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Structure of an Organization

(EXTRACTS FROM SUPERVISION TODAY BY STEPHEN P. ROBBINS
DAVID A. DECENZO, 4TH EDITION)

Week 2 (29 August) -Session 1 -With ASHREF
ISMAIL

What is an Organization?



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“An organization is a group of individuals who have come together under the supervisor and conscious coordination of some sort of management, to form a type of system that features a formal structure, is intended to function continuously and carries out a variety of different tasks in order to achieve a common goal that has been pre-established as its main reason”



What is Management?



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- “Management is also the process of planning, organizing, leading and controlling the efforts of organizational members and of using all other organizational resources to achieve stated organizational goals.”

“Management is the art of getting things done through people.”

Mary Parker Follet.



What are the Organizational Levels?



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1. Top Management

A group of people responsible for establishing an organization's overall objectives and developing the policies to achieve those objectives.

2. Middle Managers

Responsible for establishing and meeting specific departmental or unit goals set by top management.

3. First-level managers

Managers who represent first level in the management hierarchy. See also supervisors.

4. Supervisors

Supervisors oversee the work of operative employees.

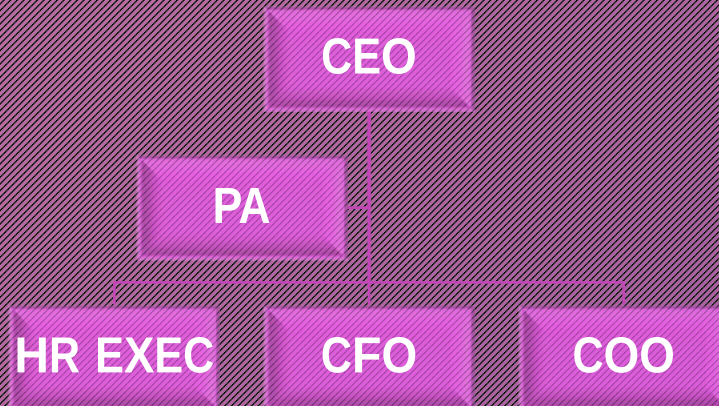
5. Operative employees

Employees who physically produce an organization's goods and services by working on specific tasks.

Organizational Hierarchies and Spans of Control.



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What is an Organizational Strategy?



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- A business strategy refers to a **long term plan of action designed to achieve a particular goal.**
- Achieving this long term plan of action requires strategic management, which is the process of specifying the business objectives, developing policies, procedures and plans for achieving the objectives and allocating resources to implement the plans.
- This is the highest level of managerial activity and is usually fulfilled by the Chief Executive Officer and the Executive team

Strategic Models

- SWOT Analysis
- Porter's Five Force Analysis
- Pest Analysis

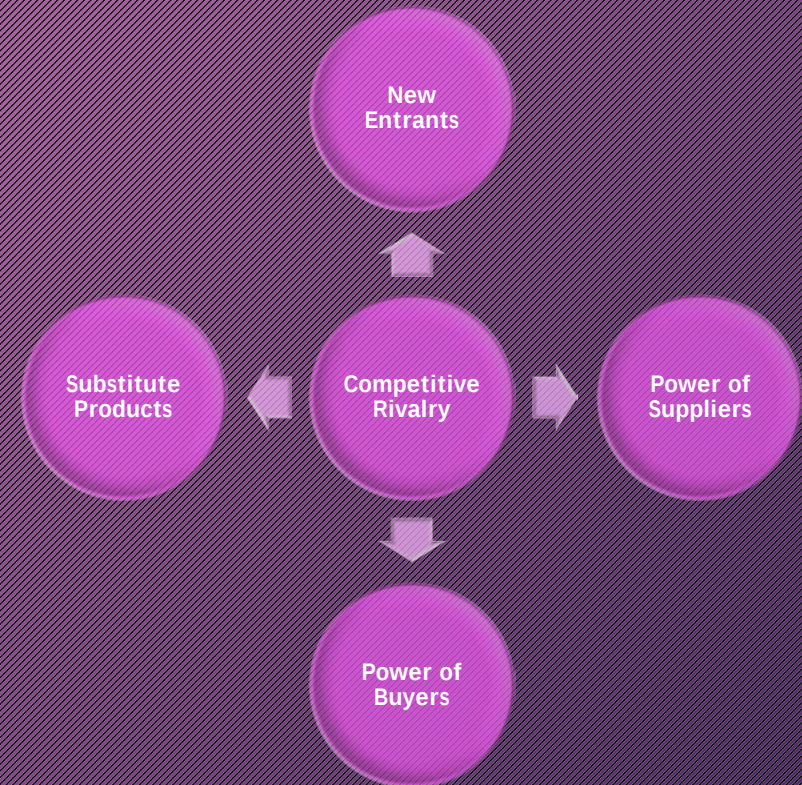


Porter's Five Force Model



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- Threat of new entrants to the market
- Bargaining power of suppliers
- Bargaining power of buyers
- Threat of substitute products
- Competitive rivalry
- Scenario planning

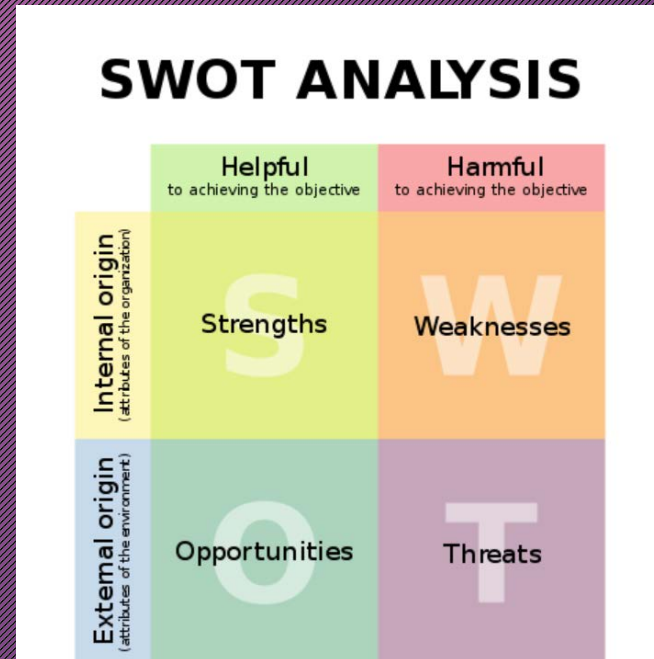


The Situation Analysis - SWOT



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- The first or initial stage of planning helps stake holders in the business to focus on the key internal and external issues affecting the business and its environment.
- SWOT stands for **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats.
- Strengths and weaknesses are internal factors.
- Opportunities and threats are external factors.
- The SWOT analysis is used to understand the current situation of a company.

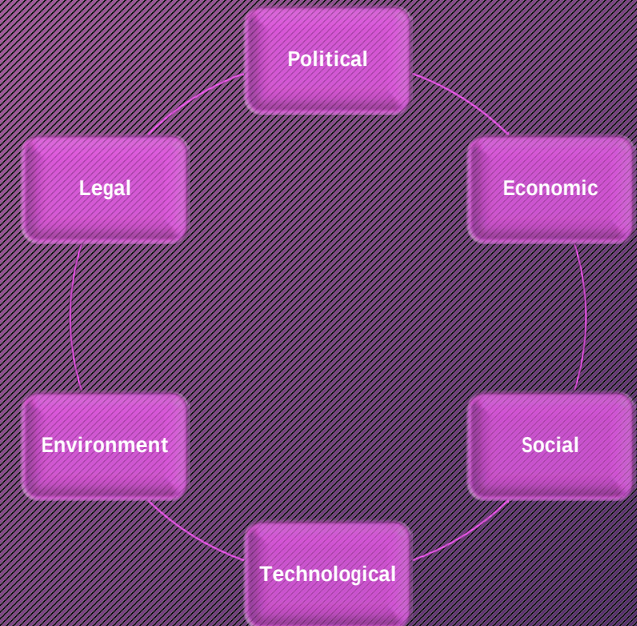


The Pestel Analysis



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- The PESTEL analysis considers the internal and external environments of the business before beginning the strategic planning process.
- In a PESTEL analysis you should take a broad view of the political, economic, socio-culture and technological factors which impact on the business externally and then assess how these external factors have shaped and will continue to shape the internal environment.



Key Definitions:



Mission statement	This describes the organization's reason for existing, It usually states the standards that the organization works to, and can be used by management to help shape the organization's culture
Vision statement	This describes the organization as it wishes to be at point X in the future, when it has implemented its strategy.
Competitive capabilities	This describes the organization's ability to utilize its resources effectively, so that it can be competitive in its market.
Core competencies	These are the activities that the organization carries out particularly well, and which are the strongest on which it builds its competitive advantage.
Competitive advantages	This is based on the organization's ability to use its resources and core competencies to out-perform its competitors.
Competitor analysis	This involves conducting research into the activities of particular competitors in order to identify their strengths and weaknesses.
Industry analysis	This involves examining the industry in which the organization operates, to identify trends and also the external potential, economic, social and technological factors that affect it.
Stakeholders	Stakeholders are individuals or groups of people who are affected in some way by the organization's activities. They include customers, suppliers, shareholders, employees, competitors, government and civil society.
Strategy	This is the organization's game plan for achieving its goals and objectives.
Goal	A long-term target that the organization wishes to achieve.
Objectives	A short-term, time-sensitive milestone to be achieved on the way to achieving a goal.
Action plan	A document that indicates which individuals or teams are responsible for the achievement of specific objectives. It always gives a deadline for achieving the objective, and may also indicate what resources are to be used.

The Management Process.



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Management

- The process of getting things done, effectively and efficiently, through and with other people.

Process

- The primary activities that supervisors perform.

Efficiency

- Doing a task right; also refers to the relationship between inputs and outputs.

Effectiveness

- Doing a task right; goal attainment.

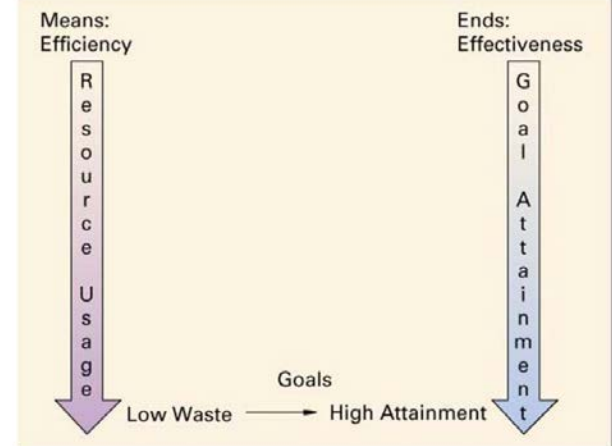


EXHIBIT 1-2
Efficiency versus effectiveness.

What are the Four Management Functions?



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- **Planning**
 - Defining an organization's goals, establishing an overall strategy for achieving these goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities.
- **Organizing**
 - Arranging and grouping jobs, allocating resources, and assigning work so that activities can be accomplished as planned; determining that tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and when decisions are to be made.
- **Leading**
 - Motivating employees, directing activities of others, selecting the most effective communication channel, and resolving conflicts among members.
- **Controlling**
 - Monitoring an organization's performance and comparing performance with previously set goals. If significant deviations exist, getting the organization back on track.

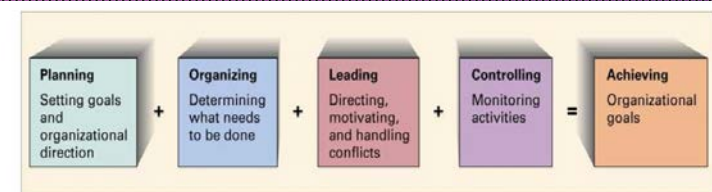


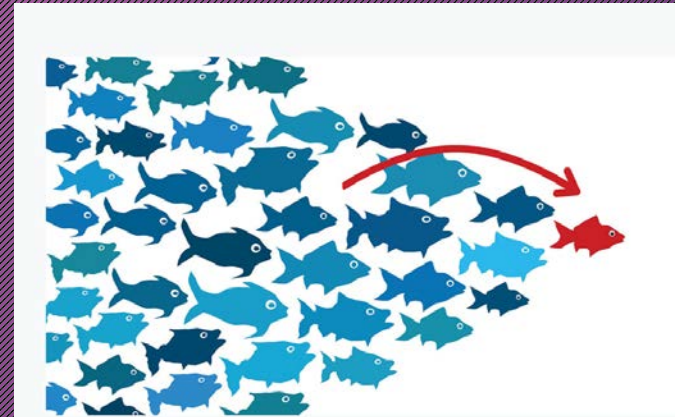
EXHIBIT 1-3
Management functions.

From Employee to Supervisor.



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- Their initial view of the manager as “boss” was incorrect.
- They were unprepared for the demands and ambiguities they would face.
- Technical expertise was no longer the primary determinant of success or failure
- A supervisor’s job comes with administrative duties
- They weren’t prepared for the “people challenges of their new job.



Supervisory Competencies



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Technical Competence

- The ability to apply specialized knowledge or expertise.

Interpersonal competencies

- The ability to work with, understand, communicate with, and motivate other people, both individually and in groups.

Conceptual competence

- The mental ability to analyse and diagnose complex situations.

Political competence

- A supervisor's ability to enhance his or her power, build a power base, and establish the "right" connections in the organization.

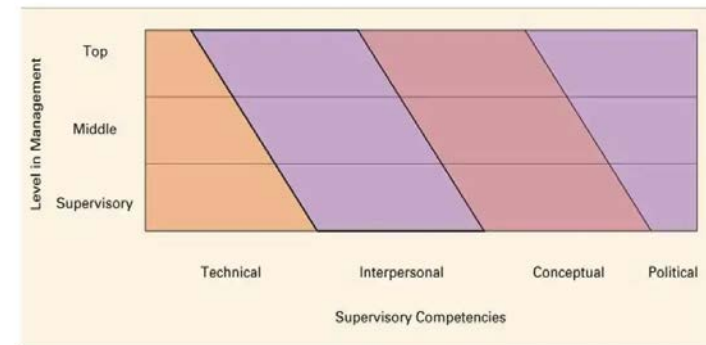


EXHIBIT 1-4

How competency demands vary at different levels of management.

What is a Skill?

Skill

- The ability to demonstrate a system and sequence of behaviour that is functionally related to attaining a performance goal.

Key supervisory skills

Related to Planning and Control

- Goal setting
- Budgeting
- Creative problem solving
- Developing control charts

Related to Organizing, Staffing, and Employee Development

- Empowering others
- Interviewing
- Providing feedback
- Coaching

Related to Stimulating Individual and Group Performance

- Designing motivating jobs
- Projecting charisma
- Listening
- Conducting a group meeting

Related to Coping with Workplace Dynamics

- Negotiation
- Stress reduction
- Counseling
- Disciplining
- Handling grievances

Mentoring Others.

Steps In Practicing The Skill

- **STEP 1:** Communicate honestly and openly with your protégé.
- **STEP 2:** Encourage honest and open communication from the protégé.
- **STEP 3:** Treat the relationship with the protégé as a learning opportunity.
- **STEP 4:** Take the time to get to know your protégé.



What is Technology?

Technology

- Any high-tech equipment, tools, or operating methods that are designed to make work more efficient.
- **How Does Technology Change the Supervisor's Job?**

Telecommuting

- Linking a workers remote computer and modem with co-workers and management at an office.



Working in a Diverse Organization



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Workforce diversity

- The composition of the work force to include men, women, whites, blacks, Hispanics, Asians, Native Americans, the disabled, homosexual, heterosexuals, the elderly, and so on.



Changing how Business Operates



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Downsizing

- A reduction in workforce and reshaping of operations to create “lean and mean” organizations. The goals of organizational downsizing are greater efficiency and reduced costs.

Why the Emphasis on Continuous-improvement Programs?

Continuous improvement

- Activities In an organization that enhance the processes which result in the improved quality of foods and services produced.

Kiazen

- The Japanese term for the organization committed to continuous improvement.



What is a Socially Responsible Organization?



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Social responsibility

- An obligation that organizations have to pursue long-term goals that are good for society.

Social obligation

- The foundation of a business's social involvement. An organisation's social obligations is fulfilled when it meets its economic and legal responsibilities.

Social responsiveness

- A process guided by social norms that requires businesses to determine what is right or wrong and thus seek fundamental truths; an attempt to do those things that make the society better and not to do those things that could make it worse.

What is Ethics?

Ethics

- Rules or principles that define right and wrong conducts.

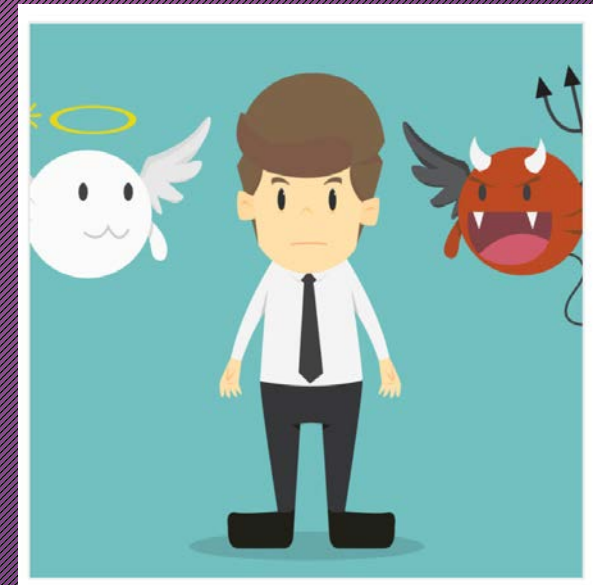
Code of ethics

- A formal document that states an organization's primary values and the ethical rules it expects employees to follow.

GUIDELINE FOR ACTING ETHICALLY

Steps In Practicing The Skill

- STEP 1: Know your organization's policy on ethics.
- STEP 2: Understand the ethics policy.
- STEP 3: Think before you act
- STEP 4: Ask yourself "what if questions".
- STEP 5: Seek opinions from others.
- STEP 6: Do what you truly believe is right.





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New Supervisor: Skills for Success

Managing Your Time

- What are some timewasters?



Communication Skills

- Present one idea at a time
- Keep it simple
- Make it brief
- Personalize it to the other person
- Use the right tone of voice and body language
- Get acceptance of each idea
- Respond to the emotions of the person
- Appreciate your listener's concerns
- Encourage listeners to express themselves

EFFECTIVE COMMUNICATION SKILLS

**Good Communication Skills
are the
Key to Success**



Steps to Improve Listening Skills



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- Ask questions
- Concentrate – stay focused
- Identify the main idea
- Listen for the rationale
- Listen for key words
- Organize in your mind
- Take notes



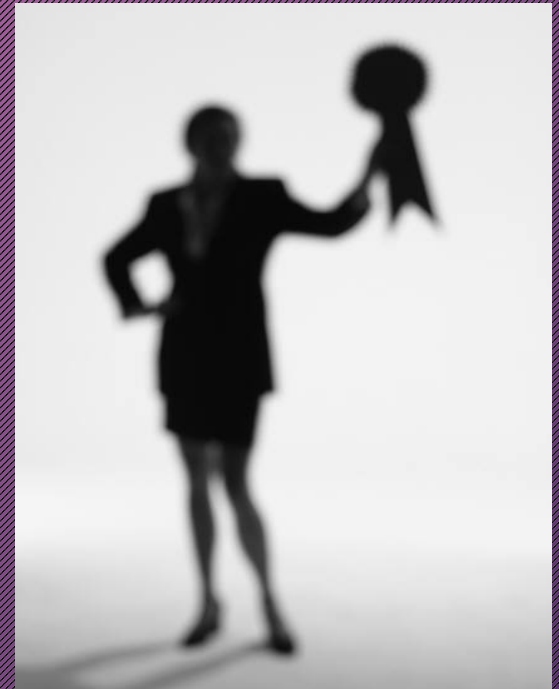
Role of the Facilitator

- Stay calm – don't take sides
- Keep on the agenda
- Start and end the meeting on time
- Encourage participation



Praise with a Reason

- Mean what you say
- Balance your praise
- Immediately after the event
- Public or private



Criticism



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- Do it as quickly as you can after discovering the problem
- Limit comments to the person's actions in this situation
- Let them do some of the talking
- Be considerate
- Don't mix criticism with praise
- Don't play psychiatrist
- Make it private

Effective Delegation Skills



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- Improves productivity
- Can concentrate on supervisory responsibilities
- Develops skills in others
- More job satisfaction for employees
- Helps evaluate people

How to Delegate Better?

- Clearly define what you want your employees to do
- Encourage people to learn and make their own decisions
- Don't take an assignment back after you've delegated it



How to Deal with the Needs of your Employees



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- Be courteous, friendly and interested
- Offer assistance when needed
- Listen patiently
- Observe their work and give them feedback
- Make goals reasonable

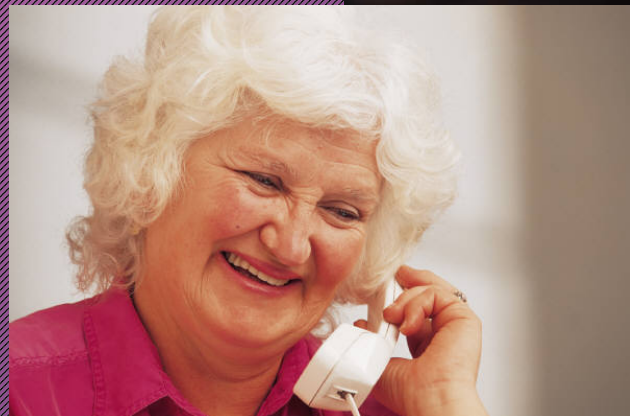


What do Employees want from their Jobs?



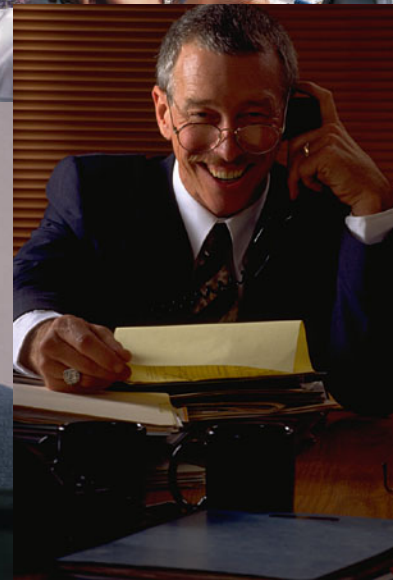
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- Appreciation
- Recognition
- Involvement with the company
- Comfortable work environment
- Money



What Else?

- Security and stability
- Social needs
- Independence





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Know Supervisory Roles

Objectives – Short Term



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- Improve worker's capacity to do the job more efficiently and effectively
- Help the worker grow and develop professionally
- Maximize worker's clinical knowledge and skills to perform the job autonomously and independently of supervision
- Provide the worker with a work context that permits her to do the job
- Help the worker feel good about doing the job

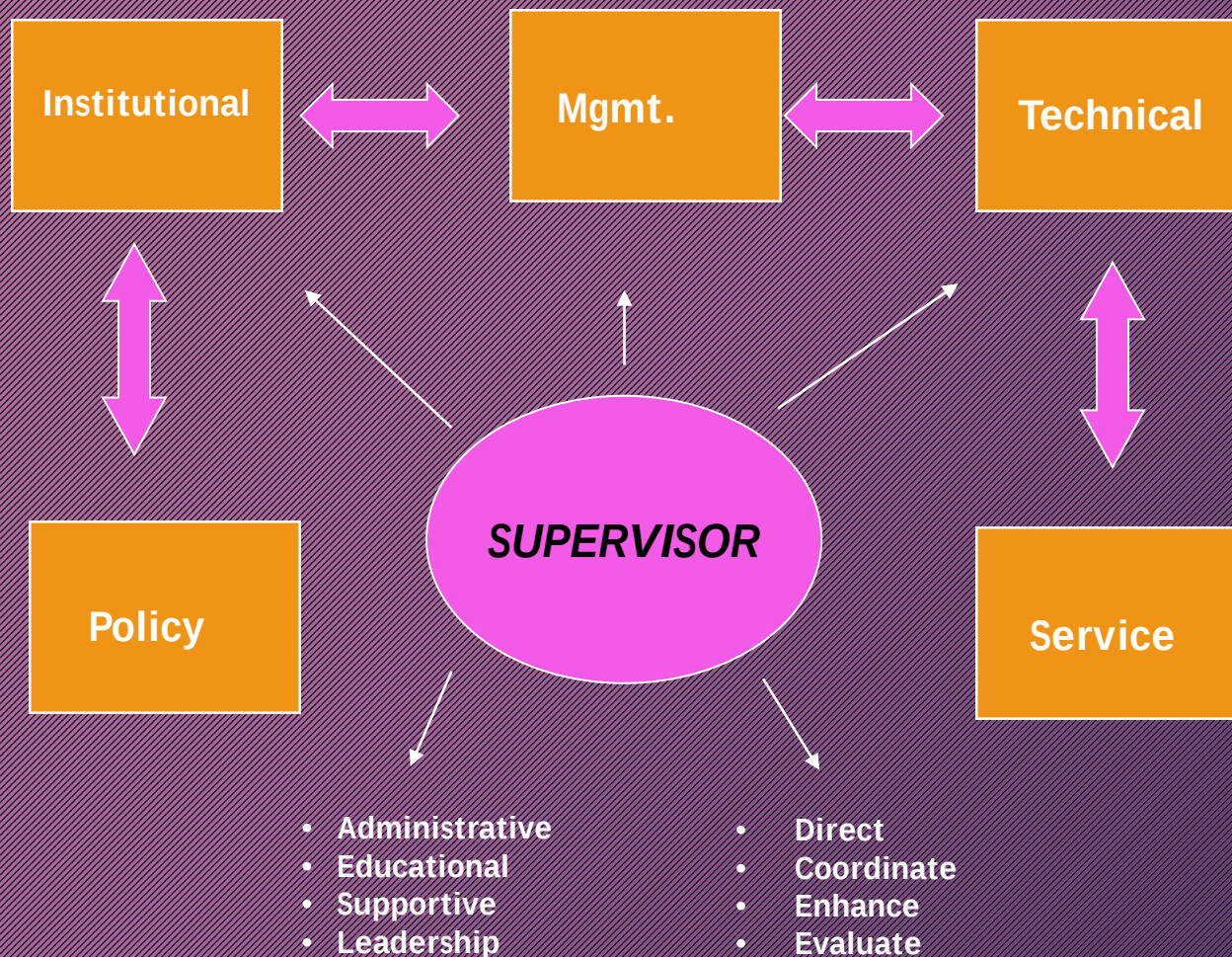
Objectives - Long Range



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- Efficiently and effectively supply clients with appropriate services
- Integrate and coordinate the supervisees' work with others in the agency
- Educate the workers to a more skillful performance in tasks
- Support and sustain the workers in motivated performance of these tasks

Role of the Supervisor



Relationships Among the Roles



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Administrative Supervision



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- Foster ownership of agency, mission, goals, values, policies and procedures
- Assure cohesion and high performance of the work unit
- Encourage maximum performance of individual staff
- Facilitate open communication between staff and upper management to achieve agency and unit goals.
- Foster collaborative relationships within the agency and with community agencies

Educational Supervision

- Provide/Assure orientation for new staff
- Create and implement a training and/or development plan for each staff member
- Encourage personal and professional growth and advancement
- Provide case supervision and consultation



Educational Role of the Supervisor (and mentoring)



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- “...In a four state study conducted by the General Accounting Office, workers said that a lack of supervisory support and insufficient time to participate in training impacted both their ability to work effectively and their decision to stay in the child welfare profession.”

Effectiveness of Supervision



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- In a study of how child welfare caseworkers learn, Gleeson (1992) found a direct correlation between frequency of supervision and worker competence.
- **Best Training Methods (Indiana DCF)**
 - One-on-one coaching and supervision
 - Mentoring within the agency
 - Peer supervision and shadowing
 - Regular supervision



Supportive Supervision



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- Establish a positive work climate in the unit
- Develop/support a teamwork approach
- Facilitate successful resolution of conflict within and outside the agency
- Develop self-awareness of one's own attitudes, needs and behavior and its effect on the supervisor-worker relationship

Supportive Supervision

Supportive supervision has a direct and positive association with:

- Worker job satisfaction and morale
- Excellent worker practice
- Intention to stay
- Reduction of turnover



Retention and Supervision



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- “...Research has shown that high quality, supportive supervision is one important way of retaining a high quality professional child welfare workforce. Lower turnover reduces the stresses of participation in the child welfare system for families and children.”

...Continued

The agency loses 14% of hires in their first year – half in the first six months, before they are generally eligible to carry cases.

Trainees (April 2004 through Dec 2005)

	Separations	Base	Loss Rate
1 to 6 months	106	1552	7%
6 months to 1 year	96	1473	7%

As of March 2006, there were 138 trainees already hired and on-board but not yet ready to carry a caseload. Those trainees will gradually enter the workforce and help relieve some pressure on the frontlines. We need to continue to hire at least 68 staff per month – of whom 60 will survive the trainee period.

Should I stay or Should I go?



Cost of Turnover

Economic...Training and orientation time and dollars out the window

(Approximately 50% of salary to replace)

Social Cost...Destabilization of the workforce and destabilization of the worker-client relationship



...Continued.



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- **Clarity and coherence of practice**
 - Culture of best practice (little crisis mgmt.)
 - Clear understanding of the tasks to complete the job
 - Quality of delivery to clients (not quantity)
- Better life-work fit
- Lack of other job possibilities
- Satisfaction with salary and benefits
- Competent and supportive supervision

First...Employees leave Supervisors



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- **Ways to Encourage (Good) People to Leave**
 - Micro-management (no trust)
 - “Baseball bat” style (create a hostile environment)
 - Silence (no feedback)
 - Give them more work (reward with higher / tougher caseloads)
 - Treat everyone the same (no difference for good or poor performance)

Tips for Keeping the Good Ones



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- Find their passion
- Make them better
- Fill the gaps
- Get out of the way
- Hold accountable

Role of the Supervisor (What)



“Quality supervision is a prerequisite for effective worker practice.” A good supervisor:

- Promotes family-centered philosophy
- Empowers by balancing direction with need for worker autonomy
- Is available
- Serves as an ally for staff
- Acknowledges effective job performance
- Prevents workers’ accumulation of large amounts of overtime
- Helps set priorities

(Pecora, Whittaker, Maluccio, and Barth, 2000).

Doing Effective Supervision (How)



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- **Communication**
 - Make expectations clear and share needed information
- **Control**
 - Monitor staff progress in achieving goals
- **Feedback**
 - Inform staff whether performance meets expectations
- **Supervisory Focus**
 - Supervisor's comfort with components of the role
- **Production**
 - Set and maintain high standards
- **People**
 - Convey empathy regarding staff needs and feelings
- **Coaching**
 - Demonstrate concern for staff growth and development

(Rand, Mahoney and Mahoney 1990)

END!



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