, attention to quality, and every other aspect of organizational performance.
- **While some decisions must be made by you alone, there are many others that will benefit from consultation with subordinates.** And, even more that can be delegated to those employees who have become developed and “mature,” based on the excellent work you and your management team have done in your role as staff developer.
- **Be quick to praise and slow to criticize.** Worker confidence builds worker response.
- **Provide opportunities for subordinates to grow and develop** (as in staff development).

You will quickly learn that trust is at the heart of developing healthy, productive relationships within the organization. On the way to achieving trust are several milestones of organizational accomplishment. These include:

- truth as an operational value and practice;
- being accountable to each other and the organization in accomplishing individual, group and organizational goals;
- mutual respect up, down and sideways throughout the organization (difficult to measure but easy to recognize, particularly when it isn't there);
- growth that stretches each member of the organization to reach his or her full potential; and,
- empowerment (matching personal and team growth with resources, authority and the freedom to fail).

Trust will be assured when the organization is built on accountability, truth, mutual respect, personal growth and development, and empowerment.

MANAGING EMPOWERMENT WITH THE BOSS

Empowerment may have you thinking that all organization members are created equal, should be, or get that way through being empowered by their bosses. Not true. We want to dispel any thought that empowerment, as a staff development strategy, is equivalent to: (1) taking the sum total of power and influence that exists within the organization; (2) dividing it by the number of employees; and, (3) handing out the pieces at some empowerment banquet.

Empowerment is achieved by matching individual and team competency and commitment (as we defined it earlier) with resources, authority, freedom to innovate, and a fair share of the overall responsibility to achieve agreed upon outcomes and goals. In old-fashioned management language, we are talking about *delegation*.

Unfortunately, a lot of what has been passed off as delegation in many organizations lacks a number of the criteria listed above. To the contrary, delegation is not a means of getting rid of dirty and unpleasant work tasks. It is not equivalent to finding a potential scapegoat when disaster is on the horizon. Nor is delegation a way to weed out weak supervisors through some Darwinian process. Delegation, when cast in these devious managerial molds, is entrapment, not empowerment.

Given the fact that empowerment is not an exercise in achieving equality in the work setting, we thought it only fair that we include some thoughts about how your staff can do a better job managing power relationships up the line. In other words, we want them to understand how they can work more effectively with you and other bosses, recognizing that power is an organizational reality. Developing and maintaining an effective relationship with superiors in the organization requires a number of qualities, traits and skills. Among these are:

- Increasing information and understanding about the boss's goals, strengths, weaknesses, preferred working style, the pressures he or she is operating under, and any other factor that will help the subordinate compensate for the imbalance in the power relationship. This knowledge and understanding is not meant for use in sandbagging the boss. Rather, it is to create a working relationship that is productive, and in some cases more tolerable for both parties.
- Matching the assessment of the boss with an honest appraisal of one's own needs, goals, strengths, weaknesses and personal style as a subordinate. This is sage advice, whether working as a subordinate, boss, or lonely entrepreneur. (The subordinate opportunities for empowerment are enhanced when these two profiles of individual competencies and behavioral traits are analyzed to determine ways that managers and their staff can work more effectively together.)
- Using the information gathered in the first two assessments to develop a relationship that fits both parties' needs and styles and is characterized by mutual expectations and trust.

- Maintaining a relationship that keeps the boss informed, assures dependability and honesty in the relationship, and uses the boss's time and other resources selectively.

Subordinates should keep in mind that bosses ultimately need them to be successful. Of course, it is difficult to convince a recently fired employee that this is one of the great truisms of organizational life. Nevertheless, it holds true in most circumstances. Subordinates that operate within the boundaries of this reality are more likely to forge relationships with their bosses that are based on mutual respect. From this base it is easier to build toward a relationship that assures empowerment and trust.

The more subordinates know about their boss, themselves, and the environment in which they work, the more effective they will be in managing the power relationship. Are you, as the manager, confident that there are mutually held expectations about the working relationship between you and your staff? If so, are they realistic and fair? If you find it hard to answer these questions, you may want to call a meeting to discuss them and others.

Subordinates who want to manage the power relationship with their boss more effectively have many more options at their command. They keep the boss informed but not burdened with trivia. They manage, to the extent possible, the time they spend with their boss. (This means anticipating, to the extent possible, what the boss wants from them when the meeting is initiated from above and being ready to respond immediately, if possible to the boss's requests or demands.) It also means being frugal with the boss's time by not raising unnecessary issues and concerns.

Subordinates support their bosses, but not blindly. When they have disagreements that are substantive, they raise them openly and in person with the boss. They don't create unnecessary conflicts with their bosses nor do they run away from conflict when it arises. Finally, realistic subordinates are willing to work hard to make your bosses successful without expecting much credit for initiating and fostering their success.

POWER AND STAFF DEVELOPMENT

The use of power, as a managerial prerogative and a subordinate option, is central to the staff development process. As employees become more competent in their job responsibilities and more committed to the mission of the organization, the more they will seek empowerment to achieve their personal and organizational goals. And, we might add, the more you as the enlightened manager will strive to delegate authority and the necessary resources to be successful before employees begin to request them.

As we have seen, there are many sources of power potentially available to managers and their staff. Some sources come with the territory we occupy in

organizations, some with the experience, education and skills we possess, and others get established through relationships, images, shared values, and other phenomena that characterize the functioning of complex organizations.

Power is the capacity to mobilize people and resources to get things done. Empowerment, as related to staff development, is a legitimate and necessary tool for achieving more effective and responsive organizations.

REFLECTION

We've been talking about a subject that may leave you a bit uncomfortable. On the other hand, it may excite you about the possibilities for doing some things differently in your organization. As a way of closing off this discussion about your role as staff developer, we suggest you write down your reactions and ideas about empowering your employees to be more deeply and directly involved in the decision making and management of your organization.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

REFERENCES

¹ The authors' theory of situational leadership supported by many years of research on organization behavior is published by Prentice Hall under the title *Management of Organization Behaviour; Utilizing Human Resources*. The 7th printing (1996) of this historic work can be found in both hardback and paper editions.

² Carr, Clay. *The New Manager's Survival Manual*, 2nd ed. (New York: John Wiley and Sons, 1995), pp. 18-25.

³ Gelb, Michael and Tony Buzan. *Lessons From the Art of Juggling* (London: Aurum Press, 1994), p. 122. As you can see, we have relied heavily on their coaching wisdom and insights in describing this important managerial role.

⁴ Fournies, Ferdinand F. *Coaching for Improved Work Performance* (New York: Van Nostrand Reinhold Publishing, 1978), p. 132.

⁵ Parker, Glenn. *Team Players and Teamwork* (San Francisco, Ca: Jossey-Bass, Publishers, 1991), p. 33.

⁶ Larson, Carl E. and Frank M. J. LaFasto. *Teamwork, What Must Go Right/What Can Go Wrong* (Newbury Park, Ca: Sage Publications, 1989), pp. 66-84.

⁷ *Ibid.*, p. 85.

⁸ *Ibid.*, pp. 85-6.



PART 2: THE WORKSHOP

NOTE TO THE WORKSHOP FACILITATOR

This workshop, like other workshops in the series, is intended to be undertaken by an experienced trainer in a program attended by managers from various local self governments in Slovakia. We have included various types of learning activities and formats to provide trainers with considerable flexibility in adapting a workshop to the specific needs of participating managers. It has been our intention in developing these workshops to encourage you to incorporate your own experiences as a trainer to heighten the learning value of these learning materials for participating managers.

PURPOSE

This workshop consists of trainer-assisted training designs designed to help managers acquire knowledge and skill related to a model of staff development consisting of four distinct management styles – directing, coaching, supporting and delegating.¹ Managers who register for the Staff Development workshop will be expected to interact with each other in the various learning activities derived from the model. It is hoped that they will take advantage of the opportunity to increase the productivity and work satisfaction of their own staff members, individually and as team members.

CONTENT

A brief description of each learning activity is shown below with an approximation of the amount of time required. A workshop that includes all of these learning components will require three days. For a three-day program, you may use these designs in the exact order and manner presented. Or, if you prefer, you may modify them or even use content of your own to extend the length of the program or to make it more relevant to the objectives of a particular training situation.

5.1 WARM-UP EXERCISE

Participants will share ideas on staff development and get acquainted with one another. (30 minutes)

5.2 TRAINER PRESENTATION

Brief presentation on staff developing summarizing the four management styles – directing, coaching, supporting and delegating. (30 minutes)

5.3 CRITICAL INCIDENT EXERCISE

Participants will recognize which staff development style to use in a each of six typical work situations. (60 minutes)

5.4 TRAINER PRESENTATION

Brief presentation on the Directing style of staff development and the conditions under which its use is most appropriate. (30 minutes)

5.5 THE MICRO-MANAGED TECHNICIAN: A CASE STUDY EXERCISE

Participants will learn how the misuse of a staff development style can have unfortunate although predictable consequences for all concerned. (60 minutes)

5.6 TRAINER PRESENTATION

Brief presentation on the Coaching style of staff development and the conditions under which its use is most appropriate. (30 minutes)

5.7 FOREST MURMURS: A ROLE PLAY EXERCISE

Participants will practice applying the concept of Coaching while directly involved in or observing a role play in which coaching is being practiced. (90 minutes)

5.8 TRAINER PRESENTATION

Brief presentation on the Supporting style of staff development and the conditions under which its use is most appropriate. (30 minutes)

5.9 THE NEW TRUCK: A ROLE PLAY EXERCISE

Participants will practice applying the concept of Supporting while directly involved in or observing a role play in which a work crew is expected to perform as a problem solving group. (90 minutes)

5.10 TRAINER PRESENTATION

Brief presentation on the Delegating style of staff development and the conditions under which its use is most appropriate. (30 minutes)

5.11 AN IN-BASKET SIMULATION EXERCISE

Participants will practice distinguishing tasks that should be handled personally from tasks that can be delegated to someone else. (3 hours)

5.12 TRAINER PRESENTATION

Brief presentation on the management of power relationships in public organizations and the role of the manager in empowering employees to participate more deeply and directly in management and decision making. (30 minutes)

5.13 MAPPING POWER RELATIONSHIPS: AN EXERCISE

Participants become aware of power sources which should be considered in the performance of their management functions. (2.5 hours)

5.14 YOUR FUTURE AS STAFF DEVELOPER: RE-ENTRY PLANNING EXERCISE

Participants develop action plans for applying important insights on staff development to their own performance as managers. (120 minutes)

5.1 WARM-UP EXERCISE

PURPOSE

This opening exercise is to familiarize participants with the topic and help acquaint them with one another.

TIME REQUIRED: 30 MINUTES

PROCESS

1. To get the workshop underway, ask participants: to imagine they have each written a book on staff development and are trying to compose the wording for the book jacket. What would each like to have appear on the jacket - several sentences are enough.
2. Give them about 10 minutes to come up with the wording. Then ask participants to introduce themselves with the usual name, title and organization plus a reading of the wording on their proposed book jackets.

5.2 TRAINER PRESENTATION

PURPOSE

This presentation is to provide participants with a brief overview of staff development.

TIME REQUIRED: 30 MINUTES

PROCESS

1. Prepare the presentation based on information covered by the preceding essay on staff development. Focus on the four management styles and which style would be most appropriate for use with employees and work groups at various stages of development (maturity). Balance descriptions with illustrations and examples to help participants distinguish among the styles and to understand when to use the development techniques - directing, coaching, supporting and delegating - associated with each style.
2. Outlined information on note cards may help you cover the information systematically and stay on schedule. Ask questions from time to time during the presentation as a check on participants' comprehension and to focus their attention. Provide real-life illustrations of the points you are making to aid comprehension. Find ways when possible to link your material with the knowledge and experience the participants already have. Augment the presentation with visual aids including pre-printed newsprint sheets and overhead transparencies as a further aid to comprehension. End with a summary of key points or ask participants for this as a test of retention.

5.3 CRITICAL INCIDENT EXERCISE

PURPOSE

This exercise is to enhance the ability of participants to recognize which staff development style to use in each of several typical work situations.

TIME REQUIRED: 60 MINUTES

PROCESS

1. Following the presentation, ask participants to work in groups of three (trios) and to read six incidents. Explain that each incident involves the need for management intervention in the work life of an individual employee or several employees functioning as a team. The task is for each trio to determine the appropriate managerial action to produce, preserve or restore peak performance, to describe it and to specify which of the four management styles — directing, coaching, supporting or delegating — it most resembles.
2. Give each participant a copy of the handout (page 52) containing the six incidents. Ask each trio to read and discuss each of the six incidents and to describe the most appropriate type of intervention based on the Blanchard model to improve or restore satisfactory performance.

Trainers note. On a chart pad sheet, draw the model from the essay that shows the four development styles - directing, coaching, supporting, delegating and display it so participants can connect the exercise with the styles. By the way, wait until the workshop is over to give participant complete copies of this manual. Otherwise, participants will have the answers ahead of time, depriving them of an opportunity to find the answers for themselves.

3. When the trios have completed the task, reconvene them. Ask for reports from each trio, starting with the first incident. Ask each trio to say what it would do under the circumstances and which of the styles its chosen action most resembles. Write the style chosen by each trio on the chart pad. At the end of the trio reports, offer a “best solution” for that incident (next page) and encourage a discussion. After the discussion, move on to the second incident. Continue this way until all six incidents have been reported and discussed.

BEST SOLUTIONS:

1. The **supporting** style is most appropriate for use in situations in which employees (and work teams) know their tasks and responsibilities and need little direction and only general encouragement to perform well.
2. New employees, with little work experience and particularly when unfamiliar with the work routines of a new organization, will respond best to a **directing** style from the manager initially until they begin to demonstrate a reasonable degree of task proficiency.
3. Employees who are performing poorly when they have performed similar duties and responsibilities well in the past may be experiencing work related or personal difficulties that can be resolved with the manager's help using a **coaching** style.
4. Use a **delegating** style when giving more challenging responsibilities to experienced individuals or work teams to show respect for their past accomplishments and confidence in their ability to perform with only general supervision.
5. Not knowing what to expect from new leadership can affect employee work performance and morale, conditions that can be met most effectively with a **directing** style. While useful at the outset, continued use of the directive style after the workforce has begun to adjust to the new leadership will be counterproductive.
6. A productive work group that is struggling with a new problem can benefit most from a manager employing a **supportive** style intended to demonstrate the manager's confidence in the group's ability to work through the problem as it has done with similar problems in the past.

SIX CRITICAL INCIDENTS

1. You are head of the finance department. You have selected one of your payroll clerks for a more challenging assignment in the budget office. The clerk has performed competently in several previous positions and you have no doubt about her ability to do equally well in the new position. However, the clerk is feeling some reservations about her ability to perform in the new role and has asked to discuss the matter with you.
2. As city manager, you expect high quality staff work from the employees you supervise directly. You have just hired an intern from a local university to work on an important project. Although the intern is inexperienced, you have been impressed with her confidence and enthusiasm for the assignment.
3. A mechanic under your supervision is doing a brake job on an automobile for the city street department. Normally, the mechanic completes the jobs assigned to him when they are promised with support from you. After receiving a call from a supervisor in the street department, you check on the status of the brake work only to learn that the work is less than half done.
4. As mayor, you have long enjoyed the competency and professionalism of the administrative staff. In particular you have admired the readiness of staff people to work productively as a team even when exploring new work areas. It has become necessary for you to shift some additional responsibilities over to them.
5. You have been appointed to head the engineering department following the retirement of a long-tenured department head. The department staff has always performed efficiently in the past. Since your arrival, however, the staff seems more concerned with social events than work quality.
6. Progress of the citizen committee on its assigned task has been good to date. You are the committee's chair and, as you arrive a few minutes late for the committee's next meeting, you are surprised to find the meeting has not yet started. It appears that efforts to get the meeting started have been blocked by several of the citizen members claiming lack of staff cooperation.

5.4 TRAINER PRESENTATION

PURPOSE

This presentation is to acquaint participants with the Directing style of staff development and the conditions under which its use is most appropriate.

TIME REQUIRED: 30 MINUTES

PROCESS

1. Prepare the presentation based on information on Directing covered by the preceding essay. Describe in the presentation the characteristics of Directing that distinguishes it from other forms of staff development, i.e., high task/low relationship management behavior in response to evidence of staff inability or unwillingness to perform necessary tasks. Review the conditions in the development or work performance of an individual staff member or work team that would cause a manager to choose the Directing style as well as the consequences of using the Directing style inappropriately.
2. Outlined information on note cards may help you cover the information systematically and stay on schedule. Ask questions from time to time during the presentation as a check on participants' comprehension and to focus their attention. Provide real-life illustrations of the points you are making to aid comprehension. Find ways when possible to link your material with the knowledge and experience the participants already have. Augment the presentation with visual aids including pre-printed newsprint sheets and overhead transparencies as a further aid to comprehension. End with a summary of key points or ask participants for this as a test of retention.

5.5 THE MICRO MANAGED TECHNICIAN: A CASE STUDY EXERCISE

PURPOSE

This exercise shows how the misuse of a staff development style can have unfortunate although predictable consequences for all concerned.

TIME REQUIRED: 60 MINUTES

PROCESS

1. Tell participants that they will be reading a case that involves a supervisor who is accustomed to using a style of staff development that may be appropriate in some instances and inappropriate in others. Handout the case on the next page and ask participants to read it.
2. After participants have read the case, divide them into small groups and ask them to answer the questions that follow the case. Give them about 20 minutes to complete this task. Reconvene the participants and ask for a spokesperson from each group to give the group's answers to the questions.
3. After all of the groups have reported, encourage a discussion of the conditions under which Directing is an appropriate style. Encourage further discussion of the probable consequences for the supervisor who relies exclusively on Directing in staff supervision.

THE SITUATION

It is quite early one Friday morning. Bursting from the office of supervisor Elena Baranova, Ladislav Janiga heads straight for the door, pausing at the desk of the departmental secretary long enough to vent the fury that seems to have overcome him. "I've had enough of her harassment," he yells at the startled secretary. "She questions every bloody thing I do. Life's too short for this!" With that, Janiga walks swiftly out of the office, slamming the door behind him. Meanwhile, inside the office, Elena Baranova, shaken and puzzled by Janiga's outburst, leans back in her chair to reflect on what she might have done to trigger the outburst.

Elena Baranova manages a local government department that is responsible for providing other departments with computer services. A recent project assigned to the department is to install and run tests on a new piece of computer software. The software is an integral part of a new geographic information system being introduced in the town's community development department. Efficient functioning of the complex system depends correct software installation and thorough system testing. This is the most important project for the department since Baranova's arrival six months ago, and she is determined that the system will be ready on time and meet the expectations of the user department.

Janiga was hired three years ago by Baranova's predecessor as the department's software support specialist. He knows more about GIS software than anyone else in the department and was the logical choice to manage this project. While Janiga has a reputation for high quality workmanship, he likes to set his own work schedule and has been allowed in the past to by-pass tedious reporting requirements until his projects are completed.

Baranova has always regarded Janiga as arrogant and feels that he has taken liberties that are not accorded to other employees. In her view, there is a right way to do everything, and Janiga does not fit her image of a right thinking or right acting employee regardless of his reputation. As she sees it, her job is to know exactly what is happening on this project every day, particularly now as the date for the start of testing nears. It is Janiga's job, she believes, to keep her fully informed so that she is not likely to be embarrassed should she be questioned about the project's current status.

It was long after midnight when Janiga returned from the lab where he had been working on the project. Listening to his voice mail he learned that he was to be in Baranova's office with a report on the project early the next morning. Suffering from lack of sleep, Janiga arrived a few minutes late to begin an oral review of project status. Baranova was critical of the oral reporting style and constantly interrupted Janiga with questions about why certain steps were

THE SITUATION (CONT'D)

necessary and what could be done to accelerate the work or even cut corners to be sure the project was done on time. The meeting ended a few minutes later with an exasperated technician, an indignant manager and a project in serious jeopardy.

QUESTIONS:

1. From the facts presented, which of the four staff development strategies was Baranova using in her relationship with Janiga?
2. Why was this strategy an inappropriate one?
3. What are the probable consequences for the project, the department and the local government?
4. What staff development strategy would be appropriate for this situation and what might Baranova have done to implement this strategy successfully?

5.6

TRAINER PRESENTATION

PURPOSE

This presentation is to familiarize participants with the concept of Coaching in a work situation.

TIME REQUIRED: 30 MINUTES

PROCESS

1. Prepare the presentation based on information on Coaching covered by the preceding essay. Describe in the presentation the characteristics of Coaching that distinguish it from other forms of staff development, i.e., high task/high relationship behavior by the manager in response to evidence of increasing staff willingness and ability to perform necessary tasks. Review the conditions in the development of work performance of an individual staff member or work team that would cause a manager to choose the Coaching style. Emphasize giving feedback to employees at this stage of their development as a primary coaching skill and explain how to use feedback effectively.
2. Outlined information on note cards may help you cover the information systematically and stay on schedule. Ask questions from time to time during the presentation as a check on participants' comprehension and to focus their attention. Provide real-life illustrations of the points you are making to aid comprehension. Find ways when possible to link your material with the knowledge and experience the participants already have. Augment the presentation with visual aids including pre-printed newsprint sheets and overhead transparencies as a further aid to comprehension. End with a summary of key points or ask participants for this as a test of retention.

5.7 FOREST MURMURS: A ROLE PLAY EXERCISE

PURPOSE

This exercise is to provide participants with skill practice in applying the concept of Coaching while directly involved in or observing a role play in which coaching is being practiced.

TIME REQUIRED: 90 MINUTES

PROCESS

1. Tell participants that giving feedback is an important coaching skill and that learning it requires practice. Tell participants they will be practicing with giving and receiving feedback in a simulated work situation similar to one that might be found in their own local governments. Explain that the situation involves a counseling meeting between a forest maintenance supervisor (Stefan Strepak) and one of his maintenance assistants (Filip Lasut) who knows his duties and works hard but who recently has behaved inappropriately with visitors at a forest campsite.
2. Divide participants into groups of three by a counting off process (i.e., one, two, three; one, two, three; one, two, three, etc.). Give each participant a copy of the Guidelines (HANDOUT 4) and the role sheets for the roles which they are to play in their respective groups (HANDOUTS 1, 2 OR 3).
 - Role for Stefan Strepak, the forest maintenance supervisor
 - Role for Filip Lasut, the forest maintenance assistant
 - Observer's Worksheet
 - Guidelines for Giving and Receiving Feedback
3. Tell each group that the member [1] playing Strepak will conduct a ten minute feedback meeting with the member [2] playing Lasut in relation to Lasut's performance. Instruct the Strepak character, in each case, to make use of the methods for giving feedback shown on the handout and the Lasut character to make use of the methods for receiving feedback. Tell the member [3] acting as an observer to make notes on the worksheet and to share these observations with the other two group members at the close of the feedback meeting.

4. Give the trios about 30 minutes to complete their simulated feedback meetings and receive observer reports. Then, reconvene the groups and ask each group to comment on the experience by answering these questions:

QUESTIONS

1. Why was Coaching the right management style to use in this situation?
2. How do you think Coaching, through giving and receiving feedback, might have contributed to Lasut's development as an employee?
3. What is the hardest thing about giving feedback? Receiving it?

ROLE FOR STEFAN STREPAK, MANAGER



You are assigned as manager in charge of campground maintenance for a forest area that has become a popular destination for campers during the summer months. You are 40 years of age and have been involved in campsite maintenance since you were a teenager working during school holidays at a similar forest facility. You enjoyed those summer outdoors and decided early in life to pursue a career in campground maintenance, the only work you had ever known.

You have been a manager for the last eight years. Your staff consists of five full time campsite maintenance assistants. You have worked hard as a manager and are proud of the reputation you have developed for the quality of maintenance in this forest area. In fact, this particular forest is known as the safest area for camping out in the entire country.

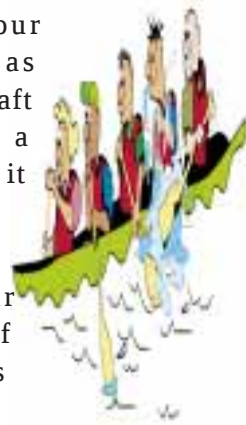
You are about to begin a coaching session with one of your campground maintenance assistants, Filip Lasut. Filip is an experienced outdoorsman with extensive knowledge of backpacking and white water rafting. He is a hard worker and very committed to his duties. But, recently, you have received complaints from several of the campers. It seems that Filip has been scolding campers for littering and leaving fires unattended. Although these are fairly common occurrences in the forest, and they should be corrected, Filip's approach, it seems, has been too aggressive. A few days ago, for example, Filip followed a family that had been littering, picking up their trash as they dropped it. When he arrived at the campsite, Filip threw the trash into their tent. Needless to say, the campers were irate about the incident and reported it.

Although you do not think the incident is cause for severe action, such as firing Lasut, you do feel these incidents must stop.



ROLE FOR FILIP LASUT, MAINTENANCE ASSISTANT

After graduating from high school, you moved north to live with your older brother. You worked part time but spent as much time as possible hiking in the nearby mountains. You also found time to raft in the mountain streams. When a vacancy was announced for a position maintaining the forest campgrounds, you decided to take it so you could stay close to the forest you loved.



You like your boss, Stefan Strepak, and believe he appreciates your work. But forest workers have been worried lately about the lack of rain and the danger of fire. There also have been reports of bears lurking around the campsites looking for food and water.

This is why it really makes you angry to see people being careless about fires and trash. They are endangering the safety of other campers not to mention Strepak's excellent safety record.

You realize you probably overreacted last week when you poured water on a campfire that was blazing out of control. The camper complained that you ruined his steaks, but he could have destroyed the entire campground and worse. When you arrived, the flames were nearly up to the bottom branches of the pine trees.

You understand Strepak's position, but you wish he would give you backing and support on this. Strepak has asked to talk with you this afternoon, and you are prepared to bring up the matter with him.



OBSERVER'S WORKSHEET

Observe the interaction between Strepak and Lasut and answer the following questions about what you see and hear.

1. How did the meeting begin?

2. Which of the guidelines for giving feedback did Strepak follow?

3. In what way did Lasut let Strepak know he was open to receiving feedback?

4. What did either of the parties do to clarify something or check for understanding?

5. How effective was the meeting in resolving the matter?

6. What might have been done by either party to achieve better results?

RULES FOR GIVING AND RECEIVING FEEDBACK

GIVING FEEDBACK

- Before starting, know what you want to accomplish by giving feedback and be sure the other person is ready to receive it.
- Use the word “I” rather than the word “you” to let the other person know these are your own feelings, ideas, and beliefs.
- Describe the other person’s behavior and how you feel about it.
- Ask the other person to explain, take corrective action or change.
- After giving feedback, give the person a chance to respond.

RECEIVING FEEDBACK

- Before asking for feedback, be sure you are ready to hear something that may differ from what you expect or how you see things.
- Be aware that the other person is describing the situation as he or she sees it, and realize that these are that person’s true feelings.
- Check your understanding of the feedback by asking questions or explaining your actions or how you see the situation.

5.8 TRAINER PRESENTATION

PURPOSE

This presentation is to familiarize participants with the concept of Supporting in a work situation.

TIME REQUIRED: 30 MINUTES

PROCESS

1. Prepare the presentation based on information on Supporting covered by the preceding essay. Describe in the presentation the characteristics of Supporting that distinguish it from other forms of staff development, i.e., low task / high relationship behavior by the manager in response to evidence of staff willingness and ability to plan and make decisions without managerial influence. Review the conditions in the development of work performance of an individual staff member or work team that would cause a manager to choose the Supporting style. Emphasize the characteristics of effective work groups and actions that can be taken by a manager to create a climate in which collaboration is possible and trust secured.
2. Outlined information on note cards may help you cover the information systematically and stay on schedule. Ask questions from time to time during the presentation as a check on participants' comprehension and to focus their attention. Provide real-life illustrations of the points you are making to aid comprehension. Find ways when possible to link your material with the knowledge and experience the participants already have. Augment the presentation with visual aids including pre-printed newsprint sheets and overhead transparencies as a further aid to comprehension. End with a summary of key points or ask participants for this as a test of retention.

5.9 THE NEW TRUCK: A ROLE PLAY EXERCISE²

PURPOSE

This exercise is to provide participants with skill practice in applying the concept of Supporting while directly involved in or observing a role play in which a work crew is expected to perform as a problem solving group.

TIME REQUIRED: 2 HOURS

PROCESS

1. Tell participants that management support often means creating the conditions for a group to make a decision rather than making it for them. The willingness of a manager to relinquish control over important decisions has particular significance when the decision is about fairness and the crucial issue is one of employee acceptance. Tell participants they will be taking part in an exercise in which the issue is about the assignment of a new truck to one of five crew members, all of whom use a truck in their work. The supervisor finds himself in a situation in which a wise and fair decision must be made. His/her decision to let the employees make the decision themselves sets the stage for a multiple role play exercise.
2. Ask participants to form groups of seven and ask each group to name one of its members as an observer. Give all participants a copy of HANDOUT NO. 1, *General Instructions for Role Players*.
3. Ask members of each group to agree on who in their group will play the parts of Milan, Ivan, Maria, Stefan, Joroslav and Martina, give them their role sheets (HANDOUTS NO. 2 - 7) and ask that they read them but not to discuss their roles with each other. Give observers their worksheets (HANDOUT NO. 8) and ask them to prepare for their observation roles. Ask each participant to write his or her name on a slip of paper and wear it as a name tag so others will know the role being played. Assign groups to quiet seating areas around a table and tell members of each group they have 30 minutes to conduct the meeting. Explain that the meeting begins when the person playing Milan, the supervisor, arrives at the meeting and joins the others who are already seated around a table.
4. After 30 minutes, the groups complete their meetings and reconvene. The supervisor for each group reports: (1) the name of the person who gets the truck, the disposition that is made of that person's old truck, etc.; (2) whose truck, if any, is to be repaired; and, (3) whether or not he

is satisfied with the outcome. Members of each group are given a few minutes to express their level of satisfaction with the outcome. Finally, observers for each group report on the discussion process, how the supervisor described the issue, how the crew responded and what the supervisor did that was either supportive or interfering.

5. After all groups have reported, encourage a general discussion of the exercise. Use questions such as the following to encourage the discussion:

QUESTIONS

1. In what ways were the solutions alike or different?
2. Does there seem to be a best solution?
3. What factors seem to account for the emergence of a best solution?
4. What did the supervisors do that helped most in reaching a decision? What was least helpful?
5. What are the implications of this exercise for the role of the supervisor in supporting a problem solving climate in a work group? °

GENERAL INSTRUCTIONS FOR ROLE PLAYERS

You work for the department of building licensing and inspections. One of you (Milan) is the crew supervisor and the others are crew members with responsibility for making routine inspections of new residential and commercial construction. Crew members must be familiar with the city's requirements for new construction, capable of carrying out a weekly quota of inspections and dealing effectively with building contractors, building material vendors and property owners.

Each crew member must make inspections in various parts of the city. Each drives a small truck and takes pride in its appearance. Crew members have positive feelings about their trucks and like for them to be in good running order. Naturally, they want new trucks because new trucks are viewed as status symbols and are highly valued by those who drive them.

Here are some facts about crew members and their trucks:

	Years with the Department	Age and Make of Truck
Ivan	17	2 year old Hyundai
Maria	11	5 year old Suzuki
Stefan	10	4 year old Hyundai
Martina	5	5 year old Hyundai
Joroslav	5	5 year old Nissan

In playing your part, accept the facts as they are given and assume the attitude called for by the role. During the role play, let your feelings emerge as the situation begins to unfold. If there are developments that are not covered by the facts, make up things that seem to be consistent with the way it would be in real life.

ROLE SHEET: MILAN, SUPERVISOR

You are the supervisor for a crew of inspectors, each of whom drives a small service truck to and from his or her various jobs. From time to time, you get a new truck to exchange for an old one. When you do, you have the problem of deciding which of your crew members should get the new truck. There usually are hard feelings about the decision you make because each crew member seems to feel he or she is entitled to the new truck - so you have a tough time being fair. As a matter of fact, it turns out that whatever you decide, most of them consider you wrong.



You now have to face the issue again because a new truck has just been allocated to you. The new truck is a Nissan. This time, you have decided to tell the crew members to make the decision themselves. You will present the issue to them in terms of deciding together the fairest way to assign the new truck and how to distribute the other trucks after the new one is assigned.

ROLE SHEET: IVAN, CREW MEMBER

When a new Nissan truck becomes available, you think you should be the one to get it. You have the most seniority and don't like your present truck. Your own car at home is a Nissan, and you prefer a Nissan truck like the one you drove before you got the Hyundai.



ROLE SHEET: MARIA, CREW MEMBER

You feel you deserve the new truck. Your present truck is old. Since the more senior crew member has a fairly new truck, you should get the next one. You have taken excellent care of your present Suzuki and it still looks like new. An employee deserves to be rewarded if she treats a city truck like it was her own.



ROLE SHEET: STEFAN, CREW MEMBER

You have to do more driving than most of the other crew members because you work in the outlying areas of the city. You have a fairly old truck and feel you should have a new one because you do so much driving.



ROLE SHEET: MARTINA, CREW MEMBER

The heater in your present truck is inadequate. Since Joroslav backed into the door of your truck, it has never closed tightly. The door lets in too much cold air, and you attribute your frequent colds to this. You want a warm truck since you have a good deal of driving to do. As long as it has good tires, brakes, and is comfortable, you don't care about its make.



ROLE SHEET: JOROSLAV, CREW MEMBER

You have the poorest truck in the group. It is five years old. Before you got it, it had been in a bad wreck. It has always been difficult to steer because of that accident, which you had nothing to do with, and you have just put up



with it for the last three years. It's about time you got a good truck to drive, and you feel the next one should be yours. You have a good accident record. The only accident you had was when you sprung the door of Martina's truck when she opened it as you backed out of the garage. You hope

the new car is a Hyundai since you prefer to drive Hyundais.

WORKSHEET: OBSERVERS

During the role play, use this worksheet to record your observations about the crew supervisor's style, the reaction of crew members to Milan's approach in dealing with the truck allocation issue and the crew's performance in arriving at a decision.

1. How effective was Milan in explaining to the crew how the truck allocation decision would be made? Explain.

2. What was the nature of Milan's involvement with the crew during the meeting, i.e., directing, supporting, etc.? How effective was this? Explain.

WORKSHEET: OBSERVERS (CONT'D)

3. What was the crew's initial reaction to Milan's announcement that he wanted them to make the allocation decision themselves?

4. How well did the crew perform as a problem solving group during the meeting? Give examples to support your observations.

5. How did the crew arrive at a decision and what was it?

5.10 TRAINER PRESENTATION

PURPOSE

This presentation is to familiarize participants with the concept of Delegating in a work situation.

TIME REQUIRED: 30 MINUTES

PROCESS

1. Prepare the presentation based on information on Delegating covered by the preceding essay. Describe in the presentation the characteristics of Delegating that distinguish it from other forms of staff development, low task/low relationships management behavior in response to evidence of a high level of capability for unsupervised performance. Explain why delegation is so difficult for managers and the consequences of their unwillingness to “let go” of power and responsibility. Review some of the things managers can do to become more effective delegators, how they can lower their emotional barriers to delegation and the importance of not confusing delegation with abdication.
2. Outlined information on note cards may help you cover the information systematically and stay on schedule. Ask questions from time to time during the presentation as a check on participants’ comprehension and to focus their attention. Provide real-life illustrations of the points you are making to aid comprehension. Find ways when possible to link your material with the knowledge and experience the participants already have. Augment the presentation with visual aids including pre-printed newsprint sheets and overhead transparencies as a further aid to comprehension. End with a summary of key points or ask participants for this as a test of retention.

5.11 AN IN-BASKET SIMULATION EXERCISE³

PURPOSE

This exercise is to provide participants with skill practice in distinguishing tasks that should be handled personally from tasks that can be delegated to someone else.

TIME REQUIRED: 3 HOURS

PROCESS

1. Following the presentation, tell participants they will be participating individually in an in-basket exercise. Explain that an in-basket exercise simulates the conditions under which a newly appointed manager arrives a day early to begin his new assignment only to find his in-basket filled with memos, letters and reports requiring his attention. The task is for the manager to decide what to do about each item in the in-basket. Tell participants that each of them will be assuming the role of Josef Novak, newly appointed to the position of public services department head.
2. Tell participants that other exercise details are described in an exercise packet (reproducible handout) that explains the task and includes the various items Novak finds in his in-basket along with some other useful information.
3. Give each participant a desk or table as a work space and a copy of the in-basket packet (HANDOUT NO. 1). Tell participants not to get distracted with organizational details. The important thing is to deal with the items in the in-basket. Give them one hour to complete the task.
4. At the end of sixty minutes, tell participants to stop working on the problem. Ask the participants, meeting in small groups of two or three, to discuss with each other how they handled the various action items.
5. After the small group discussions, give participants an exercise critique (HANDOUT NO. 2) and ask them to answer each of the questions on the handout. When participants have completed the critique, ask for volunteers to share their answers to the four questions with other participants. Use this as an opportunity to open a general discussion of delegation. Consider discussion questions like these:

QUESTIONS

1. What opportunities for delegation are presented by the items in the in-basket?

2. What reasons come to mind for delegating some of the action items for others to handle?
3. What risks does delegation represent?
4. Are the risks worth it?
5. Why?

THE PROBLEM

You are Josef Novak, newly appointed to the position of public services department head. You have been selected from outside the organization by Milan Tesak, chief administrator, to fill a position left vacant by Mikulas Jager, who resigned unexpectedly to an early retirement (age 55), owing to what he called personal matters. Jager had been public services department head for 12 years. Prior to being department head, he had been supervisor under a previous organization that was absorbed by the public services department. Jager had worked his way up from the bottom and had just completed his twenty-eighth year with the organization.

You are not as familiar with the organization as you would like to be. However, you have worked in similar organizations and know pretty well what is going on. You reported to work Friday, June 3rd, but only had time to greet the staff and tour the facilities.

You have come to work this Saturday morning, June 4th, to check the office and become familiar with the surroundings. Because of prior professional commitments to present a technical paper at the Association of Public Service Organizations Conference, you will not be in the office for the first three days next week.

You must leave for your trip in one hour and you feel the in-basket mail and memos should be cleaned out and not held over. Go through the in-basket materials attached and write the action you would take on each item. Don't forget, you have to leave in one hour to catch a plane, so do not take too long on each item, but make sure each item is considered properly and given the proper attention.

You know your staff mainly through association at conventions of professional organizations and some limited social contacts through the years. You have made these personal notes on each one.

Alexander Jorousek - Engineering. A competent person of considerable formal education; a certified engineer; has been with the organization for 12 years; runs a tight ship; not an outward person (may feel some resentment for not having been appointed to your position).

M. Zemplinske - Streets and Parks. Well liked by employees and community; local; 34 years with the organization; age about 52; has been able to bring a lot of change to the community in street and park improvement. Attends the university when he can.

THE PROBLEM (CONT'D)

Igor Skocek - Traffic Control. Hard worker, puts in a lot of extra time; came from the Czech Republic about five years ago with a good record in traffic control; has not really utilized the potentials of his men; may have a morale problem. Skocek gets the job done, but does not delegate on a regular basis, only as a panic measure; education: two years at the university.

Juraj Michalek - Water and Sewer Division. You know Juraj the least; the greatest demand lies in this division because of services needed for the new industrial area in the community. The division will need about 20 additional men next year because of this increased workload. Juraj guards his domain closely and resents anyone interfering with what he feels is his business. He has been noted to have controversies with his supervisors. In fact, three years ago, one of his top men left to take a lesser job with a nearby community.

Anna Husovska - Your Secretary. Knows the operation well and should be a help. She is 58 years old and has held her position for 20 years. She could retire any day but likes the security of work. Last year, she spent a six months' leave of absence in Sweden and is already planning a trip to the United States. She has a clerk typist, Eva Krizanova, who has been working with her for the past three years. Miss Husovska refuses to give anything more than typing and filing to this position.

ACTION ITEM 1

May 21st

Mr. Josef Novak, Head, Public Services Department

Dear Josef:

It is with great satisfaction that I learned you were selected as my replacement. A lot of people would say, "I don't care who takes over when I'm gone." But I feel a part of me is still in that job and I would feel badly if the wrong man were there.

You will find Miss Husovska a big help. She knows the department inside and out and can fill you in on any details. She and I have been through a lot together. She really knows how to handle the men, too.

I am sorry to have left before you started the job. But perhaps it is better this way. I am sure there are things I would not be able to help you with. My being present would have just made for an awkward situation.

The division chiefs are all good men and will cooperate, I am sure, in every way. Give my best to everyone, and best of luck to you in your new position.

Cordially,

Mikulas Jager

ACTION ITEM 2

M E M O R A N D U M

TO: Mr. Novak

FROM: Anna Husovska

DATE: 3 June

I previously cleared with Mr. Jager to have Tuesday, June 7th, off. I have an appointment with my travel agent in the capitol.

ACTION ITEM 3

M E M O R A N D U M

TO: M. Jager, Department Head

FROM: J. Michalek

DATE: May 15th

Mikulas, we've been through this before, but let me remind you that my division is going to need considerable equipment and manpower for the increased workload that everyone is talking about. I noticed in the proposed budget that only about half of what I submitted was in the budget. I would like some explanation.

ACTION ITEM 4

M E M O R A N D U M

TO: Mr. Novak

FROM: Anna Husovska

DATE: May 30th

I thought you would be interested to know that June 8th is Mr. Tesak's 50th birthday.

ACTION ITEM 5

May 3rd

74367 Chalupka Street

City

Mr. Mikulas Jager, Head, Public Services Department

Dear Mr. Jager:

This is to notify you that Robert Bodo has placed a fence on public property, between my land and the land that I sold to you along the driveway that you built for him because of the right-of-way needed and purchased from him on the other side of his property.

This fence is built over six feet high and is made out of wire and old, rusty iron pipes, and in addition, he has set vines about every 30 centimeters and strung the vines on the wire. These vines grow very rapidly and will soon cover my shrubs, trees, as well as my house, therefore, doing damage to my property.

I want to know what right he has to build this mess on public property. Of course, I know why he did it, and that is to intimidate my wife and me and for no other reason. I am asking you to have this mess removed at once as I know he has no absolutely no legal right to place this fence unless you authorize him to do so, and I am inclined to doubt that you did.

Will you give this matter your prompt attention? I am sure you would not want a mess like this next door to you and I know if you were in my place you certainly would object furiously.

Sincerely,

K. Timotic

M E M O R A N D U M

TO: All Department Heads

FROM: M. Tesak, Chief Administrator

DATE: May 25th

There will be a monthly department heads staff meeting in my office, June 9th, at 1300.

AGENDA

- Bring your proposed budgets for a final review.
- Mr. Josef Novak is joining our staff, June 3rd, as public services department head. We will look forward to welcoming him at this meeting.
- Proposed reorganizations are in order for discussion.

MEMORANDUM

TO: Josef Novak, Head, Public Services

FROM: Milan Tesak, Chief Administrator

DATE: May 25th

Let me take this opportunity to welcome you to our organization. I feel we have come a long way in the three years I have been here. We, the management team, have considerable challenges ahead, I am glad to have you as a part of this team.

There will be a staff meeting on Thursday, June 6th, which primarily will be a budget review session. I am requesting that you present a tentative recommendation for changes in your organizational structure at that time.

I hope your conference presentation will be well accepted and that you will be able to obtain information to utilize in your new position as public services director.

May 2nd

Public Services Department

Dear Sir:

This year, as in years past, the third grade of Zemplin Grammar School would like to visit the Department of Public Services.

We have scheduled our bus for June 9th, and will be arriving with the third graders at 1300.

The students are now studying public services, and I'm sure they would like to hear from the head of such a fine department as yours.

Thank you.

Cordially yours,

Miss Pechy, Teacher
Third Grade,
Zemplin Grammar School

ACTION ITEM 9

MEMORANDUM

TO: Josef Novak

FROM: Alexander Jorousek, Engineering Division Head

DATE: May 29th

One of my many duties is to keep track of vehicle out-of-service time due to accidents. (This type of administrative duty is taking considerable time from my work as an engineer.)

I would like to bring to your attention that the division of traffic control, has experienced a 100 percent increase in vehicle out-of-service hours this year compared with the same period last year. My division, I am proud to say, has the lowest vehicle out-of-service rate in the department.

I would like to meet with you to review this and other matters as soon as possible.

IN BASKET CRITIQUE SHEET

Answer the following questions about the in-basket exercise in which you have participated and be prepared to discuss the exercise with other participants at a plenary session.

1. How well do you feel you handled the material in the in-basket?

2. What was your general approach or strategy in handling the various items?

3. Which of the items did you delegate to others and what was your rationale for delegating them?

4. Which items did you find were the most difficult to decide about? Why?

5.12 TRAINER PRESENTATION

PURPOSE

This presentation is to familiarize participants with the management of power relationships in public organizations and the role of the manager in empowering employees to participate more deeply and directly in management and decision making.

TIME REQUIRED: 30 MINUTES

PROCESS

1. Prepare the presentation based on information on Power and Staff Development in the preceding essay. Begin by describing the nature of power and influence in organizational settings. Strongly emphasize the point that sharing power (empowerment) is not the same thing as giving it away. Rather, explain empowerment as an important method for the redistribution of power in an organization and how power redistribution can increase the organization's capacity and energy for organizational work. Describe how empowerment is related to the various phases of staff development and how the "empowering" of employees must be consistent with their competency and commitment to assume greater responsibility. Offer some suggestions for managers on how to develop more successful, empowering relationships with their staffs.
2. Outlined information on note cards may help you cover the information systematically and stay on schedule. Ask questions from time to time during the presentation as a check on participants' comprehension and to focus their attention. Provide real-life illustrations of the points you are making to aid comprehension. Find ways when possible to link your material with the knowledge and experience the participants already have. Augment the presentation with visual aids including pre-printed newsprint sheets and overhead transparencies as a further aid to comprehension. End with a summary of key points or ask participants for this as a test of retention.

5.13 MAPPING POWER RELATIONSHIPS EXERCISE

PURPOSE

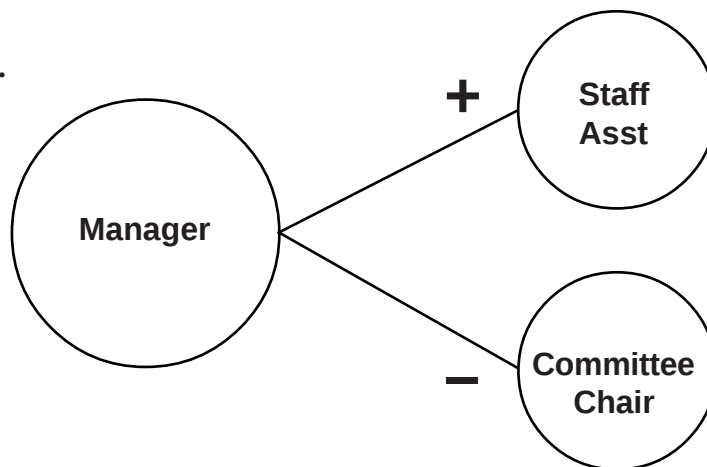
This exercise is to help participants become more aware of powers sources which should be considered in the performance of their management functions and to analyze the impact of these power sources, positively or negatively, on the accomplishment of governmental purposes.

TIME REQUIRED: 2.5 HOURS

PROCESS

1. Explain that the exercise is to help participants become more aware of the sources of power which they do consider or should consider in the performance of their managerial responsibilities. The exercise also is intended to help participants analyze the influence of each power source, positively or negatively, on the accomplishment of local government purposes.
2. Ask participants to recall a recent situation in which each of them had to make a difficult, politically volatile, or otherwise controversial decision that involved various areas and levels of the organization and, possibly, interests and groups outside the organization. Caution participants to be very specific about the situation, how the decision was made and who was involved.
3. When participants have recalled the situation, distribute copies of a handout (at the end of the exercise description). Tell participants to use the space at the top of the handout to make some notes on what happened and, then, to complete a *Power Relationships Map* on the situation using the figure drawn at the bottom of the handout. Tell them to begin the mapping by placing themselves at the center of the map (largest circle) and then to enter names in the satellite circles of subordinate staff, superiors in the organization and others who had (or should have had) influence in making the decision. Suggest that participants place the most important power sources relative to the decision to be made in the circles closest to their own and the less important influencers in the more distant circles. Finally, ask participants to review their completed maps and label each of the power sources with a + (positive influence on the decision) or with a – (negative influence on the decision).

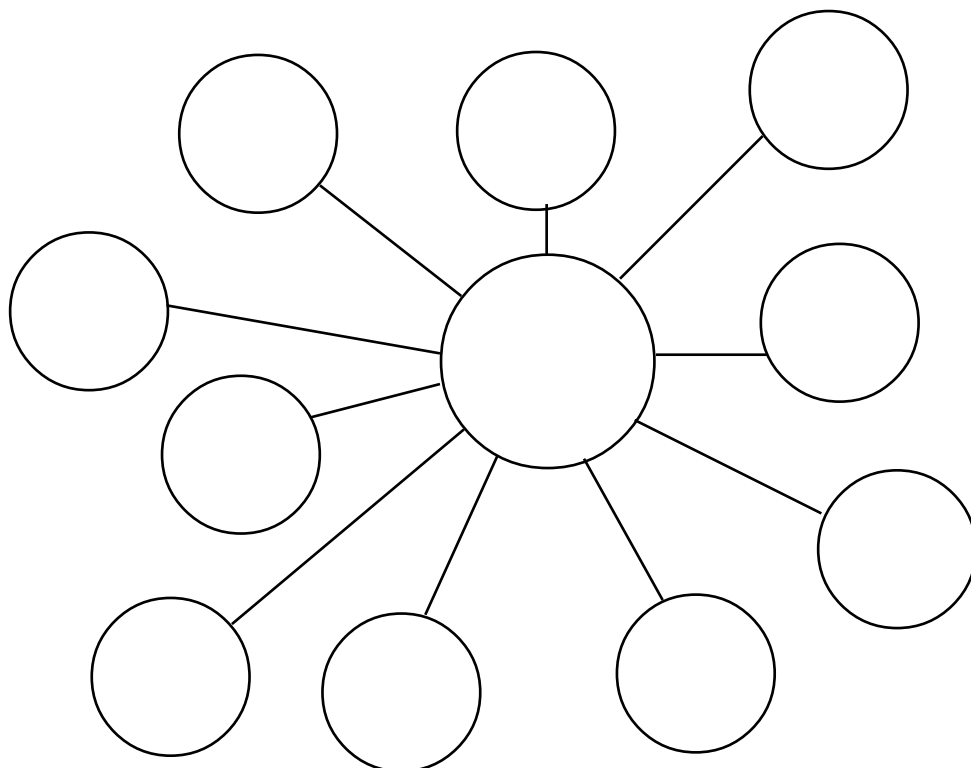
Example...



4. When participants have completed their individual maps (should take about 45 minutes), ask them to reflect on the preceding discussion of power and then to answer the following questions about their situation.
 - On which sources that you labeled as positive were you able to depend for information, resources or actions in this situation? What might you do to get even more help from this source in the future?
 - What did those sources that you listed as negative actually do to disrupt or work against you in this situation? What might be done to reduce the negative influence of this individual or group in the future? Could their negative power be converted into a positive force? How?
 - Who else might be empowered to support you in decisions like this in the future?
5. When participants have answered these questions, divide them into small groups of three to five and ask each group to discuss the various situations and answers to the questions.
6. Convene the group after about 20 minutes. Engage participants in a general discussion of empowerment as an important staff development strategy. One question you might consider as a discussion starter is: "What steps might you take to initiate a process of employee empowerment in your own organization?"

POWER RELATIONSHIP ANALYSIS AND MAPPING

Describe Your Situation...



5.14 YOUR FUTURE AS STAFF DEVELOPER: RE-ENTRY PLANNING EXERCISE

PURPOSE

This exercise is to help participants develop action plans for applying important insights on staff development to their own performance as managers.

TIME REQUIRED: 2 HOURS

PROCESS

1. Explain the exercise as a way of assisting participants to plan changes in their own roles as managers in relation to all four areas of staff development discussed during the workshop.
2. Have the total participant group identify the most valuable insights they have gained about each of the five areas of staff development. Ask participants to reflect on these, one area at a time, beginning with “directing,” and to report their ideas. Write the ideas down on a chart pad and ask for participants to discuss:
 - which of these ideas they might seriously consider implementing in their own management work, and
 - what might be done to remove any anticipated obstacles to their successful implementation.
3. At the conclusion of this group activity, ask each participant to complete a re-entry planning worksheet (next page). When the worksheets have been completed, ask participants to join in groups of about three to discuss their re-entry plans.
4. Reconvene the participants after about 30 minutes and allow time for a discussion of any lingering concerns about implementing their re-entry plans.

FOR RE-ENTRY PLANNING

List at least one thing from this workshop you intend to do in each of the five areas of staff development to improve your performance as a manager. These can be new programs, work arrangements, procedures, training, delegation, whatever. Be specific about the who, what, when, where and how dimensions of these actions

DIRECTING

COACHING

FOR RE-ENTRY PLANNING (CONT'D)

SUPPORTING

DELEGATING

EMPOWERING

REFERENCES

¹ These terms reflect the thinking of Kenneth Blanchard on Situational Leadership and can be found in *Leadership and the One Minute Manager* which Blanchard co-authored with Patricia and Drea Zigarmi (New York: William Morrow and Co., 1983).

² Adapted from Maier, Norman R.F., Allen R. Solem and Ayesha A. Maier. *The Role-Play Technique: A Handbook for Management and Leadership Practice* (La Jolla, Ca.: University Associates, Inc., 1975), pp. 21-35.

³ Adapted from an exercise developed for *Designing Human Settlements Training in European Countries, Vol. 2, Trainer's Tool Kit* (Nairobi: United Nations Centre for Human Settlements, 1994), pp. 36-44.



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