

Table of Contents

Executive Summary	4
Assessment Results by Entire Group	5
Assessment Results by Occupation	6
Senior Plant Supervisors	6
Plant Supervisors	8
Maintenance Supervisors	10
Warehouse Supervisors	12
Lead Hands	14
Assessment Results by Work Shift	16
A - Shift	16
B - Shift	18
C - Shift	20
D - Shift	22
Assessment Results by Skill	24
Guiding the Work	24
Entire Group	24
Plant Supervisors	25
Maintenance Supervisors	26
Organizing the Work	27
Entire Group	27
Plant Supervisors	28
Maintenance Supervisors	28

Developing Your Staff	30
Entire Group.....	30
Plant Supervisors	31
Maintenance Supervisors	31
Managing Performance	32
Entire Group.....	32
Plant Supervisors	33
Maintenance Supervisors	33
Managing Relations	34
Entire Group.....	34
Plant Supervisors	35
Maintenance Supervisors	35
Assessment Results by Individual	37
Alexander	37
Allen.....	39
Brian.....	40
Bryan.....	41
Dan	42
David.....	43
Douglas	44
Dwayne	45
Gregory	46
Irving.....	47

Jorge.....	48
Joseph.....	49
Layfaette	50
Martin.....	51
Michael	52
Michael	53
Palmer	54
Paul	55
Robert.....	56
Robert.....	57
Rodger.....	58
Analysis.....	59
Recommendations.....	65
Appendix	
Background Information.....	67
About Supervisory Skills	68
References.....	104
Charting The Results.....	106
What Do The Scores Mean?	107

EXECUTIVE SUMMARY

ABC Company management seeks to enhance the supervisory skills of each supervisor within the organization. The best way to achieve this initiative is to first assess the skills of each supervisor before developing a plan of action. The supervisors completed a Supervisor Skills Questionnaire. The Supervisor Skills Questionnaire evaluates the essential supervisor skills in five different areas - *Guiding the Work*, *Organizing the Work*, *Developing Your Staff*, *Managing Performance*, and *Managing Relations*.

The survey results reveal that 81 percent of the participants are below the standards set by the assessment. As a group, they are average in *Organizing the Work*, *Managing Performance*, and *Managing Relations*. They are below average in the *Guiding the Work* category.

As a group, senior level supervisors have a below average, while as a group, the supporting plant supervisors have an above average. The senior level supervisors are above average for the *Managing Performance* category. They are middle average for *Managing Relations* and below average for the categories *Guiding the Work*, *Organizing the Work*, and *Developing Your Staff*. As a group, the Plant Supervisors had an above average in all categories except *Guiding the Work*.

The maintenance supervisors have an above rating in all categories with the exception of *Guiding the Work* and *Organizing the Work*.

The Warehouse Supervisors have an above rating in the *Developing Your Staff* category. They have a middle rating in the *Organizing the Work* and *Managing Performance* categories. They have a below rating in the *Guiding the Work* and *Managing Relations* categories.

As a group, the surveyed Lead Hands have middle rating in the categories *Guiding the Work* and *Organizing the Work*. They have a below average for all other categories.

The assessment results by skill indicate that the supervisors overwhelmingly have challenges in communicating with management, communicating with other supervisors, and communicating with employees.

Assessment Results by Entire Group

Name	GW	OW	DS	MP	MR	Total
Douglas	9	9	12	11	11	52
David	10	10	9	12	9	50
Michael	7	11	11	11	10	50
Rodger	10	9	9	11	11	50
Bryan	8	10	12	11	8	49
Jorge	8	11	9	9	12	49
Joseph	7	11	9	11	11	49
Brian	9	7	9	12	11	48
Martin	9	9	9	10	11	48
Michael	10	8	10	11	9	48
Robert	5	11	10	11	9	46
Allen	10	7	9	12	7	45
Layfayette	7	11	9	10	8	45
Alexander	6	7	10	11	10	44
Palmer	6	9	11	10	8	44
Paul	4	9	9	12	10	44
Irving	8	8	6	10	9	41
Robert	7	9	11	9	5	41
Gregory	6	9	8	9	8	40
Dwayne	5	7	11	8	8	39
Dan	6	7	7	9	9	38
Total	157	189	200	220	194	
Average	7	9	10	10	9	

GW - Guiding the Work

OW - Organizing the Work

DS - Developing Your Staff

MP - Managing Performance

MR - Managing Relations

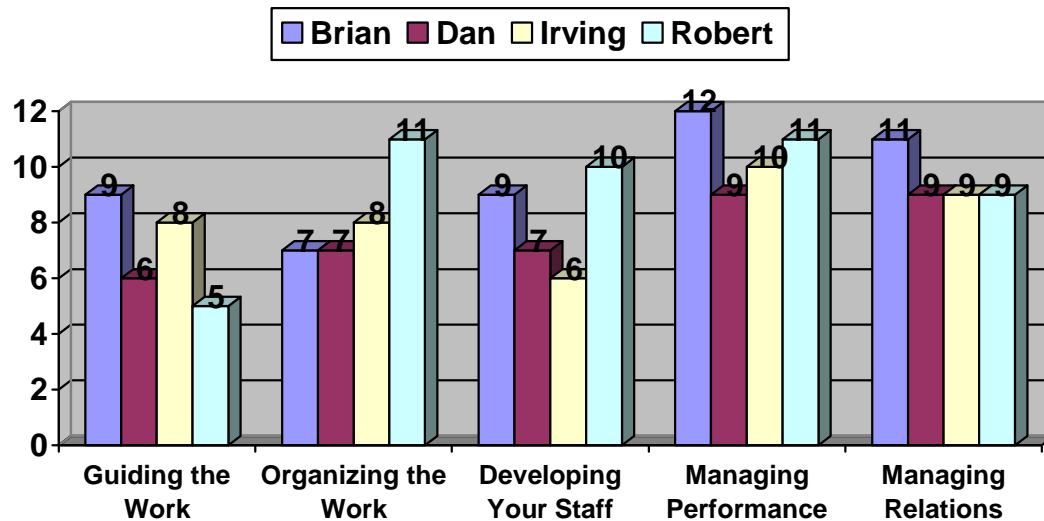
According to the assessment evaluation (see Charting Your Results - Appendix) nineteen percent of the participants have above average supervisory skills. Forty-two percent are average and thirty-eight percent are below average. We Calculate the average for each category by dividing the total for each category by the number of participants. The group is above average in *Developing Your Staff* category. They are average in *Organizing the Work*, *Managing Performance*, and *Managing Relations*. They are below average in the *Guiding the Work* category. *Guiding the Work* involves understanding what the needs of the organization are and planning the group's work effectively to meet those needs.

Assessment Results by Occupation

The Supervisory Skills Questionnaire contains 30 short situations that a supervisor could face in their day-to-day operations. The questionnaire scores each participant in the following categories: *Guiding the Work, Organizing the Work, Developing Your Staff, Managing Performance, and Managing Relations*. The subtotals for each category can range from a low of 0 to a high of 12. The total score can range from 0 to 60 (for additional information see Charting Your Results in the appendix).

For each score that is above the average value the participant's value for that category is Above. For each score that is equal to the average value the participant's value for that category is Threshold. For each score that is equal to the below average the participant's value for that category is below. When determining the average for each category Above equals above average; Middle equals middle value; Below equals below value.

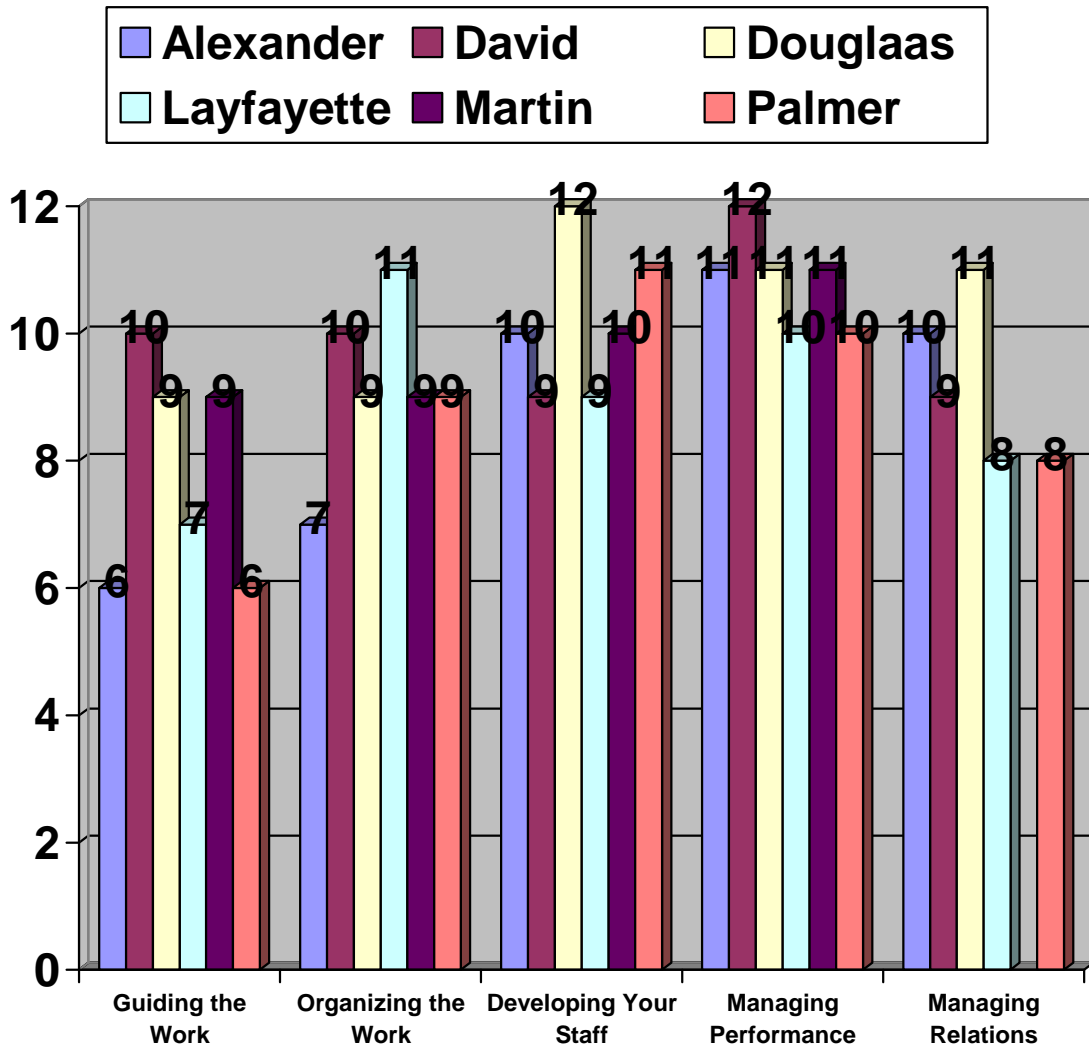
Senior Plant Supervisors



Name	Guiding the Work	Organizing the Work	Developing Your Staff	Managing Performance	Managing Relations
Brian	Above	Below	Threshold	Above	Above
Robert	Below	Above	Above	Above	Threshold
Dan	Below	Below	Below	Below	Threshold
Irving	Threshold	Below	Below	Threshold	Threshold
Average	Below	Below	Below	Above	Middle
* Skill - Threshold Value Guiding the Work - 8 Organizing the Work - 9 Developing Your Staff - 9 Managing Performance - 10 Managing Relations - 9					

As a group, senior level supervisors are below the skill level outlined by the Supervisory Skills assessment. The group's supervisory level has an above average for the *Managing Performance* category. The group has a middle average for *Managing Relations*. The group has a below average for the categories *Guiding the Work*, *Organizing the Work*, and *Developing Your Staff*. From a leadership perspective, in order for the organization to function at an optimum level, the senior level supervisors will need additional training.

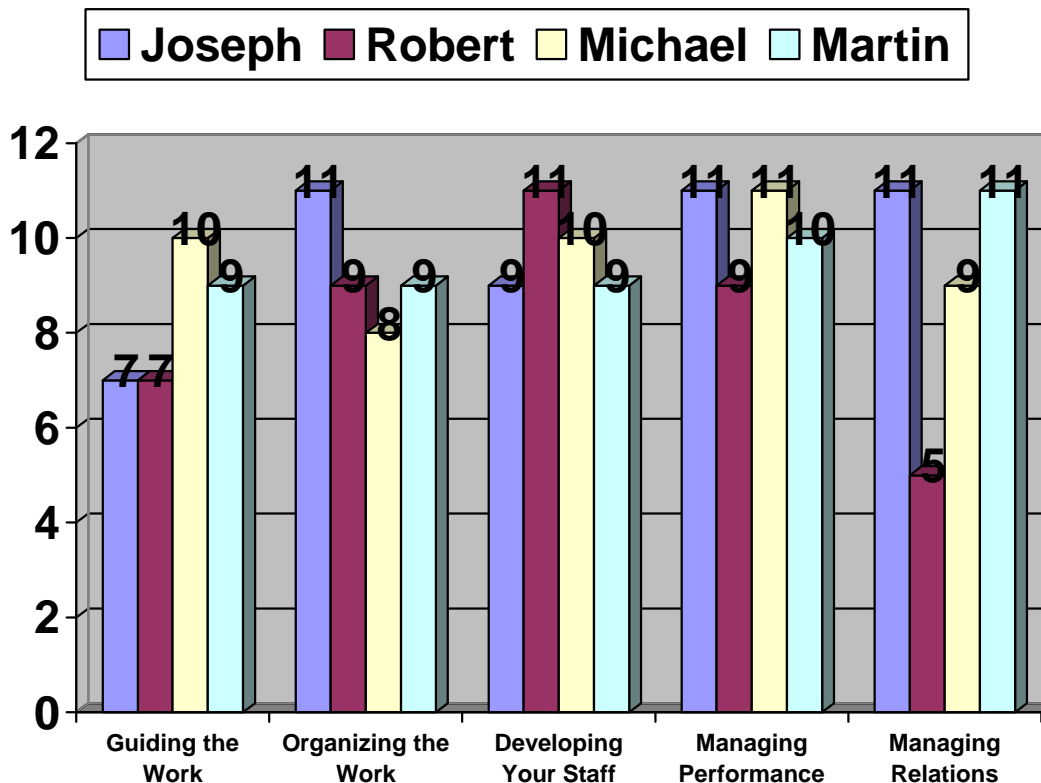
Plant Supervisors



Name	Guiding the Work	Organizing the Work	Developing Your Staff	Managing Performance	Managing Relations
Alexander	Below	Below	Above	Above	Above
David	Above	Above	Threshold	Above	Threshold
Douglas	Above	Threshold	Above	Above	Above
Layfaette	Below	Above	Threshold	Threshold	Below
Martin	Above	Threshold	Threshold	Threshold	Above
Palmer	Below	Threshold	Above	Threshold	Below
Average	Middle	Above	Above	Above	Above
* Skill - Threshold Value Guiding the Work - 8 Organizing the Work - 9 Developing Your Staff - 9 Managing Performance - 10 Managing Relations - 9					

As a group, the Plant Supervisors had an above average in all categories except *Guiding the Work*. *Guiding the Work* involves understanding what the needs of the organization are and planning the group's work effectively to meet those needs. From a group perspective, it appears that they are the good support for the senior supervisors. However, we will need to analyze each shift to ensure that the senior supervisors have the appropriate support.

Maintenance Supervisors



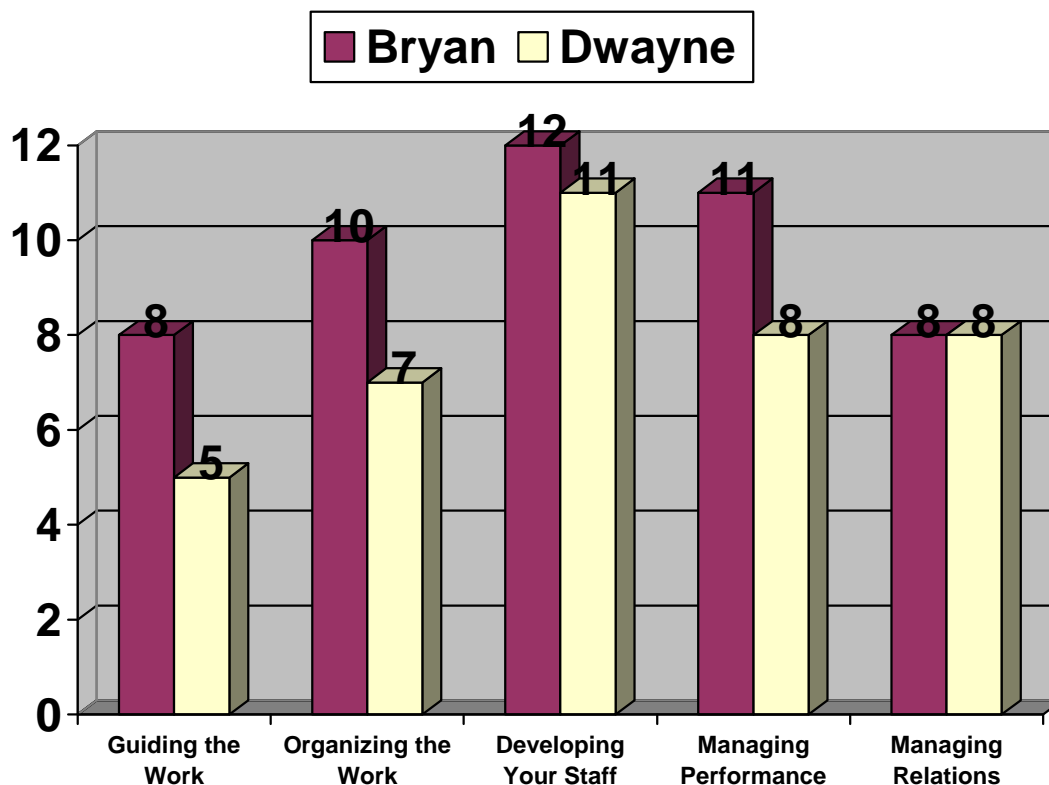
Name	Guiding the Work	Organizing the Work	Developing Your Staff	Managing Performance	Managing Relations
Robert	Below	Threshold	Above	Below	Below
Michael	Above	Below	Above	Above	Threshold
Martin	Above	Threshold	Threshold	Threshold	Above
Joseph	Below	Above	Threshold	Above	Above
Average	Middle	Middle	Above	Above	Above

* Skill - Threshold Value
 Guiding the Work - 8
 Organizing the Work - 9
 Developing Your Staff - 9
 Managing Performance - 10
 Managing Relations - 9

The maintenance supervisors have an above rating in all categories with the exception of *Guiding the Work* and *Organizing the Work*. *Guiding the Work* is the weakest category for this group. *Guiding the Work* involves understanding what the needs of the organization are and planning the group's work effectively to meet those needs. *Organizing the Work* involves assigning people and allocating resources to accomplish work goals.

Since the maintenance supervisors have a role that supports the plant process, the results may indicate a conflict between the maintenance supervisors and the plant supervisors for two of the maintenance supervisors. Only two of the maintenance supervisors have an above rating in the category of *Managing Relations*. *Managing Relations* includes communication with other groups in the organization. This involves keeping other groups informed about their plans, considering the request for help based organizational needs, becoming familiar with the work of other groups, and developing relationships with supervisors outside their group.

Warehouse Supervisors



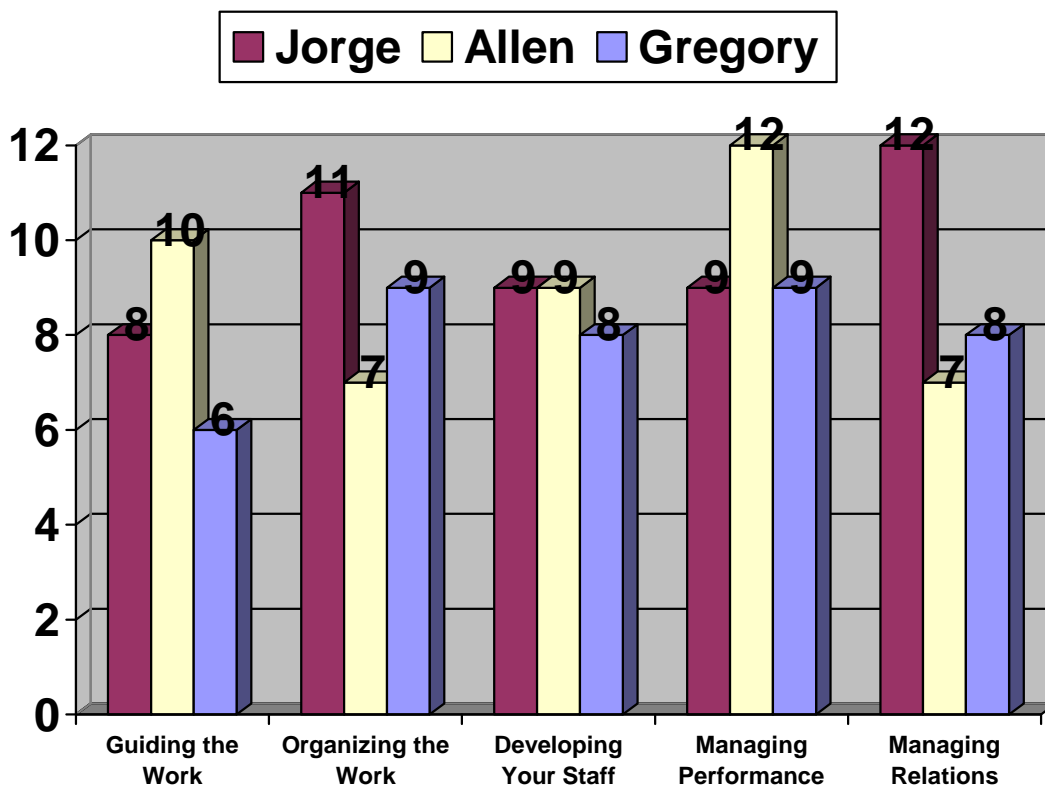
Name	Guiding the Work	Organizing the Work	Developing Your Staff	Managing Performance	Managing Relations
Dwayne	Below	Below	Above	Below	Below
Bryan	Below	Above	Above	Above	Below
Average	Below	Middle	Above	Middle	Below

* Skill - Threshold Value
 Guiding the Work - 8
 Organizing the Work - 9
 Developing Your Staff - 9
 Managing Performance - 10
 Managing Relations - 9

The Warehouse Supervisors have an above rating in the *Developing Your Staff* category. They have a middle rating in the *Organizing the Work* and *Managing Performance* categories. They have a below rating in the *Guiding the Work* and *Managing Relations* categories. *Guiding the*

Work involves understanding what the needs of the organization are and planning the group's work effectively to meet those needs. *Managing Relations* includes communication with other groups in the organization. This involves keeping other groups informed about their plans, considering the request for help based on organizational needs, becoming familiar with the work of other groups, and developing relationships with supervisors outside their group.

Lead Hands



Name	Guiding the Work	Organizing the Work	Developing Your Staff	Managing Performance	Managing Relations
Jorge	Threshold	Above	Threshold	Below	Above
Allen	Above	Below	Threshold	Above	Below
Gregory	Below	Threshold	Below	Below	Below
Average	Middle	Middle	Below	Below	Below

* Skill - Threshold Value
 Guiding the Work - 8
 Organizing the Work - 9
 Developing Your Staff - 9
 Managing Performance - 10
 Managing Relations - 9

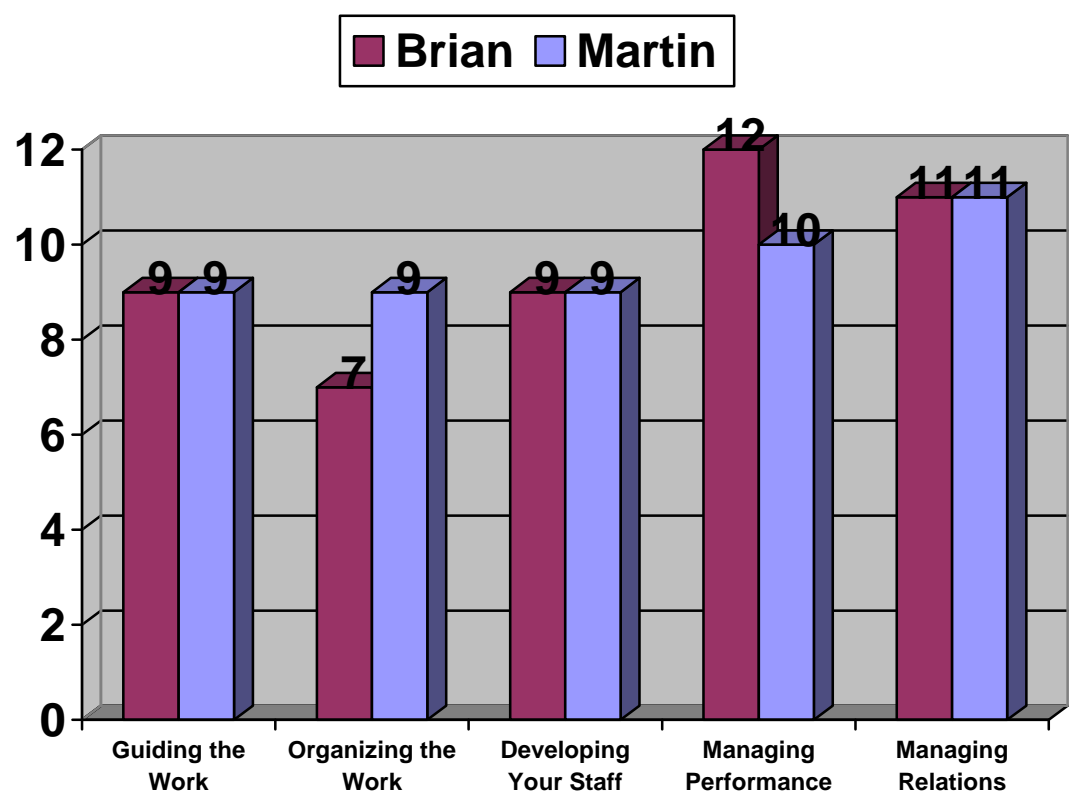
As a group, the surveyed Lead Hands have middle rating in the categories *Guiding the Work* and *Organizing the Work*. *Guiding the Work* involves understanding what the needs of the organization are and planning the group's work effectively to meet those needs. *Organizing the Work* involves assigning people and allocating resources to accomplish work goals. They have a below rating in the categories *Developing Your Staff*, *Managing Performance*, and *Managing Relations*. *Developing Your Staff* involves increasing the skill level of each employee by learning his/her strengths and assign tasks according to developmental need. *Managing Performance* includes tracking the performance of employees and helping them to meet their own objective and those of the organization. *Managing Relations* includes managing relationships with other groups to ensure that the work group is effective and meets the organizational goals. The employees will benefit from supervisors who have the above level skill to *Develop Your Staff*.

Assessment Results by Work Shift

The Supervisory Skills Questionnaire contains 30 short situations that a supervisor could face in their day-to-day operations. The questionnaire scores each participant in the following categories: *Guiding the Work, Organizing the Work, Developing Your Staff, Managing Performance, and Managing Relations*. The subtotals for each category can range from a low of 0 to a high of 12. The total score can range from 0 to 60 (for additional information see Charting Your Results in the appendix).

For each score that is above the average value the participant's value for that category is Above. For each score that is equal to the average value the participant's value for that category is Threshold. For each score that is equal to the below average the participant's value for that category is below. When determining the average for each category Above equals above average; Middle equals middle value; Below equals below value.

A - Shift

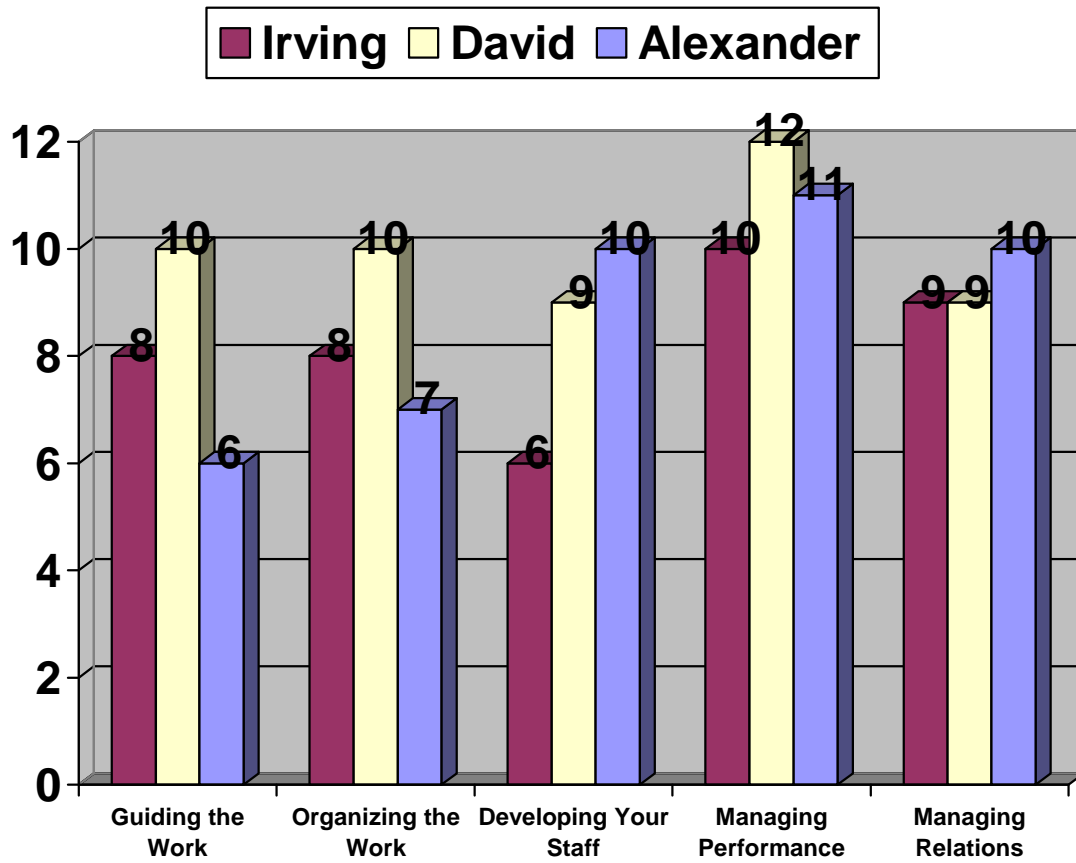


Name	Guiding the Work	Organizing the Work	Developing Your Staff	Managing Performance	Managing Relations
Brian	Below	Below	Below	Above	Above
Martin	Above	Threshold	Threshold	Threshold	Above
Average	Middle	Below	Below	Above	Above

* Skill - Threshold Value
 Guiding the Work - 8
 Organizing the Work - 9
 Developing Your Staff - 9
 Managing Performance - 10
 Managing Relations - 9

The A-Shift supervisors have an above rating for *Managing Performance* and *Managing Relations*. They have a middle rating for *Guiding the Work*. They have a below level rating for *Organizing the Work* and *Developing Your Staff*. *Organizing the Work* involves assigning people and allocating resources to accomplish work goals. *Developing Your Staff* involves increasing the skill level of each employee by learning his/her strengths and assign tasks according to developmental need. This team may have challenges with handling task assignment, setting priorities, assigning resources, delegating work, and developing the needs of their employees while maintaining other priorities.

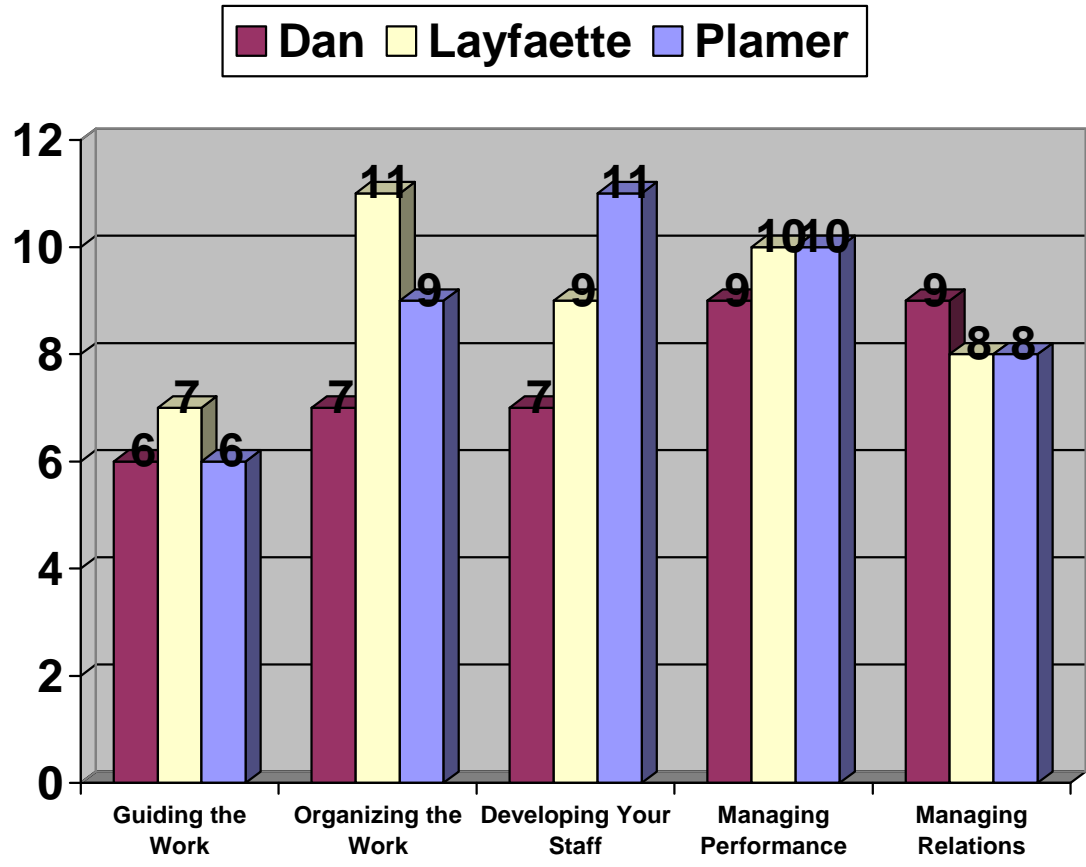
B - Shift



Name	Guiding the Work	Organizing the Work	Developing Your Staff	Managing Performance	Managing Relations
Irving	Threshold	Below	Below	Above	Threshold
David	Above	Above	Threshold	Above	Threshold
Alexander	Below	Below	Above	Above	Above
Average	Middle	Below	Middle	Above	Above
* Skill - Threshold Value Guiding the Work - 8 Organizing the Work - 9 Developing Your Staff - 9 Managing Performance - 10 Managing Relations - 9					

The B-Shift supervisors have an above rating for *Managing Performance* and *Managing Relations*. They have a middle rating for *Guiding the Work* and *Developing Your Staff*. They have a below rating for *Organizing the Work*. *Organizing the Work* involves assigning people and allocating resources to accomplish work goals.

C - Shift

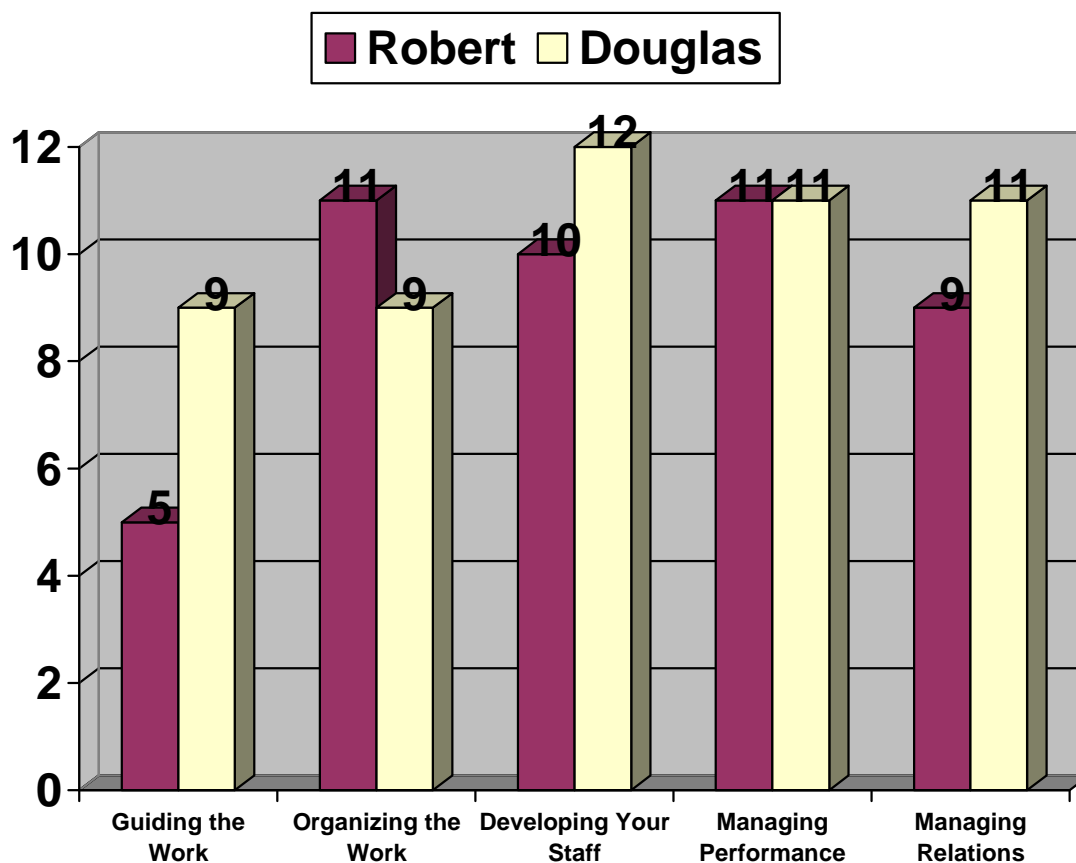


Name	Guiding the Work	Organizing the Work	Developing Your Staff	Managing Performance	Managing Relations
Dan	Below	Below	Below	Below	Below
Layfaette	Below	Above	Threshold	Threshold	Below
Palmer	Below	Threshold	Above	Threshold	Below
Average	Below	Middle	Middle	Below	Below

* Skill - Threshold Value
 Guiding the Work - 8
 Organizing the Work - 9
 Developing Your Staff - 9
 Managing Performance - 10
 Managing Relations - 9

The C-Shift supervisors have a middle rating for the categories *Organizing the Work*, and *Developing Your Staff*. They have a below rating for *Guiding the Work*, *Managing Performance*, and *Managing Relations*. *Guiding the Work* involves understanding what the needs of the organization are and planning the group's work effectively to meet those needs. *Managing Performance* includes tracking the performance of employees and helping them to meet their own objective and those of the organization. *Managing Relations* includes managing relationships with other groups to ensure that the work group is effective and meets the organizational goals.

D - Shift



Name	Guiding the Work	Organizing the Work	Developing Your Staff	Managing Performance	Managing Relations
Robert	Below	Above	Above	Above	Threshold
Douglas	Above	Threshold	Above	Above	Above
Average	Middle	Above	Above	Above	Above

* Skill - Threshold Value
 Guiding the Work - 8
 Organizing the Work - 9
 Developing Your Staff - 9
 Managing Performance - 10
 Managing Relations - 9

The D-Shift supervisors have an above rating for *Organizing the Work*, *Developing Your Staff*, *Managing Performance*, and *Managing Relations*. They have a middle rating for *Guiding the Work*. *Guiding the Work* involves understanding what the needs of the organization are and

planning the group's work effectively to meet those needs. The D-shift team seems to have the strongest supervisory skills.

Assessment Results by Skill

The assessment contains five questions that are specific to the categories *Guiding the Work*, *Organizing the Work*, *Developing Your Staff*, *Managing Performance*, and *Managing Relations*. For a total of 30 questions. When participants respond to each question, they indicate what they would do in each situation. If they receive a score of "2" for an item, they chose the best way to handle the situation. If they receive a score of "1" for an item, they chose a way of handling the situation that would neither hurt nor help. If they receive a "0" for an item, they chose a way of handling the situation that might actually hurt the situation. The appendix contains a rationale for each question.

Guiding the Work

Guiding the Work involves taking the direction of the organization and translating it into actionable plans for the work group.

Entire Group

Name	Q1	Q6	Q11	Q16	Q21	Q26	Total
Allen	1	2	2	1	2	2	10
David	2	2	2	1	2	1	10
Michael	2	1	2	2	2	1	10
Rodger	1	2	2	2	2	1	10
Brian	0	2	2	1	2	2	9
Douglas	1	1	2	2	2	1	9
Martin	2	1	2	2	2	0	9
Bryan	1	2	2	2	1	0	8
Irving	1	1	2	1	2	1	8
Jorge	1	1	2	2	2	0	8
Joseph	1	1	2	2	1	0	7
Layfaette	1	1	2	2	1	0	7
Michael	2	0	2	1	2	0	7
Robert	1	1	0	2	2	1	7
Alexander	1	1	0	2	2	0	6
Dan	1	1	0	2	2	0	6
Gregory	2	0	2	1	1	0	6
Palmer	1	1	2	0	2	0	6
Dwayne	1	1	0	1	2	0	5
Robert	1	1	2	0	1	0	5
Paul	2	1	0	0	1	0	4
Total	26	24	32	29	36	10	157
Percent	61	57	76	69	85	23	

Since there are 21 participants who participated in the assessment, the maximum for each column is 42. The percentages for each question reveal that the weaknesses for the group are questions 1, 6, 11, 16, and 26. Questions number 1, 6, 16 require communication between employees and question number 26 requires communication with management. Question number 11 requires decision-making.

Plant Supervisors

Name	Q1	Q6	Q11	Q16	Q21	Q26	Total
Martin	2	1	2	2	2	0	9
Brian	0	2	2	1	2	2	9
Alexander	1	1	0	2	2	0	6
David	2	2	2	1	2	1	10
Irving	1	1	2	1	2	1	8
Layfayette	1	1	2	2	1	0	7
Palmer	1	1	2	0	2	0	6
Dan	1	1	0	2	2	0	6
Douglas	1	1	2	2	2	1	9
Robert	1	1	2	0	1	0	5
Total	11	12	16	13	18	5	75
Percent	55	60	80	65	90	25	

Since there are 10 Plant Supervisors who participated in the assessment, the maximum for each column is 20. The percentages for each question reveal that the weaknesses for the group are questions 1, 6, 16, and 26. Questions number 1, 6, 16 require communication between employees and question number 26 requires communication with management.

Maintenance Supervisors

Name	Q1	Q6	Q11	Q16	Q21	Q26	Total
Joseph	1	1	2	2	1	0	7
Michael	2	1	2	2	2	1	10
Paul	2	1	0	0	1	0	4
Robert	1	1	0	2	2	1	7
Total	6	4	4	6	6	2	28
Percent	75	50	50	75	75	25	

Since there are four Maintenance Supervisors who participated in the assessment, the maximum for each column is 8. The percentages for each question reveal that there are weaknesses for the group in all questions. Questions number 1, 6, 16 require communication between employees. Question number 11 requires decision-making skills. Question number 26 requires communication with management.

Organizing the Work

Entire Group

Name	Q2	Q7	Q12	Q17	Q22	Q27	Total
Jorge	1	2	2	2	2	2	11
Michael	1	2	2	2	2	2	11
Joseph	2	1	2	2	2	2	11
Robert	2	1	2	2	2	2	11
Layfayette	1	2	2	2	2	2	11
David	2	1	2	2	1	2	10
Bryan	2	2	2	2	0	2	10
Gregory	1	1	1	2	2	2	9
Douglas	2	1	2	2	0	2	9
Robert	2	2	1	2	0	2	9
Martin	2	2	2	2	0	1	9
Paul	1	2	1	2	1	2	9
Palmer	2	1	1	2	1	2	9
Roger	2	1	2	2	0	2	9
Michael	1	2	2	2	0	1	8
Irving	1	1	2	2	0	2	8
Allen	1	0	2	2	0	2	7
Dwayne	1	2	2	2	0	0	7
Alexander	0	1	2	2	0	2	7
Brian	0	0	2	2	1	2	7
Dan	1	1	2	2	0	1	7
Total	28	28	38	42	16	37	189
Percent	67	67	90	100	38	88	

Since there are 21 participants who participated in the assessment, the maximum for each column is 42. The percentages for each question reveal that the weaknesses for the group are questions 2, 7, and 22. Questions number 2 and 7 require communication with management. Question number 22 requires decision-making skills.

Plant Supervisors

Name	Q2	Q7	Q12	Q17	Q22	Q27	Total
Martin	2	2	2	2	0	1	9
Brian	0	0	2	2	1	2	7
Alexander	0	1	2	2	0	2	7
David	2	1	2	2	1	2	10
Irving	1	1	2	2	0	2	8
Layfayette	1	2	2	2	2	2	11
Palmer	2	1	1	2	1	2	9
Dan	1	1	2	2	0	1	7
Douglas	2	1	2	2	0	2	9
Robert	2	1	2	2	2	2	11
Total	13	11	19	20	7	18	88
Percent	65	55	95	100	35	90	

Since there are 10 Plant Supervisors who participated in the assessment, the maximum for each column is 20. The percentages for each question reveal that the weaknesses for the group are questions 2, 7, and 22. Questions number 2 and 7 require communication with management. Question number 22 requires decision-making skills.

Maintenance Supervisors

Name	Q2	Q7	Q12	Q17	Q22	Q27	Total
Joseph	2	1	2	2	2	2	11
Michael	1	2	2	2	0	1	8
Paul	1	2	1	2	1	2	9
Robert	2	2	1	2	0	2	9
Total	6	7	6	8	3	7	37
Percentage	75	88	75	100	33	88	

Since there are four Maintenance Supervisors who participated in the assessment, the maximum for each column is 8. The percentages for each question reveal that there are weaknesses for the group in questions 2, 12, and 22. Questions number 2 and 22 require communication with

management and decision-making. Question number 12 requires personal development and employee communication.

Developing Your Staff

Entire Group

Name	Q3	Q8	Q13	Q18	Q23	Q28	Total
Bryan	2	2	2	2	2	2	12
Douglas	2	2	2	2	2	2	12
Michael	2	2	2	2	1	2	11
Dwayne	1	2	2	2	2	2	11
Robert	2	2	2	2	1	2	11
Palmer	1	2	2	2	2	2	11
Robert	2	2	2	2	2	0	10
Alexander	1	2	2	2	1	2	10
Michael	2	2	2	2	1	1	10
Jorge	2	2	2	2	1	0	9
Allen	1	2	2	2	0	2	9
Joseph	1	2	2	2	0	2	9
David	2	2	2	2	1	0	9
Martin	1	2	2	2	1	1	9
Paul	2	2	2	2	0	1	9
Layfaette	1	2	2	2	2	0	9
Brian	2	2	1	2	0	2	9
Rodger	2	2	0	2	2	1	9
Gregory	2	1	2	1	0	2	8
Dan	1	2	1	2	1	0	7
Irving	1	2	1	2	0	0	6
Total	33	41	37	41	22	26	
Percent	78	98	88	98	52	62	

Since there are 21 participants who participated in the assessment, the maximum for each column is 42. The percentages for each question reveal that the weaknesses for the group are questions 3, 23, and 28. Questions number 2 requires decision-making. Question number 23 requires leadership and decision-making. Question number 28 requires leadership coaching.

Plant Supervisors

Name	Q3	Q8	Q13	Q18	Q23	Q28	Total
Douglas	2	2	2	2	2	2	12
Palmer	1	2	2	2	2	2	11
Robert	2	2	2	2	2	0	10
Alexander	1	2	2	2	1	2	10
David	2	2	2	2	1	0	9
Martin	1	2	2	2	1	1	9
Layfaette	1	2	2	2	2	0	9
Brian	2	2	1	2	0	2	9
Dan	1	2	1	2	1	0	7
Irving	1	2	1	2	0	0	6
Total	14	20	17	20	12	9	92
Percent	70	100	85	100	60	45	

Since there are 10 Plant Supervisors who participated in the assessment, the maximum for each column is 20. The percentages for each question reveal that the weaknesses for the group are questions 3, 23, and 28. Question number 3 requires decision-making. Question number 23 requires leadership and decision-making. Question number 28 requires leadership coaching.

Maintenance Supervisors

Name	Q3	Q8	Q13	Q18	Q23	Q28	Total
Joseph	1	2	2	2	0	2	9
Michael	2	2	2	2	1	1	10
Paul	2	2	2	2	0	1	9
Robert	2	2	2	2	1	2	11
Total	7	8	8	8	2	6	39
Percent	88	100	100	100	25	75	

Since there are four Maintenance Supervisors who participated in the assessment, the maximum for each column is 8. The percentages for each question reveal that there are weaknesses for the group in questions 23 and 28. Question number 23 requires leadership and decision making while question number 28 requires leadership coaching.

Managing Performance

Entire Group

Name	Q4	Q9	Q14	Q19	Q24	Q29	Total
David	2	2	2	2	2	2	12
Brian	2	2	2	2	2	2	12
Layfayette	2	2	2	2	2	2	12
Allen	2	2	2	2	2	2	12
Bryan	2	1	2	2	2	2	11
Robert	2	2	2	1	2	2	11
Alexander	2	2	2	1	2	2	11
Douglas	2	1	2	2	2	2	11
Joseph	2	2	2	1	2	2	11
Michael	2	1	2	2	2	2	11
Michael	2	1	2	2	2	2	11
Jorge	2	2	2	1	2	2	11
Rodger	2	2	2	1	2	2	11
Irving	2	1	2	1	2	2	10
Martin	2	1	2	1	2	2	10
Palmer	2	1	2	1	2	2	10
Robert	0	2	2	1	2	2	9
Gregory	2	1	2	2	0	2	9
Paul	2	2	2	2	0	1	9
Dan	2	2	2	1	0	2	9
Dwayne	2	2	0	0	2	2	8
Total	40	34	40	30	36	41	
Percent	95	80	95	71	85	95	

Since there are 21 participants who participated in the assessment, the maximum for each column is 42. The percentages for each question reveal that the weaknesses for the group are question number 19. Question number 19 requires leadership coaching.

Plant Supervisors

Name	Q4	Q9	Q14	Q19	Q24	Q29	Total
Martin	2	1	2	1	2	2	10
Brian	2	2	2	2	2	2	12
David	2	2	2	2	2	2	12
Alexander	2	2	2	1	2	2	11
Irving	2	1	2	1	2	2	10
Layfayette	2	2	2	2	2	2	12
Palmer	2	1	2	1	2	2	10
Dan	2	2	2	1	0	2	9
Douglas	2	1	2	2	2	2	11
Robert	2	2	2	1	2	2	11
Total	20	16	20	14	18	20	108
Percent	100	80	100	70	90	100	

Since there are 10 Plant Supervisors who participated in the assessment, the maximum for each column is 20. The percentages for each question reveal that the weakness for the group is question 24. Question 24 requires leadership coaching.

Maintenance Supervisors

Name	Q4	Q9	Q14	Q19	Q24	Q29	Total
Joseph	2	2	2	1	2	2	11
Michael	2	1	2	2	2	2	11
Paul	2	2	2	2	0	1	9
Robert	0	2	2	1	2	2	9
Total	6	7	8	6	6	7	40
Percent	75	88	100	75	75	88	

Since there are four Maintenance Supervisors who participated in the assessment, the maximum for each column is 8. The percentages for each question reveal that there are weaknesses for the group in questions 4, 19, and 24. Questions number 4 requires communication with employees. Questions number 19 and 24 requires leadership coaching.

Managing Relations

Entire Group

Name	Q5	Q10	Q15	Q20	Q25	Q30	Total
Jorge	2	2	2	2	2	2	12
Brian	1	2	2	2	2	2	11
Douglas	2	2	2	2	2	1	11
Joseph	2	2	2	2	1	2	11
Martin	2	2	2	2	2	1	11
Rodger	2	2	2	2	2	1	11
Alexander	2	2	2	2	0	2	10
Paul	1	2	2	2	2	1	10
Michael	2	2	1	2	2	1	10
David	1	2	2	2	2	0	9
Irving	2	2	2	2	0	1	9
Robert	1	2	2	2	2	0	9
Michael	2	2	2	2	1	0	9
Dan	2	2	1	2	2	0	9
Bryan	2	0	1	2	2	1	8
Dwayne	2	0	2	1	2	1	8
Gregory	2	0	0	2	2	2	8
Layfayette	2	2	2	2	0	0	8
Palmer	0	2	1	2	2	1	8
Allen	0	2	0	2	2	1	7
Robert	0	2	2	0	1	0	5
Total	32	36	34	39	33	20	194
Percent	76	85	81	93	79	48	

Since there are 21 participants who participated in the assessment, the maximum for each column is 42. The percentages for each question reveal that the weaknesses for the group are questions 5, 25, and 30. Questions number 5 requires communication with management. Question number 25 and 30 require communication with employees and other supervisors respectively.

Plant Supervisors

Name	Q5	Q10	Q15	Q20	Q25	Q30	Total
Martin	2	2	2	2	2	1	11
Brian	1	2	2	2	2	2	11
Alexander	2	2	2	2	0	2	10
David	1	2	2	2	2	0	9
Irving	2	2	2	2	0	1	9
Layfayette	2	2	2	2	0	0	8
Palmer	0	2	1	2	2	1	8
Dan	2	2	1	2	2	0	9
Douglas	2	2	2	2	2	1	11
Robert	1	2	2	2	2	0	9
Total	15	20	18	20	14	8	95
Percent	75	100	90	100	70	40	

Since there are 10 Plant Supervisors who participated in the assessment, the maximum for each column is 20. The percentages for each question reveal that the weaknesses for the group are questions 5, 25, and 30. Questions number 5 requires communication with management. Question number 25 and 30 require communication with employees and other supervisors respectively.

Maintenance Supervisors

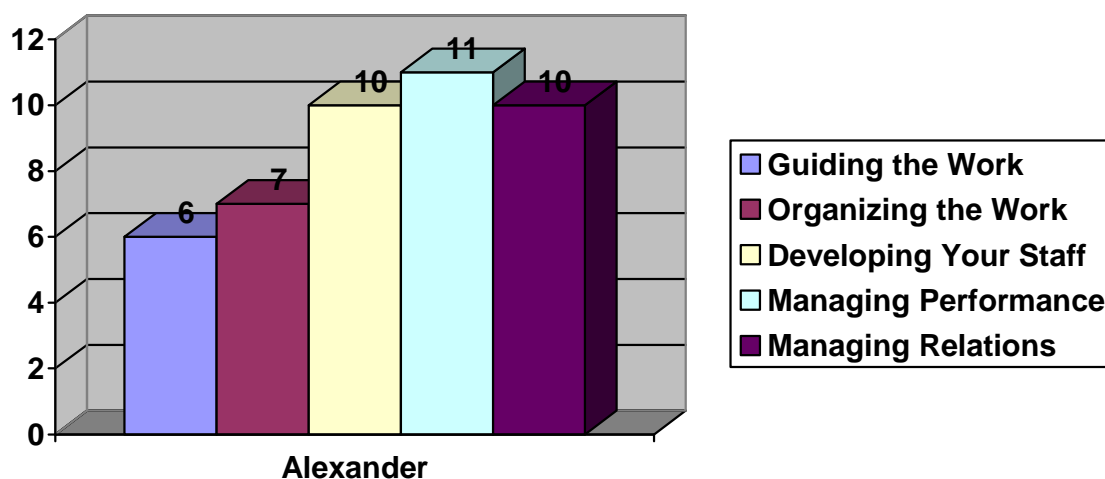
Name	Q5	Q10	Q15	Q20	Q25	Q30	Total
Joseph	2	2	2	2	1	2	11
Michael	2	2	2	2	1	0	9
Paul	1	2	2	2	2	1	10
Robert	0	2	2	0	1	0	5
Total	5	8	8	6	5	3	35
Percent	63	100	100	75	63	38	

Since there are four Maintenance Supervisors who participated in the assessment, the maximum for each column is 8. The percentages for each question reveal that there are weaknesses for the group in questions 5, 20, 25, 30. Questions number 5 requires communication with management. Question number 20 requires decision-making and communication with other supervisors. Question number 25 and 30 require communication with employees and other supervisors respectively.

Assessment Results by Individual

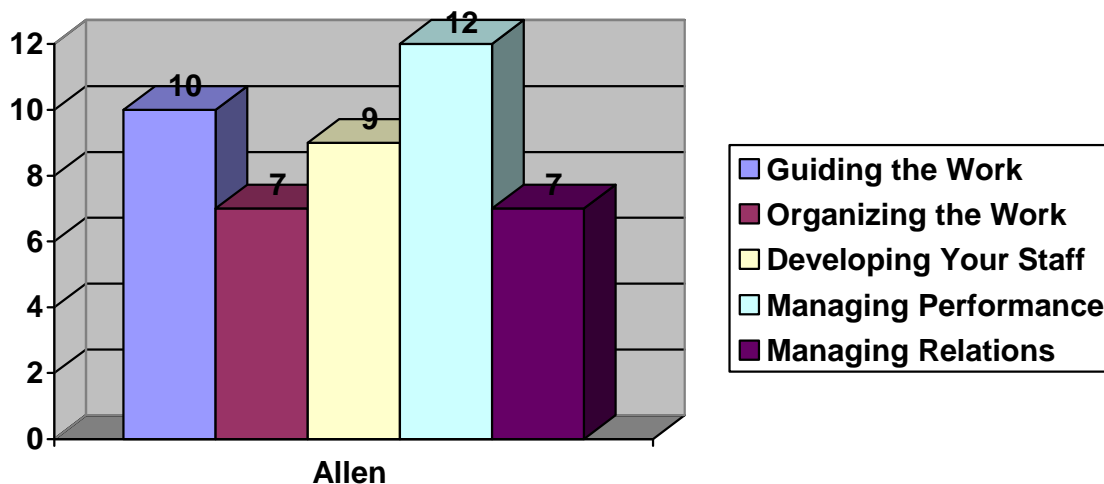
The Supervisory Skills Questionnaire contains 30 short situations that a supervisor could face in their day-to-day operations. Columns in the following categories score the questionnaire: *Guiding the Work, Organizing the Work, Developing Your Staff, Managing Performance, and Managing Relations*. The subtotals for each column can range from a low of 0 to a high of 12. The total score can range from 0 to 60 (for additional information see Charting Your Results in the appendix).

For each score that is above the average value the participant's value for that category is Above. For each score that is equal to the average value the participant's value for that category is Threshold. For each score that is equal to the below average the participant's value for that category is below. When determining the average for each category Above equals above average; Middle equals middle value; Below equals below value.



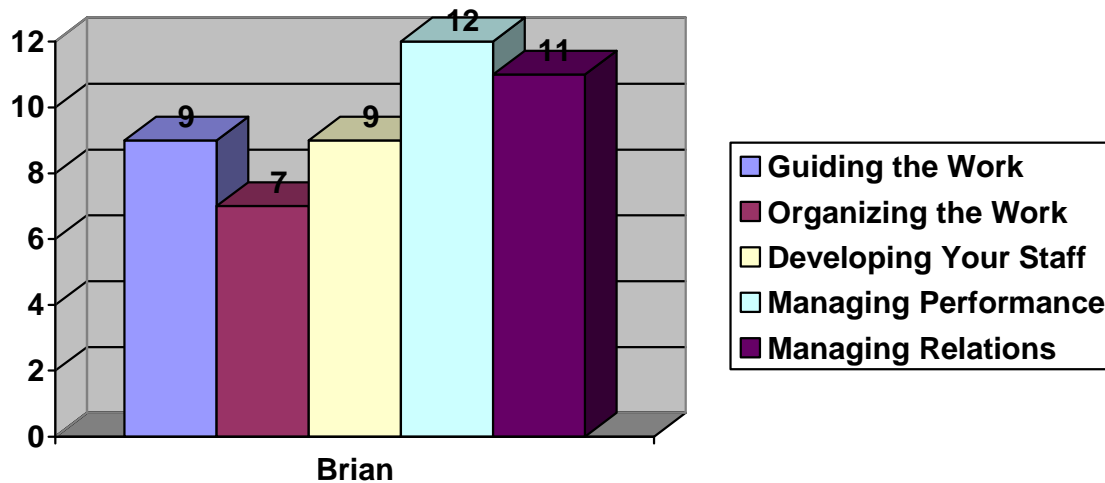
Skill	Threshold Value	Remarks
Guiding the Work	8	Below
Organizing the Work	9	Below
Developing Your Staff	9	Above
Managing Performance	10	Above
Managing Relations	9	Above

Average = Above

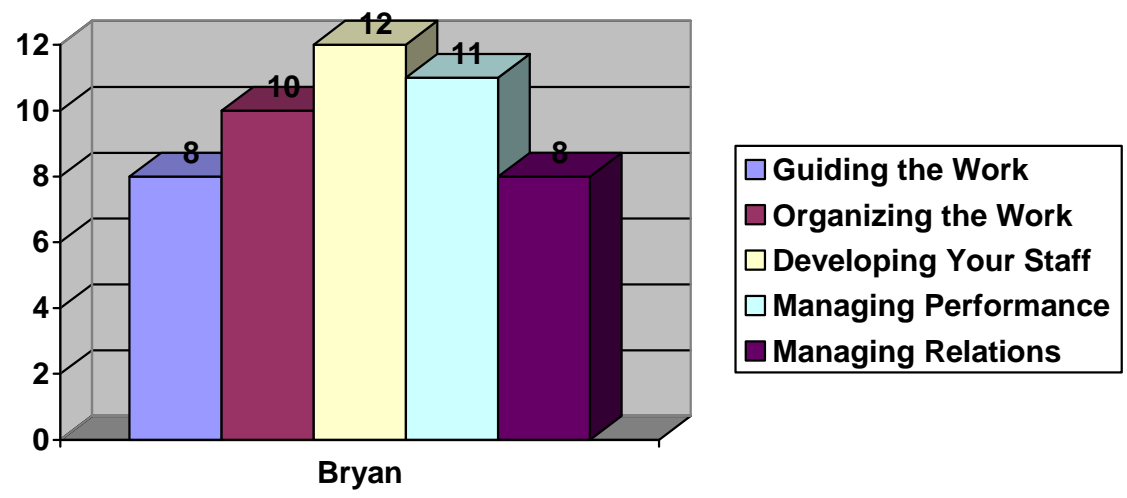


Skill	Threshold Value	Remarks
Guiding the Work	8	Above
Organizing the Work	9	Below
Developing Your Staff	9	Threshold
Managing Performance	10	Above
Managing Relations	9	Below

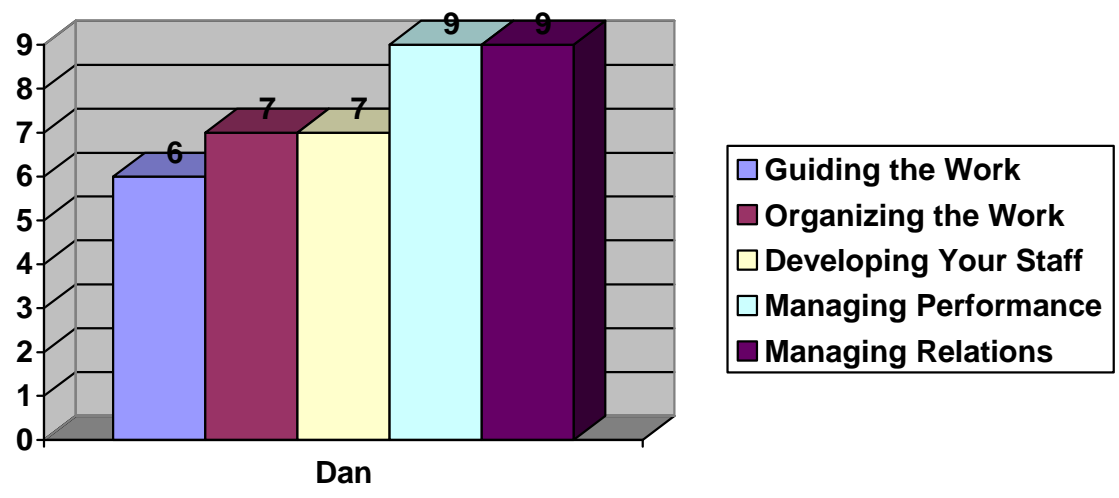
Average = Middle



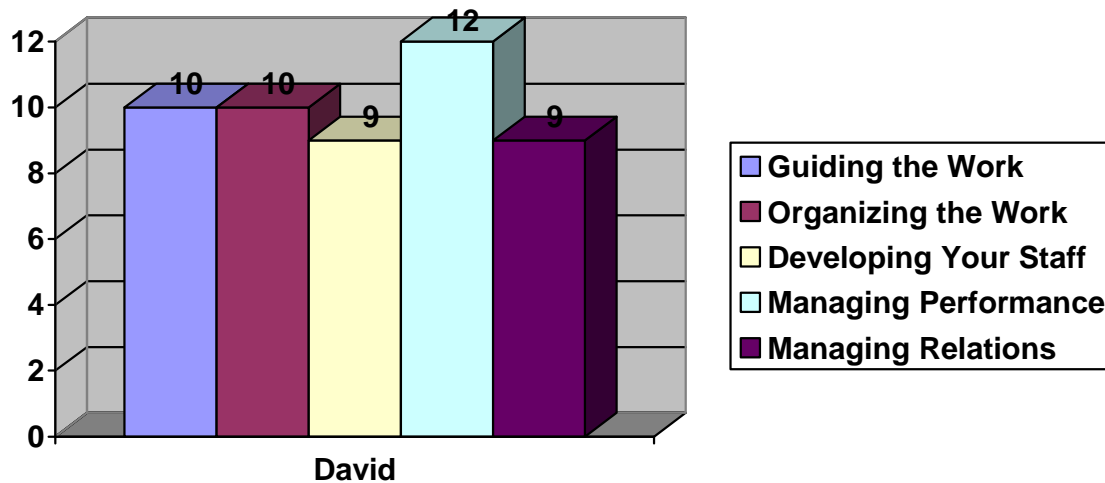
Skill	Threshold Value	Remarks
Guiding the Work	8	Above
Organizing the Work	9	Below
Developing Your Staff	9	Threshold
Managing Performance	10	Above
Managing Relations	9	Above
Average = Above		



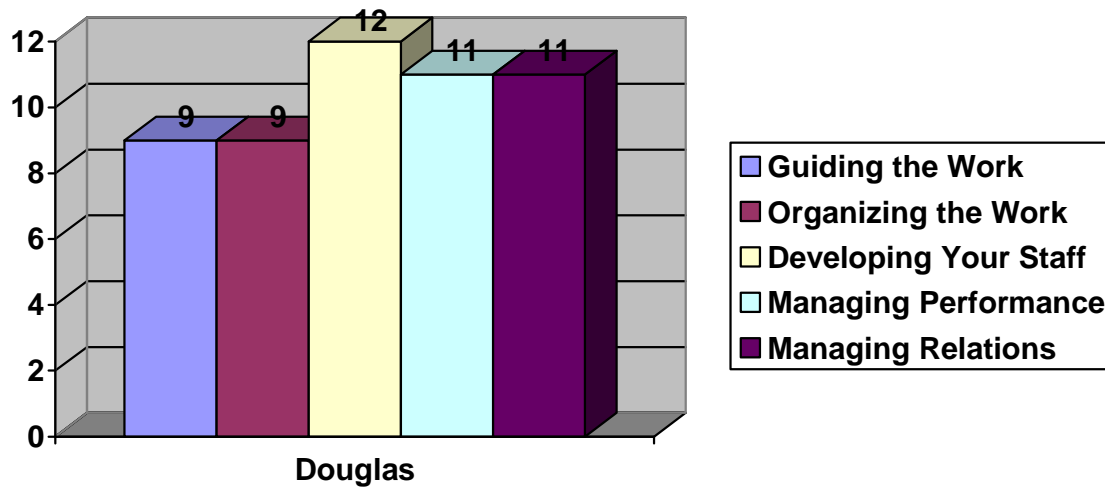
Skill	Threshold Value	Remarks
Guiding the Work	8	Threshold
Organizing the Work	9	Above
Developing Your Staff	9	Above
Managing Performance	10	Above
Managing Relations	9	Below
Average = Above		



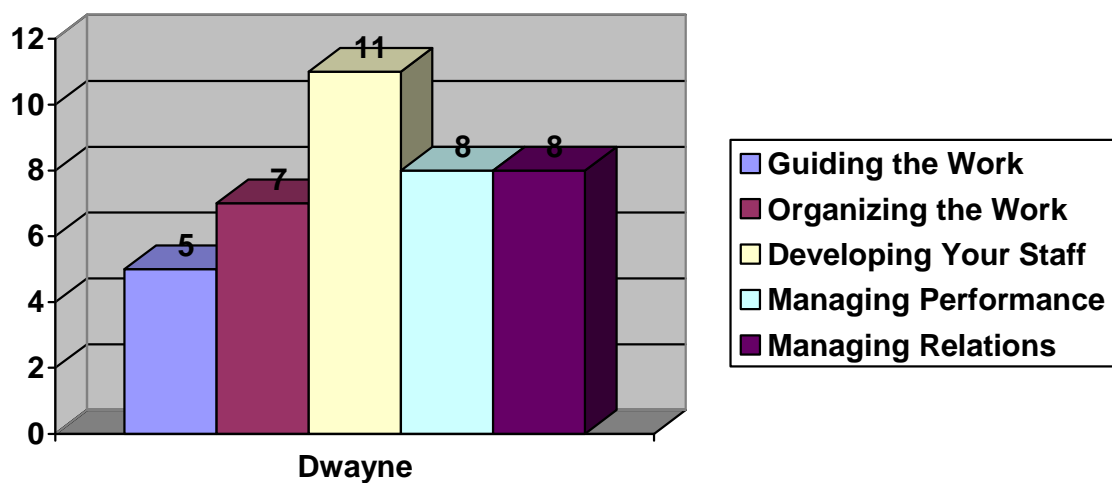
Skill	Threshold Value	Remarks
Guiding the Work	8	Below
Organizing the Work	9	Below
Developing Your Staff	9	Below
Managing Performance	10	Below
Managing Relations	9	Threshold
		Average = Below



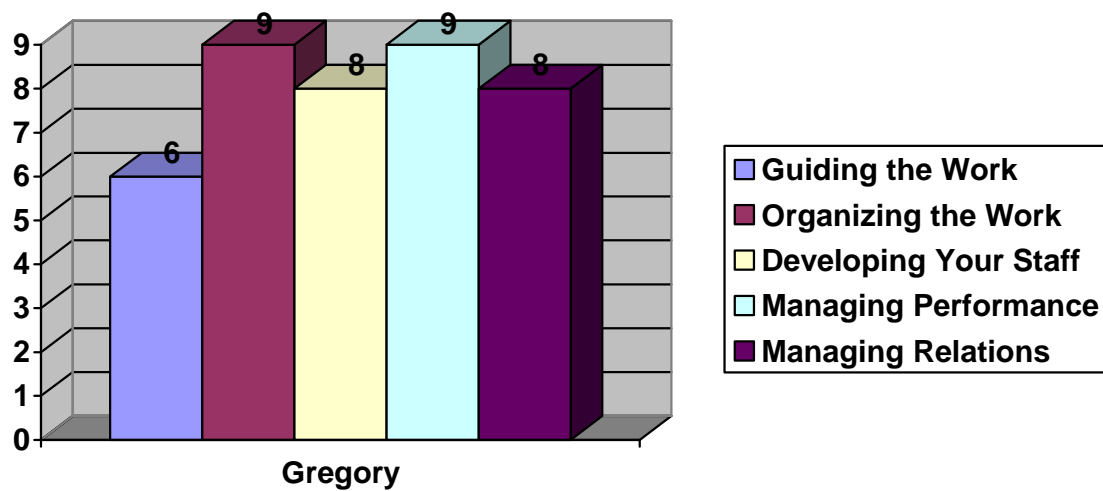
Skill	Threshold Value	Remarks
Guiding the Work	8	Above
Organizing the Work	9	Above
Developing Your Staff	9	Threshold
Managing Performance	10	Above
Managing Relations	9	Threshold
		Average = Above



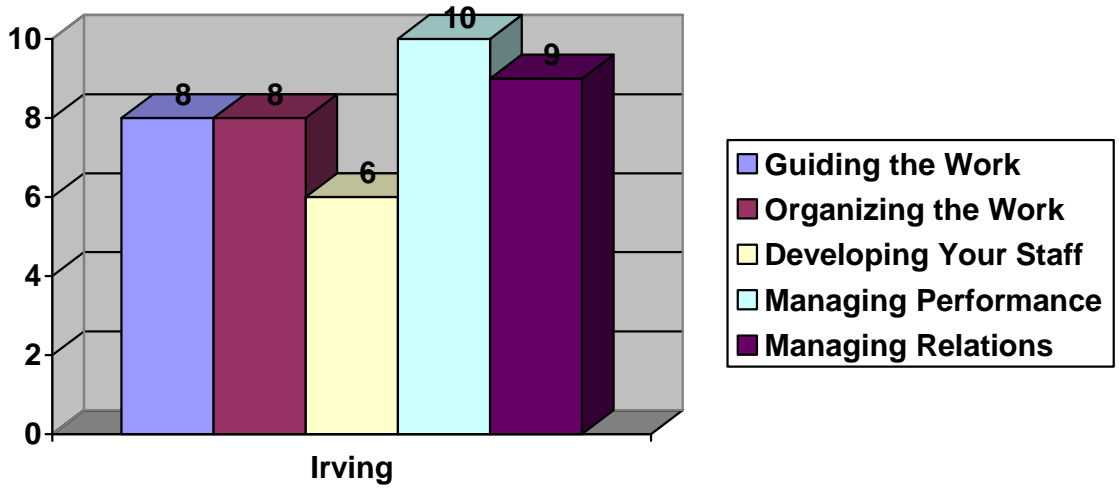
Skill	Threshold Value	Remarks
Guiding the Work	8	Above
Organizing the Work	9	Threshold
Developing Your Staff	9	Above
Managing Performance	10	Above
Managing Relations	9	Above
		Average = Above



Skill	Threshold Value	Remarks
Guiding the Work	8	Below
Organizing the Work	9	Below
Developing Your Staff	9	Above
Managing Performance	10	Below
Managing Relations	9	Below
		Average = Below



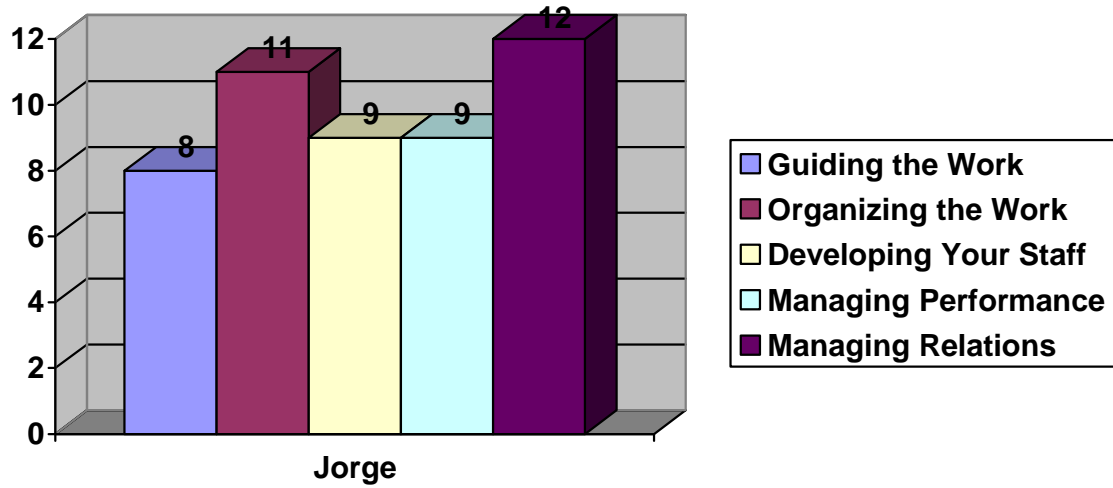
Skill	Threshold Value	Remarks
Guiding the Work	8	Below
Organizing the Work	9	Threshold
Developing Your Staff	9	Below
Managing Performance	10	Below
Managing Relations	9	Below
Average = Above		



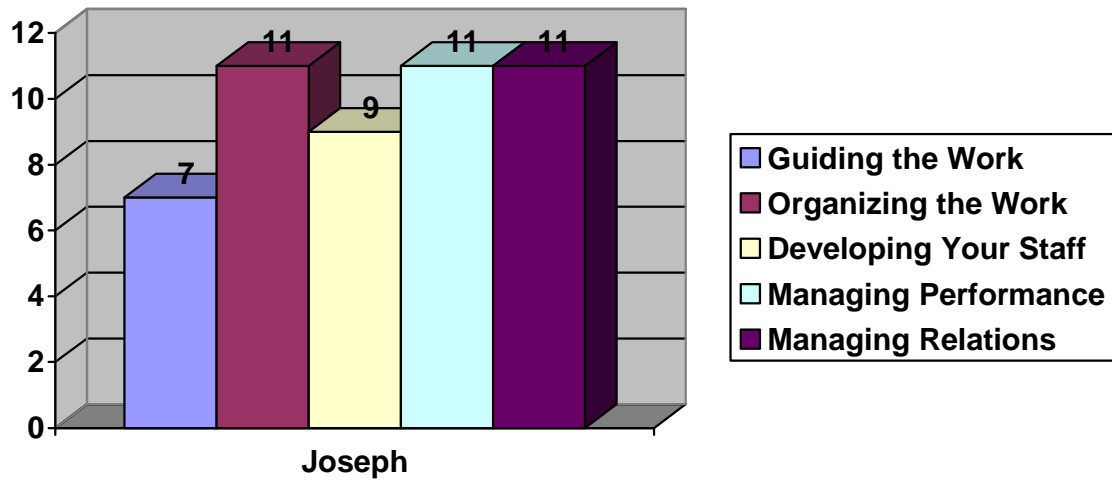
Skill	Threshold Value	Remarks
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Guiding the Work	8	Threshold
Organizing the Work	9	Below
Developing Your Staff	9	Below
Managing Performance	10	Above
Managing Relations	9	Threshold

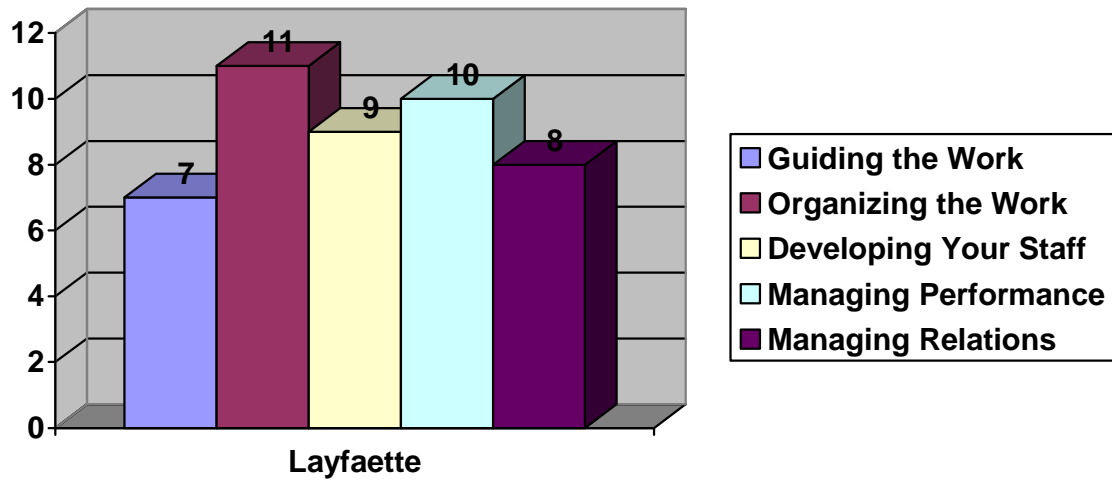
Average = Below



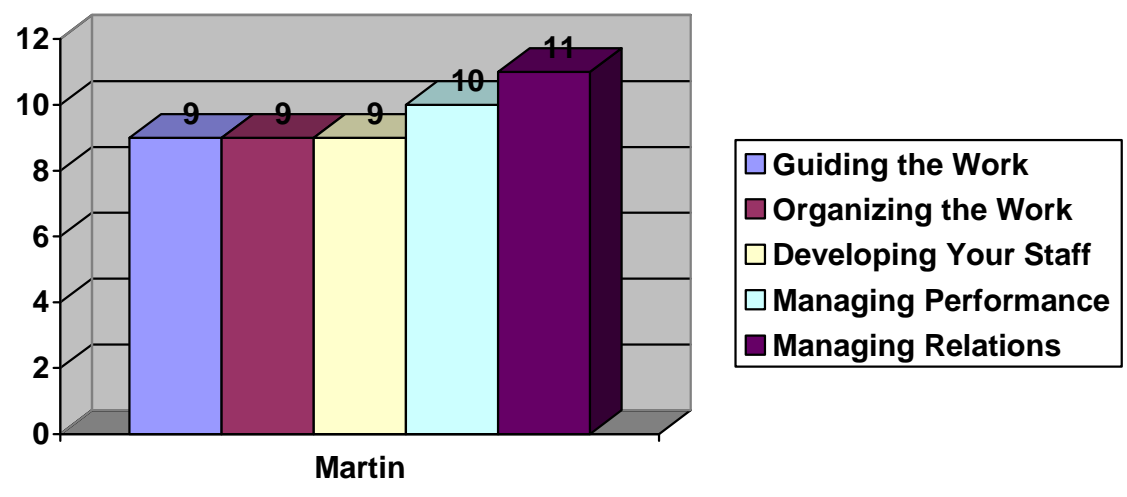
Skill	Threshold Value	Remarks
Guiding the Work	8	Threshold
Organizing the Work	9	Above
Developing Your Staff	9	Threshold
Managing Performance	10	Below
Managing Relations	9	Above
Average = Above		



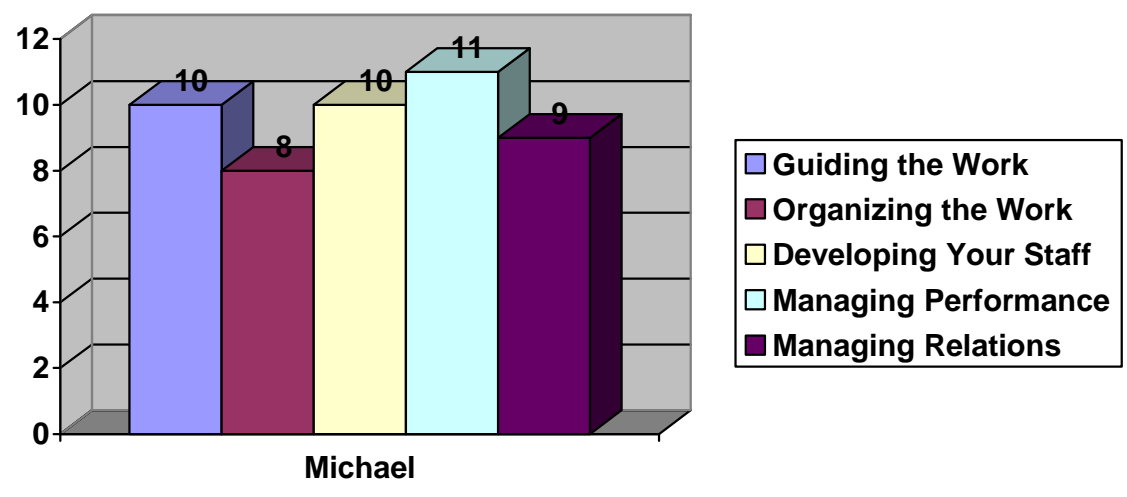
Skill	Threshold Value	Remarks
Guiding the Work	8	Below
Organizing the Work	9	Above
Developing Your Staff	9	Threshold
Managing Performance	10	Above
Managing Relations	9	Above
Average = Above		



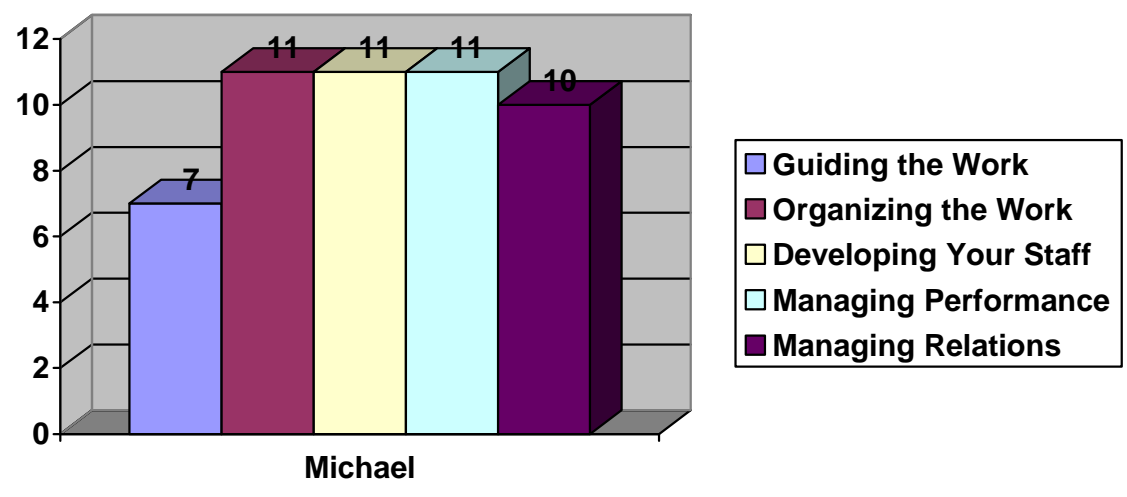
Skill	Threshold Value	Remarks
Guiding the Work	8	Below
Organizing the Work	9	Above
Developing Your Staff	9	Threshold
Managing Performance	10	Threshold
Managing Relations	9	Below
Average = Below		



Skill	Threshold Value	Remarks
Guiding the Work	8	Above
Organizing the Work	9	Threshold
Developing Your Staff	9	Threshold
Managing Performance	10	Threshold
Managing Relations	9	Above
Average = Above		



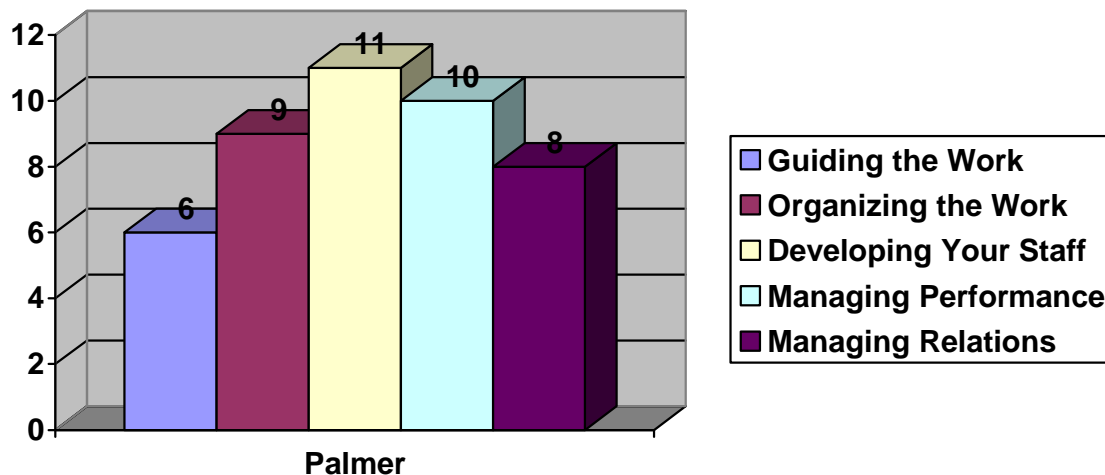
Skill	Threshold Value	Remarks
Guiding the Work	8	Above
Organizing the Work	9	Below
Developing Your Staff	9	Above
Managing Performance	10	Above
Managing Relations	9	Threshold
Average = Above		



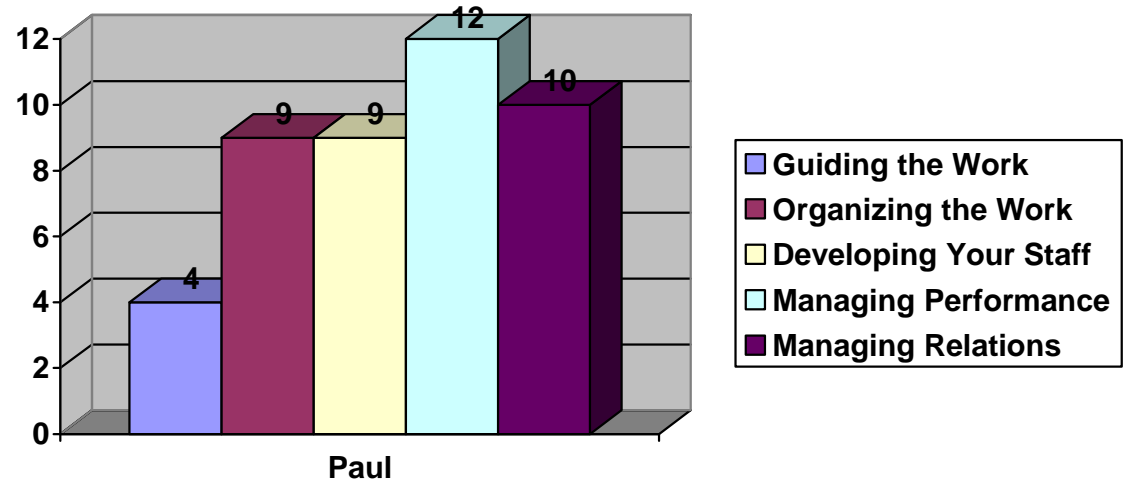
Skill	Threshold Value	Remarks
-------	-----------------	---------

Guiding the Work	8	Below
Organizing the Work	9	Above
Developing Your Staff	9	Above
Managing Performance	10	Above
Managing Relations	9	Above

Average = Above



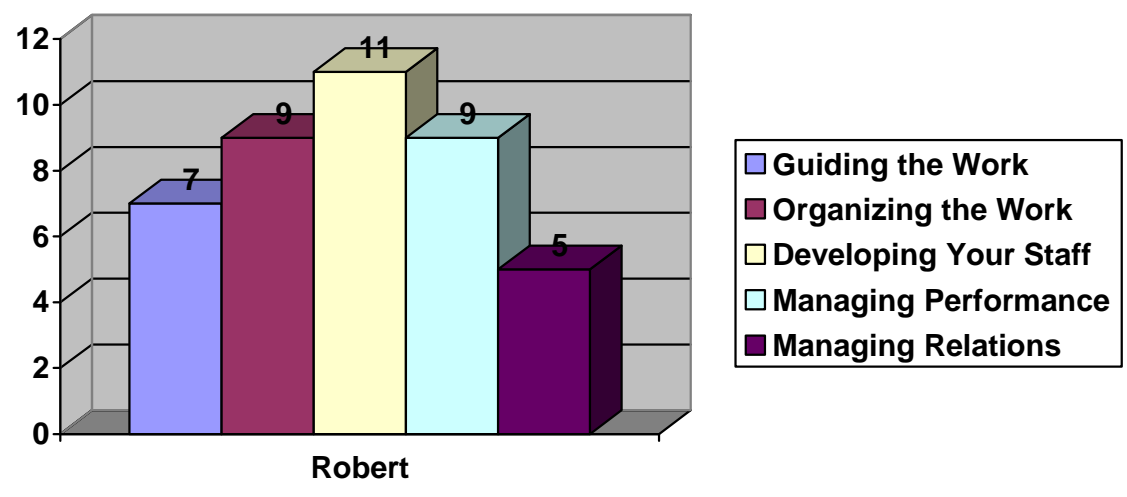
Skill	Threshold Value	Remarks
Guiding the Work	8	Below
Organizing the Work	9	Threshold
Developing Your Staff	9	Above
Managing Performance	10	Threshold
Managing Relations	9	Below
		Average = Below



Skill	Threshold Value	Remarks
-------	-----------------	---------

Guiding the Work	8	Below
Organizing the Work	9	Threshold
Developing Your Staff	9	Threshold
Managing Performance	10	Above
Managing Relations	9	Above

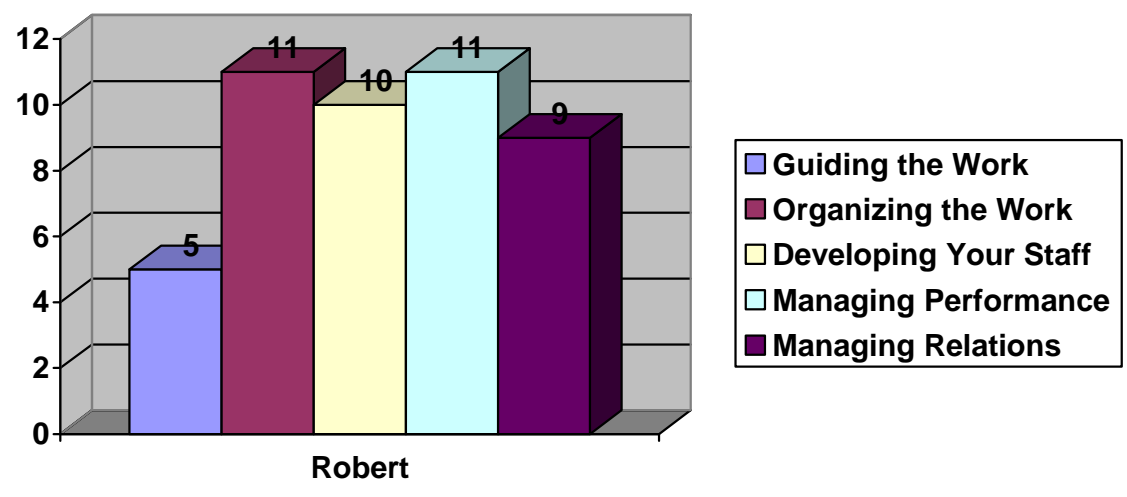
Average = Above



Skill	Threshold Value	Remarks
-------	-----------------	---------

Guiding the Work	8	Below
Organizing the Work	9	Threshold
Developing Your Staff	9	Above
Managing Performance	10	Below
Managing Relations	9	Below

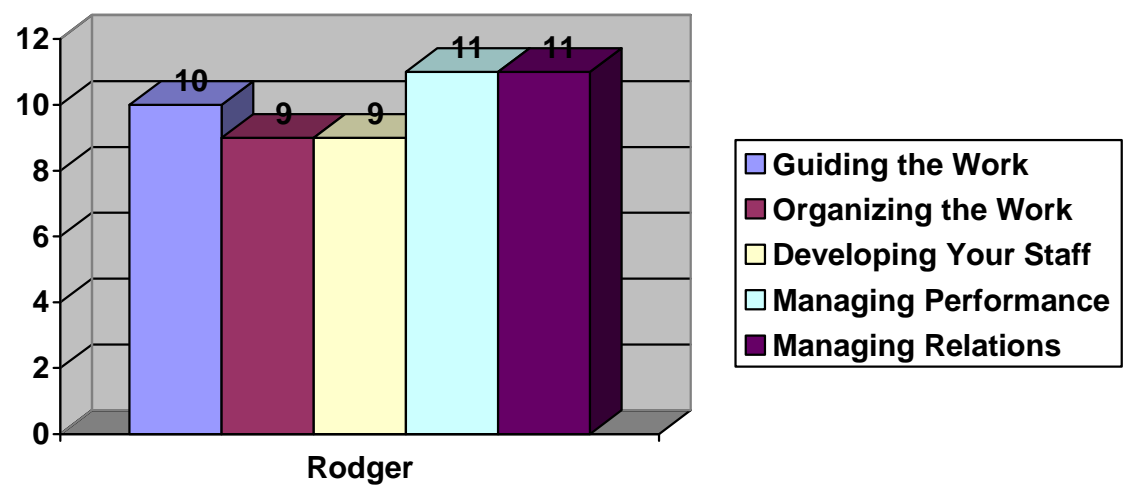
Average = Below



Skill	Threshold Value	Remarks
-------	-----------------	---------

Guiding the Work	8	Below
Organizing the Work	9	Above
Developing Your Staff	9	Above
Managing Performance	10	Above
Managing Relations	9	Threshold

Average = Above



Skill	Threshold Value	Remarks
-------	-----------------	---------

Guiding the Work	8	Above
Organizing the Work	9	Threshold
Developing Your Staff	9	Above
Managing Performance	10	Above
Managing Relations	9	Above

Average = Above

Analysis

Assessment For the Entire Group

Calculating the average for each category involved dividing the total for each category by the number of participants (see page 6).

The group is above average in *Developing Your Staff* category. They are average in *Organizing the Work*, *Managing Performance*, and *Managing Relations*. They are below average in the *Guiding the Work* category.

Assessment Results by Occupation

For each score that is above the threshold value the assigned value is Above. For each score that is the same as the threshold value the assigned value is Threshold. For each value that is below the threshold value the assigned value is Below. When determining the average for each category Above equals above average; Middle equals middle value; Below equals below value (see pages 6-15 for additional information).

Senior Plant Supervisors

The group's supervisory level has an above average for the *Managing Performance* category. The group has a middle average for *Managing Relations*. The group has a below average for the categories *Guiding the Work*, *Organizing the Work*, and *Developing Your Staff*.

Plant Supervisors

As a group, the plant supervisors had an above level rating in all categories except *Guiding the Work*.

Maintenance Supervisors

The maintenance supervisors have an above rating in all categories with the exception of *Guiding the Work* and *Organizing the Work*. *Guiding the Work* is the weakest category for this group.

Warehouse Supervisors

The Warehouse Supervisors have an above rating in the *Developing Your Staff* category. They have a middle rating in the *Organizing the Work* and *Managing Performance* categories. They have a below rating in the *Guiding the Work* and *Managing Relations* categories.

Lead Hands

As a group, the surveyed Lead Hands have middle rating in the categories *Guiding the Work* and *Organizing the Work*. They have a below rating in the categories *Developing Your Staff*, *Managing Performance*, and *Managing Relations*.

Assessment by Work Shift

For each score that is above the threshold value the assigned value is Above. For each score that is the same as the threshold value the assigned value is Threshold. For each value that is below the threshold value the assigned value is Below. When determining the average for each category Above equals above average; Middle equals middle value; Below equals below value (see pages 16-23 for additional information).

A - Shift

The A-Shift supervisors have an above rating for *Managing Performance* and *Managing Relations*. They have a middle rating for *Guiding the Work*. They have a below level rating for *Organizing the Work* and *Developing Your Staff*.

B - Shift

The B-Shift supervisors have an above rating for *Managing Performance* and *Managing Relations*. They have a middle rating for *Guiding the Work* and *Developing Your Staff*. They have a below rating for *Organizing the Work*.

C - Shift

The C-Shift supervisors have a middle rating for the categories *Organizing the Work*, and *Developing Your Staff*. They have a below rating for *Guiding the Work*, *Managing Performance*, and *Managing Relations*.

D - Shift

The D-Shift supervisors have an above rating for *Organizing the Work*, *Developing Your Staff*, *Managing Performance*, and *Managing Relations*. They have a middle rating for *Guiding the Work*.

Remarks: The table below reveals the number of times that the supervisors attained the specified level that is either in the middle or below average range.

	<i>Guiding the Work</i>	<i>Organizing the Work</i>	<i>Developing Your Staff</i>	<i>Managing Performance</i>	<i>Managing Relations</i>
Occurrences	10	8	5	3	6
Percent	31	25	16	9	18

A comparison of the three categories reveals that *Guiding the Work* and followed closely by *Organizing the Work* are the greatest supervisor skill challenges for the supervisors.

Assessment Results by Skill

The assessment contains five questions that are specific to the categories *Guiding the Work*, *Organizing the Work*, *Developing Your Staff*, *Managing Performance*, and *Managing Relations* for a total of 30 questions. When participants respond to each question, they indicate what they would do in each situation. If they receive a score of "2" for an item, they chose the best way to handle the situation. If they receive a score of "1" for an item, they chose a way of handling the situation that would neither hurt nor help. If they receive a "0" for an item, they chose a way of handling the situation that might actually hurt the situation. The appendix contains a rationale for each question.

Guiding the Work

Entire Group

The percentages for each question reveal that the weaknesses for the group are questions 1, 6, 11, 16, and 26. Questions number 1, 6, 16 require communication between employees and question number 26 requires communication with management. Question number 11 requires decision-making.

Plant Supervisors

The percentages for each question reveal that the weaknesses for the group are questions 1, 6, 16, and 26. Questions number 1, 6, 16 require communication between employees and question number 26 requires communication with management.

Maintenance Supervisors

The percentages for each question reveal that there are weaknesses for the group in all questions. Questions number 1, 6, 16 require communication between employees. Question number 11 requires decision-making skills. Question number 26 requires communication with management.

Organizing the Work

Entire Group

The percentages for each question reveal that the weaknesses for the group are questions 2, 7, and 22. Questions number 2 and 7 require communication with management. Question number 22 requires decision-making skills.

Plant Supervisors

The percentages for each question reveal that the weaknesses for the group are questions 2, 7, and 22. Questions number 2 and 7 require communication with management. Question number 22 requires decision-making skills.

Maintenance Supervisors

The percentages for each question reveal that there are weaknesses for the group in questions 2, 12, and 22. Questions number 2 and 22 require communication with management and decision-making. Question number 12 requires personal development and employee communication.

Developing Your Staff

Entire Staff

The percentages for each question reveal that the weaknesses for the group are questions 3, 23, and 28. Questions number 2 requires decision-making. Question number 23 requires leadership and decision-making. Question number 28 requires leadership coaching.

Plant Supervisors

The percentages for each question reveal that the weaknesses for the group are questions 3, 23, and 28. Question number 3 requires decision-making. Question number 23 requires leadership and decision-making. Question number 28 requires leadership coaching.

Maintenance Supervisors

The percentages for each question reveal that there are weaknesses for the group in questions 23 and 28. Question number 23 requires leadership and decision making while question number 28 requires leadership coaching.

Managing Performance

Entire Staff

The percentages for each question reveal that the weaknesses for the group is question number 19. Question number 19 requires leadership coaching.

Plant Supervisors

The percentages for each question reveal that the weakness for the group is question 24. Question 24 requires leadership coaching.

Maintenance Supervisors

The percentages for each question reveal that there are weaknesses for the group in questions 4, 19, and 24. Questions number 4 requires communication with employees. Questions number 19 and 24 requires leadership coaching.

Managing Relations

Entire Group

The percentages for each question reveal that the weaknesses for the group are questions 5, 25, and 30. Questions number 5 requires communication with management. Question number 25 and 30 require communication with employees and other supervisors respectively.

Plant Supervisors

The percentages for each question reveal that the weaknesses for the group are questions 5, 25, and 30. Questions number 5 requires communication with management. Question number 25 and 30 require communication with employees and other supervisors respectively.

Maintenance Supervisors

The percentages for each question reveal that there are weaknesses for the group in questions 5, 20, 25, 30. Questions number 5 requires communication with management. Question number 20 requires decision-making and communication with other supervisors. Question number 25 and 30 require communication with employees and other supervisors respectively.

Remarks: The following table reveals the number of times that a questions qualified as a weakness in one of the categories.

	Occurrences	Percent
Employee Communication	14	30
Management Communication	10	21
Decision Making	9	19
Personal Development	2	4
Supervisor Communication	8	17
Leadership Coaching	4	9

A comparison of the Assessment Results by Skills reveals that the supervisors have challenges with employee and manager communications.

Recommendations

An analysis of the data reveals that the supervisors have their biggest challenge in the category *Guiding the Work*. *Guiding the Work* involves taking the direction of the organization and translating it into actionable plans for the work group. Embedded in this skill is the ability to communicate successfully with both management and their workgroup. The analysis validates the lack of this skill.

Recommendation 1: Management has initiated a new transition titled "People, Performance - Pennsauken Pride". The transition represents new goals for the organization, which include 50% operational losses, 75% in plant efficiencies, and 99% first pass quality. *Guiding the Work* involves first taking the direction of the organization. Management should develop a plan of action for the new goals to include objectives, timelines, cost analysis, and assessment instruments. We can accomplish through the team building process. I would also recommend using this time to develop a template for *Guiding the Work*. Including supervisors in the team building process will also serve as an example for them to employ when interacting with their work group.

Recommendation 2: As outlined in the analysis section, supervisors have their biggest challenges with communication and decision-making. To enhance the communication skills of each supervisor, I would recommend the 'Learning to Listen' workshop and the 'Neurolinguistic Communication' workshop.

The 'Learning to Listen' workshop will improve active listening skills. During the workshop, supervisors will evaluate their current skill level; learn how to take an active role in the listening process, and then put what they have learned into practice.

The learning outcomes for this workshop are:

- Determine listening effectiveness in three dimensions
- Explore the visible and invisible aspects of listening
- Learn what it takes both physically and mentally to listen
- Understand common barriers to effective listening
- Create a plan to put new skills into immediate action

The 'Neurolinguistic Communication' workshop help supervisors to establish rapport quickly with people whose communication "styles" differ from their own.

The learning outcomes for the workshop are:

- Identify personal communication preference
- Recognize communication preferences of others
- Communicate more effectively with others who communicate differently
- Discover how to increase productivity and motivation
- Learn how to exchange information more accurately
- Gain flexibility in striving to match another person's communication style

Recommendation 3:

Provide supervisors with a follow-up session for the Supervisor Skills assessment. A follow-up session will provide the supervisors an opportunity to chart their results and evaluate what the scores mean. Once the supervisors evaluate their scores they will also have the opportunity develop a short plan for improving their skills in any areas that are in need of improvement.

BACKGROUND INFORMATION

Perhaps more than any other role in the organization, the role of the supervisor has changed dramatically through the evolution of the organization and the changes in society (Kerr, 1986; Humphrey & Stokes, 2000). At the heart of the supervisor's job is the task of getting work done through others. But this simple definition has taken on different meanings over the course of history. A supervisor in the industrial revolution was given almost complete control of the people he supervised. His role resembled a contractor for the company who was given the independence to hire, fire, and discipline as he saw fit.

As the years went by, several societal changes restricted the supervisor's independence. These changes included the rise of unions and the introduction of scientific management, in which managers planned the process of work in fine detail and supervisors were merely responsible for making sure those plans were followed.

More recent changes have at once made the role of the supervisor more restricted and more complicated. The increasingly restrictive government and safety regulations constrain how work must be done. The education level and demographics of employees have put more demands on the supervisor. And the increasingly frequent technological changes in organizations have made it difficult for supervisors to keep current on work processes.

Throughout all of these changes, the control of the work, which the supervisor used to maintain, has been dispersed throughout the organization. Human resources departments oversee hiring, firing, and discipline; technical experts often handle the functioning of the technology; unions have a say in discipline; and management often sets priorities.

Supervisory control may have diminished but the demand for productivity has certainly not. The basic function of the supervisor remains the same - getting work done through the efforts of others. In fact, we expect today's supervisors to be able to handle individuals with diverse backgrounds, to manage individuals who may have more technical expertise than themselves, and to follow often complicated rules and regulations while fulfilling the needs of the organization.

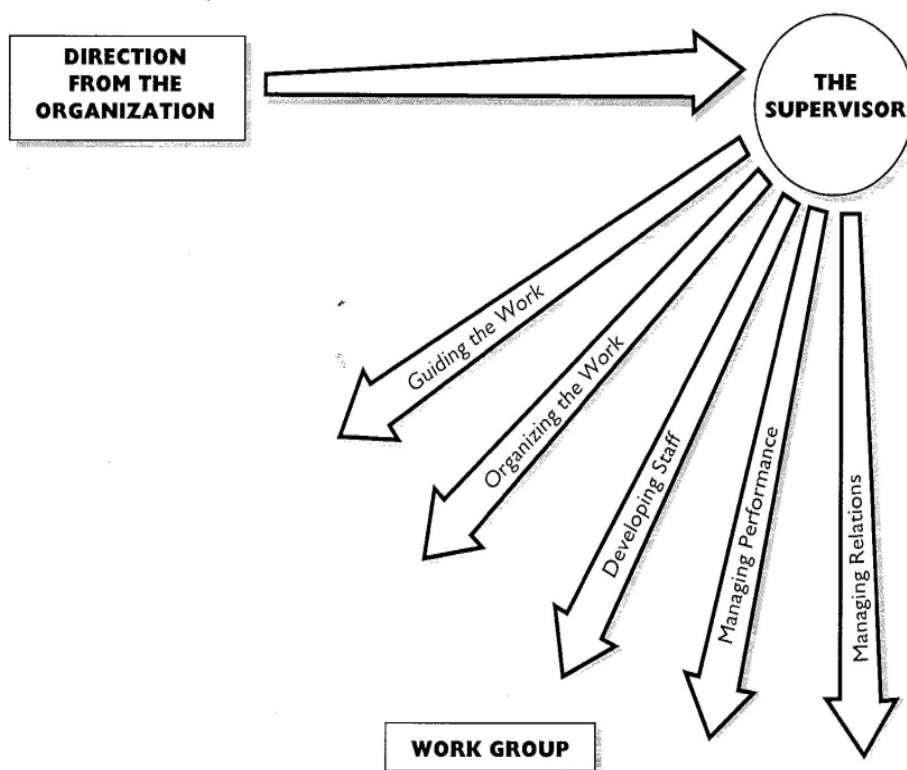
The abilities required of the supervisor to meet these demands have also expanded over time. A supervisor needs to be able to communicate effectively with diverse groups within and outside the organization (Humphrey & Stokes, 2000); employ problem solving skills, creativity and imagination, and critical thinking (Dotlich & Cairo, 2002; Humphrey & Stokes, 2000; McKenzie, 1998, 1992; Thompson, 1995; and know how to develop his or her employees (Buckingham, 2005; Kerr, 1986). These types of abilities do not necessarily come from the prior experience of most supervisors, particularly those who were promoted to supervisor from a worker position.

New supervisors must face some unfamiliar issues, such as how to direct the group, how to let go of the day-to-day tasks while still maintaining enough knowledge to guide the work, and how to maintain good relations with friends who now work for them. Making the transition to supervisor requires a shifting of attitudes, not just a building knowledge (Dotlich & Cairo, 2002; Nanda, 1988; Ramsey, 1995; Walker, 2002).

ABOUT THE SUPERVISORY SKILLS

The research on effective supervision identifies numerous skills that a supervisor should possess. Supervisor skills are organized into the following five categories: *Guiding the Work*, *Organizing the Work*, *Developing Your Staff*, *Managing Performance*, and *Managing Relations*. The ability to balance the goals of the organization with the needs of the work group formulates the common thread for all dimensions. The primary role of the supervisor is the link between management of the organization and the employees. The supervisor is accountable to management for getting the work done according to expectations. The supervisor is accountable to his or her employees for their well-being, and the supervisor is responsible to him or herself for his or her own development.

Figure 1: Supervisor Skills Diagram



The supervisor uses the direction of the organization to perform his or her job. This direction is needed to guide his or her group's work. In order to accomplish the work, the supervisor must organize the work, develop his or her staff, manage their performance formally and informally, and manage relationships with several groups outside his or her own group.

GUIDING THE WORK

Guiding the work involves taking the direction of the organization and translating it into actionable plans for the work group.

The supervisor's view of work must be broader than that of his or her employees. Being an effective supervisor means understanding the bigger picture, which includes the goals of the organization (Dealy & Thomas, 2004; Thompson, 1995). This is not always an easy feat for a supervisor, particularly a new one, whose perspective has been focused on the needs of a work group (Walker, 2002). But the direction of the group now has to be supportive of the organization.

If it were a simple matter of carrying out the direction of the organization, perhaps guiding the work would be a relatively easy task for a supervisor. But giving direction and having it carried out successfully are not the same thing. The supervisor must be able to guide his or her work group toward organizational goals in such a way that employees know their needs are not being ignored or forsaken.

One of the employees' needs is direction. The supervisor's employees will look to him or her for guidance on a daily basis because the supervisor is the main link to management. Acting decisively is important (Barnhart, 1988). This may not always be comfortable, particularly for a new supervisor, but failure to act is one of the factors that leads to unsuccessful supervision (Bilanich, 1994).

Planning the work flows naturally from following the direction of the organization. Without specific commitment to action plans, understanding the goals of the organization and being motivated to carry them out does no good. Plans are necessary to translate intention into actions.

GUIDING THE WORK RESPONSE RATIONALES

Question #1: Your boss just gave you a new project. It seems important to the organization from what you know about it, but it means a lot of work for your group and you're having a hard time seeing a big benefit for them. You are about to meet with your group. How would you handle this meeting? (Bilanich, 1994; Grassel, 1990; Michlitsch, 1992)

Response A *Think hard about what might be positive to your employees about the project and sell the project on that basis.*

2 points Take the employees' perspective when attempting to persuade them to act. Talk to them from their point of view.

Response B *Be honest with your employees about your lack of support for the project, but make it clear that the project must be completed.*

0 points Being vocally unsupportive of management will make employees dispirited and set up an "us vs. them" relationship with management. The time to argue a decision is prior to it being made.

Response C *Explain the importance and the benefits of the project for the organization and tell your employees it must be completed.*

1 point This is not unreasonable but will not be as effective as concentrating on what is important to the employees.

Question #6: A new piece of equipment is about to be delivered to your site. You are excited about the prospects of increased efficiency. You and your boss have kept it under wraps until now so that people would not get their hopes up. But now it is time to tell your employees. How do you tell them? (Barnhart, 1988)

Response A *Tell your employees how excited you are about the new equipment and that you are sure they share your enthusiasm.*

0 points The supervisor's employees will probably be turned off if he or she focuses on his or her own excitement instead of the benefits of the new equipment for them.

Response B *Prepare detailed plans and specifications for the equipment so your employees will use it effectively. Introduce the equipment so your employees will use it effectively*

1 point Explaining how to use the equipment provides employees with real and useful information but does not make them feel involved in the decision-making process

Response C *Get your employees together and ask them how they think they could make the best use of the new equipment*

2 points When it is possible to get people involved prior to a decision being made (as it was in this situation), the next best thing is to involve them in the implementation decisions.

Question # 11: You have been asked to make a decision in an area in which you don't have a lot of experience. You feel that everyone is waiting to evaluate your decision. How will you make the decision? (Barnhart, 1988; Fuller, 1995; Thompson, 1995)

Response A *Put off making the decision until you are sure you have the information to make a qualified decision.*

0 points Indecision will not play well with employees or management. In fact, inability to make a decision is one of the factors leading to ineffective supervision.

Response B *Make a gut decision quickly and don't worry about making mistakes.*

1 point Here the supervisor does make the decision, but because it is based on nothing but gut instinct, it will probably be a poor quality decision.

Response C *Gather information from knowledgeable people quickly and then act decisively.*

2 points A supervisor can act decisively after gathering necessary information. The decision will be based on information, rather than gut instinct.

Question # 16: A project your group received about three weeks ago seems stalled even though your group knows it's important to your best customer. You decide to have a talk with your group about what the problem is. How would you start the discussion? (Barnhart, 1988)

Response A *Tell your group that you need to know what's going on with the project. Tell them you will accept whatever changes they suggest.*

0 points The supervisor needs to stay involved with the decision. If he or she had to change the group's decision, more ill would be created than if he or she had just made the decision independently in the first place.

Response B *Start by stating clearly that this project must be completed. Then discuss their expectations for completion and yours.*

2 points Making it clear that the project must be completed sets that expectation from the start. Then the group and the supervisor can work together to solve the problem.

Response C *Tell the group that the project is now a top priority and give them a completion date.*

1 point Although this option sets an expectation of completion, it does nothing to get the group involved or increase their commitment to complete the project.

Question # 21: Your group has come to you with a request to turn a spare room into a lounge area that would make their life more pleasant. It would not cost very much. You ran it by management and they turned it down because they felt it would interfere with getting the work done. You know your people are going to be upset. How do you handle this situation? (Thompson, 1995)

Response A *Explain management's position fully and state clearly that the request has been denied.*

2 points The group deserves an explanation, but must understand that the request has been denied and there is no room for movement. Employees should not be shielded from unpleasant news.

Response B *Get more details from the employees on why they made the request and go back to management again with new information.*

1 point Going back to management only prolongs the eventual denial of the request and wastes time. It may also raise employee expectations unnecessarily.

Response C *This is not a costly request. Grant the request for your employees' sake, but don't make it public*

0 points Directly disregarding a management decision is contrary to successful guidance of the work.

Question # 26: You are really hoping to succeed on your latest assignment. The last project you did went way over budget and this could be the one to redeem you. You really don't want to make a mistake. You decide to submit a plan to your manager. What would the plan look like? (Thompson, 1995)

Response A *A detailed plan with an agreement to stop work on the project on a certain date if things don't go as planned.*

2 points Planning checkpoints before a project begins ensures that emotions during the project does not overwhelm rational thinking and cause the supervisor to continue with a losing proposition.

Response B *A general plan so you can change direction if things don't go as planned.*

1 point It might seem like a good idea to stay general, but the project will lack direction and the supervisor will not know if or when to change direction or stop the project.

Response C *An ambitious plan that proves that you are confident you can get the work done.*

0 points The supervisor does not need to prove he or she is confident. The important thing is to have a workable and rational plan.

ORGANIZING THE WORK

Organizing the Work involves assigning people, equipment, and tasks to meet work goals.

Shifting organizational and personal priorities necessitate almost constant reorganization of work (Humphrey & Stokes, 2000; Thompson, 1995). The primary consideration in organizing or reorganizing work is the effect on the organization. Maintaining the needs of the organization as the primary decision criterion is not always easy. It depends on a steady stream of communication and understanding of the priorities of the organization and what is expected from the supervisor's work group.

The supervisor must also keep the needs of work group members in mind as he or she organizes the work (Buckingham, 2005; Bilanich, 1994). Meshing these needs with those of the organization, which usually are based on different priorities, requires some skill. But whatever organizing decision are made, the employees should be able to understand them and feel that the supervisor has done everything he or she could to accommodate employee needs.

Organizing the work efficiently often requires the assistance of people more knowledgeable than the supervisor him- or herself. These people may be within or outside of the supervisor's group. Supervisors are often afraid of looking uninformed in front of others and will fail to take advantage of the knowledge resources available (Fuller, 1995).

A supervisor is constantly learning and what he or she learns from others facilitates the organization of work. Concerns over one's image should not be an impediment to organization.

Supervisors are part of a hierarchy in their organizations. Working within that hierarchy is critical. It is also critical, however, to have an awareness of the unspoken hierarchy - sometimes called the "informal organization". The informal organization can have a strong impact on the organization of work. When it is in line with the formal organization, the supervisor should simply let it be. Fighting the informal organization is often fruitless work. It is only when the supervisor is aware that the informal organization is working at cross-purposes with the formal one that he or she should intervene (Thompson, 1995).

ORGANIZING THE WORK RESPONSE RATIONALES

Question # 2: Your boss has just told you to drop everything for a new project. It is clear that he or she is serious, but you cannot possibly meet all your deadlines if you take on this new project. What should you do?

Response A *Discuss your other project deadlines with your boss and ask him or her if you should drop the other projects.*

2 points An immediate boss will have enough knowledge of the supervisor's work to help with priorities but will probably not know of all of the other work without being informed by the supervisor.

Response B *Put the project first on your list because your boss probably has good reason for giving this project priority.*

1 point There is probably a reason for giving the project priority, but it would be best to discuss it with the boss to make sure he or she is aware of other commitments.

Response C *Rearrange the other projects as best you can, but do not miss the deadlines for your other commitments.*

0 points The supervisor will have difficulty meeting all deadlines and the new project may suffer. Without knowledge of why the boss made the project a priority, the supervisor may be harming the organization's goals.

Question # 7: A senior manager has asked you to drop everything to complete a project for him or her. You cannot get it done without missing other commitments. What would you do? (Fuller, 1995)

Response A *Shift your priorities to accommodate his or her needs. A person in this position usually knows what the priorities of the organization are.*

0 points In contrast to an immediate boss, an upper level manager will not know of the other projects the supervisor is committed to. The supervisor should not assume that he/she does.

Response B *Tell him or her about your prior commitments and that you will have to shift priorities to fulfill the request.*

1 point An upper level manager will not want to be advised of all other projects. That level of detail is better left in the hands of the supervisor and his or her manager.

Response C *Discuss with your own boss how to juggle assignments to satisfy the senior manager.*

2 points The immediate boss will have a large enough perspective to understand the senior manager's request but a detailed enough view to understand the supervisor's work. Relying on consultation with an immediate boss is a good way to learn what should get priority.

Question # 12: You have a series of tasks that need to be accomplished using technology you are not completely familiar with. Your employees, however, have a good grasp on the technology. You have to organize who does what work on the tasks and when. What would you do? (Bilanich, 1994; Fuller, 1995)

Response A *Learn enough about the technology to discuss it with your employees and then work with them to organize the work.*

2 points The supervisor must be involved in organizing the work but also needs the knowledge. He or she should not let a fear of looking unformed prevent him or her from gaining that knowledge from those who have it - the employees.

Response B *Let your employees decide independently who does what and when.*

0 points It is the supervisor's job to organize the work. And without gaining knowledge about the technology the supervisor will not be able to judge the merit of the employees' organizing efforts.

Response C *Set the work assignments yourself, relying on you knowledge of your employees*

1 point The supervisor may be involved and organizing in the case, but without gaining access to knowledge, the organizing could yield poor results.

Question # 17: You are overseeing a long-term project. Things seem to be going okay, except that the employees are complaining about who does what part of the project. You could reorganize the work to give them a change. (Thompson, 1995)

Response A *Find out what their concerns are and, if changing would improve productivity, do it.*

2 points In organizing the work, it is always helpful to take employees' needs into consideration. It furthers the supervisor's relationship with the employees and takes advantage of their knowledge.

Response B *The employees know best what will work. Have faith in them to decide how to organize the work.*

0 points The primary reason to reorganize work has to be serving the goals of the organization. The supervisor has an obligation to ensure that this happens.

Response C *There really is no reason to change if the work is going okay. Change at this point will just slow down the project.*

1 point Even though the work is progressing, ignoring the desires of the employees will create ill will and eventually hurt productivity.

Question # 22: You have appointed one of your people as the leader for a project, but it is clear that another employee is really seen as the leader by the group. The project is progressing well, but it worries you that the leadership is not where you want it to be. What would you do? (Thompson, 1995)

Response A *Make it clear to the group who the leader is and who you support. Don't tolerate other sources of leadership.*

0 points Fighting informal leaders is almost always counterproductive.

Response B *Appoint the leader who has the group's support as the formal project leader.*

1 point This action acknowledges the informal leader, which can be positive, but does not take into account whether or not the leader is in fact good for the project. It is also likely to discourage the appointed leader.

Response C *Don't interfere.*

2 points In most cases, if informal leadership is not harming a project, the best thing to do is to leave it alone and accept it.

Question # 27: You have a mountain of papers on your desk and very little time. There's no way you can attend to everything. One of the papers is a handwritten note from one of your employees saying he or she is quite upset about a mistake in his or her paycheck. The mistake seems pretty minor to you. How would you react? (Grassell, 1990)

Response A *Attend to it immediately. It won't take that much time and you know it is important to the employee.*

2 points Immediate attention to an employee concern is a way to let employees know that the supervisor cares about them and their needs. What seems unimportant to the supervisor may be crucial to the employee.

Response B *Put it aside until you have completed work on matters that directly impact the actual work of the group.*

1 point Direct work impact is a good way to set priorities, but in this case, taking care of this matter will require little time and pay off handsomely in good will.

Response C *Fix it when all of your other paperwork is complete. This is a minor problem.*

0 points Ignoring the needs of the employee will create ill will.

DEVELOPING YOUR STAFF

Developing Staff involves knowing and actively working to increase the skill level of each employee supervised.

The important component here is knowledge of employees as individuals. Each employee has his or her own skills, abilities, needs, and personality. A supervisor who is aware of the unique features of each employee will be best equipped to help him or her meet his or her potential (Buckingham, 2005).

Developing employees requires an investment of time in something that may seem like a low priority to supervisors. The immediate work of the group often takes precedence, and the natural tendency is to complete the work in the most efficient manner for the moment. Supervisors may become trapped in a habit of completing work themselves that could be completed by their employees if time was invested in development (Painter, 1995).

The way out of this trap is through delegation. Delegating work to employees builds the skill base of the organization and frees the supervisor to develop his or her own skills. It also has the added benefit of providing challenging and engaging work to employees (A Supervisor Asks, 1991; Walker, 2002).

In delegating work, the supervisor should start by organizing the task, then should choose an employee both willing and able to develop the skill to complete the task. The process of delegation involves setting expectations for results, coaching, and instructing the employee, and keeping reasonable control over performance of the task (Painter, 1995; Walker, 2002). The supervisor also needs to stress the responsibility that comes with accepting a delegated task and should ensure that proper training is available for employees.

DEVELOPING YOUR STAFF RESPONSE RATIONALES

Question # 3: You have decided that you must delegate a task that you have been handling yourself. Now you have to decide who to assign it to. You are not on a tight deadline for this task, but it is important that it's done right. Who will you delegate to? (Painter, 1995)

Response A *Give it to the person in your group who is most qualified to get it done and who has the skills to do it.*

1 point Although the task will probably get accomplished, the aim of delegation is skill development, and since the employee already has the skill, this option does not fulfill that aim.

Response B *Ask for a volunteer so you know he or she is willing to do the work.*

0 points In this option, the supervisor is leaving development to chance and the work may not be performed properly.

Response C *Assign it to a person whose development would be furthered by completing the task.*

2 points This option fulfills the goal of delegation, which is skill development.

Question # 8: You and your group are already quite busy and now you have been given another assignment with a tight deadline. You know that your employee could handle it with some assistance, but they have been mistakes in the past and this really needs to be done right. What should you do? (Painter, 1995)

Response A *Get past the time crunch by handling this one yourself, but make sure you delegate a similar task when the time crunch is over.*

1 point This option allows the supervisor to complete the assignment, but he or she will always have to do the work him or herself with this philosophy.

Response B *Delegate the task to your employees, but spend a little extra time helping them through it.*

2 points It may take time now, but this option will free the supervisor for future work.

Response C *Let your employees handle this one on their own.*

0 points Delegation comes with the responsibility of helping people to develop. Given the mistakes of the past, help in this case is a necessity.

Question # 13: You have decided to let one of your employees take over responsibility for one of your tasks. You are confident the employee understands the job, but you want to make sure the transition goes smoothly. How should you handle the transition?

Response A *Tell the employee exactly how to do the job and stick with him or her as he or she does.*

1 point The supervisor in this case is providing too much direction. Effective delegation involves describing results and giving the worker enough leeway to develop the method for accomplishing the task.

Response B *Describe the exact results you expect and set up a regular meeting to discuss progress.*

2 points Being specific about the results expected and checking regularly ensure that the work does get done but gives the worker some freedom in how to do it.

Response C *Let the employee watch you do the work.*

0 points A person cannot develop a skill without doing the work.

Question # 18: You have a desirable project that you want to pass on to one of your employees because it would really help him or her develop. This employee is the only one who is capable at this point of taking on the project. What would you do? (Thompson, 1995)

Response A *Don't give the employee the project because this would show favoritism. Do the work yourself.*

0 points Not assigning the work to the employee deprives him or her of a developmental opportunity.

Response B *Give the employee the project and look for other opportunities for other employees consistent with their developmental needs.*

2 points This option allows the supervisor to develop an employee without showing favoritism.

Response C *Give everyone a shot at the project and assume that the employee you prefer to handle the project will naturally outperform the others.*

1 point This option would not ensure development and is haphazard way to delegate work.

Question # 23: One member of your group is known for his or her organizational skills. He or she is particularly good at getting the routine filing and paperwork completed. Another member of your group has suggested that you assign all of the paperwork to the organized employee. What would you do? (A Supervisor Asks, 1991)

Response A *Assign the work to the organized employee. It suits his or her skills.*

0 points This person already has these skills, so there is no developmental opportunity and even organized individuals can feel irritated when they are assigned all of the paperwork.

Response B *Rotate the paperwork so that everyone has responsibility for all of it at some time.*

1 point This option avoids having only one person responsible for all of it at some time, but still places that burden on a single employee for a period of time.

Response C *Spread the paperwork around so that no single employee does all of it.*

2 points Spreading the paperwork around is the fairest way to handle the situation.

Question # 28: You believe that one of the people you supervise has the potential to be promoted, but lacks confidence in his or her abilities. How can you build his or her confidence? (Thompson, 1995)

Response A *Give the employee a challenging assignment that you are sure he or she can complete with some effort.*

2 points People who receive challenging goals become more engaged in their work and develop greater self-esteem when they complete the work.

Response B *Give the employee an easy assignment and then praise him or her when the assignment is completed.*

1 point Because the assignment is easy, the person will not necessarily see him or herself more skilled for having completed it.

Response C *Praise the employee publicly each time he or she completes an assignment.*

0 points Indiscriminate praise does not ensure improvement. This tactic leaves too much to chance.

MANAGING PERFORMANCE

Managing Performance involves removing the obstacles to better performance so employees can meet their own and the organization's objectives.

The obstacles to employee performance can be found both within the employee and in the work environment. An effective supervisor is aware of and manages obstacles in both areas. Managing performance, like the other skills, is a daily task, which requires the supervisor to remain aware of each individual employee.

A large part of managing performance involves the continual coaching of employees to achieve their potential. Coaching begins with looking to the future and deciding what level of performance can be expected of an employee. Beyond teaching employees *how* to perform, the supervisor should work to instill the self-confidence in their *ability* to perform (Dotlich & Cario, 2002).

Whether handling a performance problem or coaching an employee to better performance, the key is to set expectations for performance that both the supervisor and the employee understand. A supervisor must tell people what he or she expects of them. Without this knowledge, the employee will flounder. Simple as this sounds, it is often disregarded when discussing the details of how to perform a job.

Keeping employees involved in reviewing and tracking their own performance will increase their commitment to improvement. In addition, self-feedback, in which an employee assesses him- or herself and corrects his or her own behavior, is the most efficient way to manage performance.

The supervisor is bound to encounter performance problems. When this happens, the best the supervisor can do is to maintain a voice of reason and calm. Once again, taking the perspective of the organization and encouraging employees to do the same will focus discussion of performance issues on what is really important.

MANAGING PERFORMANCE RESPONSE RATIONALES

Question # 4: You are conducting a performance review of a person you know could be doing better. The employee acts shocked that you are questioning his or her performance. How do you respond? (Bilanich, 10994); Thompson, 1995)

Response A *Let the employee know that you expect the best of everyone including him or her.*

0 points General comments like "I expect your best" do not give the person specific enough information to improve his or her behavior.

Response B *Give the employee specific examples of where his or her performance could have been better and then move on to improve performance.*

2 points Specific examples of behavior are always best in managing performance. The supervisor can then work with the person on improvement strategies.

Response C *Make clear to the employee how his or her performance has been lacking. Continue to make this point until the employee admits that he or she needs to improve performance.*

1 point The supervisor's focus should be on improvement strategies, not on forcing the person to admit his or her wrongs. This is not always possible.

Question # 9: You have an employee who is unfocused. He or she tends to socialize a lot and is starting to bother other employees. How would you handle this situation? (Bilanich, 1994; Lebedicker, 1995).

Response A *Talk with the employee informally. Make your expectations for results clear and ask what he or she could be doing to meet those expectations.*

2 points Stating expectations clearly is the first and most important step in dealing with performance. Asking the person to come up with improvement strategies keeps them involved.

Response B *Start the formal discipline process now in the hopes of making an impact on his or her behavior.*

0 points The discipline process should be progressive. It would be overkill at this point to start the formal discipline process.

Response C *Tell the employee clearly that the constant socializing is unacceptable and you expect him or her to find a way to be productive.*

1 point The supervisor may have given feedback about behavior to the person but has not worked with him or her on solutions.

Question # 14: An angry employee rushes into your office and starts complaining about something you do not view as urgent. This is not the first time this has happened. How do you handle the discussion? (A Supervisor Asks, 1991)

Response A *Let the employee talk it out for as long as it takes.*

1 point Although it is often wise to let the employees vent, letting them take as long as they would like without controlling the situation could be problematic.

Response B *Let the employees talk but limit the discussion to specific and don't let him/her jump from topic to topic.*

2 points This option allows the person to talk but guides the discussion to specific, which the supervisor can then address.

Response C *Don't encourage the employee. Tell him or her that this is unproductive behavior and you do not have the time to handle the complaints at this time.*

0 points Discouraging the person will simply cause his or her emotional pressure to build. It will also discourage other employees from providing the supervisor feedback.

Question # 19: You have an employee who generally performs well but continues to make minor mistakes that don't affect the work very much. The employee acknowledges his or her mistakes and seems genuinely sorry, but does not seem able to change. How would you handle this employee? (A Supervisor Asks, 1991)

Response A *Let it go. The mistakes are not affecting the work of the group.*

0 points Any performance problem should at least be addressed. Letting it go sends a bad signal to all employees that the supervisor does not care.

Response B *Tell the employees to correct the mistakes. Give him or her a time period to improve. If there is no improvement, resign yourself to the minor mistakes.*

2 points This may seem hard to take for some supervisors, but picking one's battles is a key skill for supervisors. The amount of effort it takes to correct the minor mistakes might not be worth it.

Response C *Give an ultimatum. If the employee does not improve, begin disciplinary actions.*

1 point The supervisor may correct the behavior but also runs the risk of losing a valuable employee in the process of trying to correct minor mistakes.

Question # 24: One of your employees is a gloom spreader. Actually, this employee is productive, but he or she gets everyone upset by spreading rumors and complaining about everything. What would you do? (Bilanich, 1994)

Response A *Ask the employee for specific complaints and then ask him or her directly what both of you can do to resolve those complaints.*

2 points Focusing on specifics puts the supervisor and employee on a problem-solving (instead of complaining) track.

Response B *Take the first step in the disciplinary action. This kind of complaining can really hurt the productivity of the group and has to be stopped.*

0 points Disciplinary action is too severe and hard to document in this case, since he or she is a productive worker.

Response C *If possible, transfer the employee out of the department.*

1 point This may not be ideal, but when a problem stems from personality factors (as it may here), moving the person might be the solution.

Question # 29: One of your employees is always just a little bit late completing his or her assigned tasks. It hasn't really affected the work, but it annoys others. What would you do? (A Supervisor Asks, 1991)

Response A *Schedule a formal performance review meeting with the employee and document it.*

1 point Because it is affecting others, a formal review meeting could be warranted, but may be excessive in this situation.

Response B *Tell others in your group to work around it. It only is a minor problem.*

0 points This option ignores the needs of the other employees and is therefore unacceptable.

Response C *Have a short, informal meeting in which you tell this employee about the impact of the problem and discuss solutions.*

2 points The person in this case will most likely be helped by coaching rather than formal review. Making the employee aware of the impact of his or her behavior is the place to start.

MANAGING RELATIONS

Managing relations involves developing and maintaining good relationships with other groups so that the supervisor's employees and the organization meet their goals.

The supervisor and his or her employees do not operate in a vacuum. In fact, as organizations become more connected, both internally and external, the ability to manage relations with other groups has become a key skill for supervisors. Between human resources, technical experts, regulatory bodies, and internal and external customers, the supervisor usually has his or her hands full in trying to maintain good relationships with all of them (Kerr, 1986).

Communication is crucial to maintaining good relations, particularly with groups that regularly interact with the supervisor (Thompson, 1995). Keeping other groups informed of plans and keeping abreast of the activities of the rest of the organization ensures that the supervisor's work group will be well positioned to succeed.

Maintaining relations can be stressful for a supervisor when other groups' needs conflict with his or her own work group's needs. Beyond using the organization's goals as a gauge in external relations, the supervisor should take into account the impact of any external interaction on his or her own employees.

It is important to note that the five Supervisory Skills mentioned above require a fair amount of practice. The supervisor should not expect to be able to handle every situation from the start. Keeping a balanced perspective, which includes consideration of both the organization and work group needs, is key to developing these skills.

MANAGING RELATIONS RESPONSE RATIONALES

Question # 5: Your group has been having a hard time getting work done on time because it sorely lacks the necessary resources. You have decided to talk to your boss about this situation. What strategy would you use in your conversation with the boss? (Bilanich, 1994; Thompson, 1995)

Response A *Present your boss with a complete list of everything you might need. With some luck you will get at least some of your requests.*

0 points The supervisor should do the work of prioritizing because the supervisor's boss is unlikely to do it. The requests granted may or may not be good for the work group.

Response B *Make a short list of what you need, but one that will really give your group the newest and best items available.*

1 point A natural tendency is to ask for the latest and best, but a supervisor thinking critically about the needs will use the criterion of work efficiency to pare down the list.

Response C *Make a list of the items you think have a chance of being approved because of their effect on efficiency.*

2 points Realistic lists that are based on work efficiency have the greatest chance of being approved and do not waste anyone's time.

Question # 10: A lot of new technology has been installed in your area recently. Now there appears to be technical problems that are holding up the work of your group. How would you handle this? (Bilanich, 1994)

Response A *Let the technical experts in your organization deal with it. This is not your specialty.*

1 point The technical experts will know how to fix the problems, but the supervisor will learn nothing in the process.

Response B *Ask the technical experts in your organization to explain the technology in general terms as they fix it and give you tips to deal with problems in the future.*

2 points The supervisor in this case will gain useful knowledge and will be better prepared to interact with the technology in the future.

Response C *Become completely familiar with the technology so that you have the knowledge to fix problems within your own group.*

0 points Realistically, a supervisor does not have the time to become completely familiar with all technology. Managing relations with other groups who have knowledge is a better option.

Question # 15: You have been having problems getting work done by another department. They never seem to have what you need when you need it. What would be your first step to try to improve the situation? (Thompson, 1995)

Response A *Plan your work well in advance and let the other supervisor know what kind of assistance you need.*

2 points Departments often fail to meet each other's needs simply because they are not informed about those needs. Taking time in planning to inform related groups should be the first steps.

Response B *Assign one of your employees to attend the other department's weekly meetings and keep them informed of your group's needs.*

0 points This is not necessary at this point and takes up valuable employee time.

Response C *Talk to your boss about getting the other department to be more cooperative.*

1 point This is making the assumption that the other department is intentionally not meeting the supervisor's needs. Although this would not take much time, it is unlikely to yield positive future

Question # 20: Another supervisor has asked you to help out in a busy time by taking on some of his or her work. You know you will need this supervisor's help in the future, but right now your group is really backed up. How would you handle the request? (Fuller, 1995)

Response A *Accept the extra work so that your relationship with the other supervisor does not suffer.*

0 points Blindly accepting the other work may harm the supervisor's work unnecessarily. It is up to the supervisor to investigate further.

Response B *Don't accept the extra work because your first priority has to be your own employees.*

1 point The first priority is actually the organization. But the supervisor's employees are important to his or her success.

Response C *Find out what the priority of the other supervisor's work is to the overall organization. If it is urgent, shift your priorities to help out.*

2 points The decision to put one's own work aside for another supervisor should be made on the basis of what work is most important to the overall organization.

Question # 25: You have loaned one of your employees to another department. Everything seemed to be fine until a performance issue came up. The employee came to tell you that the supervisor wants a performance meeting with him or her. What should you do? (Thompson, 1995)

Response A *Allow the other supervisor to deal with the performance issue. It is his or her responsibility for the time being.*

0 points This action shows a lack of involvement from the supervisor, which will prevent him or her from developing this employee now and in the future.

Response B *Sit in on the performance meeting to support your employee.*

1 point The supervisor should at least be involved in the performance meeting. This action, however, still passes responsibility for the employee to another supervisor.

Response C *Find out exactly what the performance issue is with the employee and then conduct the meeting yourself with input from the other supervisor. This employee reports to you.*

2 points Other departments should be thought of as customers. One would not have a customer do a performance review. The performance and development of the employee is still the responsibility of his or her supervisor.

Question # 30: You have been blindsided quite a few times recently by changes in the organization that you didn't know about but other supervisors did. Your group is starting to get upset. What would you do? (Thompson, 1995)

Response A *Ask your boss to keep you better informed about what is happening.*

1 point Information may come from a boss, but no network of support is established in this option.

Response B *Make an effort to get to know other supervisors and talk to them about what is happening.*

2 points Other supervisors can be a good source of information and support.

Response C *You'll never know everything. Teach your people how to react quickly to unexpected changes.*

0 points A supervisor needs a steady and accurate flow of information to do his/ or her job. Leaving this to chance is not a good idea.

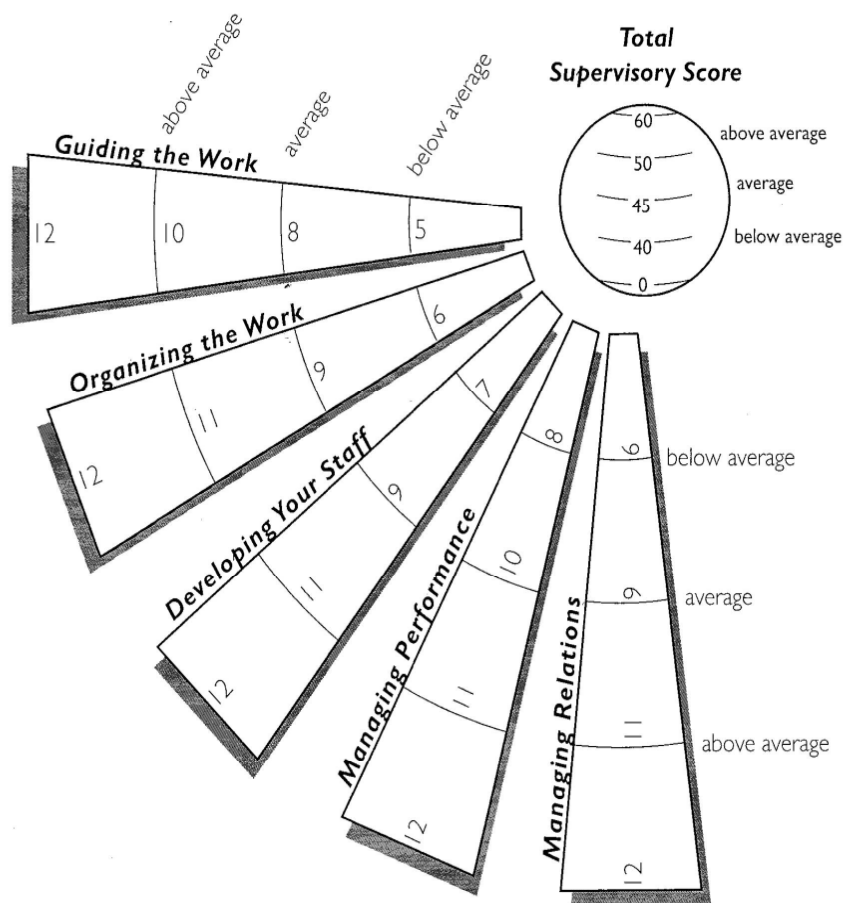
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CHARTING THE RESULTS

The chart in figure 1 helps to compare how the supervisor scored on each of the Supervisory Skills. Each bar of the chart corresponds to one of the five Supervisory Skills. Scores can range from a low of 0 to a high of 12.

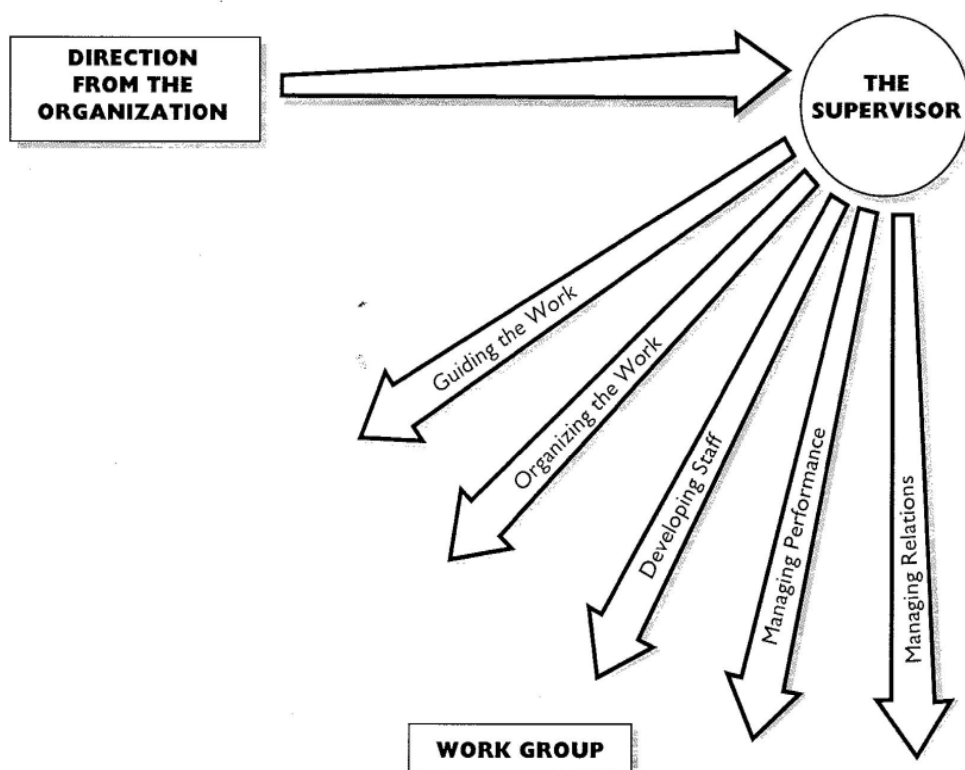


WHAT DO THE SCORES MEAN?

The Supervisory Skills in the Questionnaire represent the typical skills needed by a supervisor in today's work environment. By looking at the scores in each skill, the supervisor will get a good feel for the skills with which the supervisor is most comfortable and those that the supervisor will need to work on.

Because there are many facets to each skill, it is helpful to look at the scores on each item. When the supervisor responded to the items in the Questionnaire, they indicated what they would do in each situation by choosing one of three possible options. If they scored a "2" for an item, they chose the suggested best way of handling the situation. If they scored a "1" for an item, they chose a way of handling the situation that would neither hurt nor help. And if the supervisor scored a "0" for an item, they chose a way of handling the situation that might actually hurt the situation.

Figure 2 shows the five Supervisory Skills assessed in the Questionnaire.



The supervisor uses the direction of the organization to perform the job. The supervisor needs to guide their group's work. In order for their work group to accomplish the work, they must organize the group, develop their staff, manage their performance formally and informally, and manage relationships with several groups outside their own group.

GUIDING THE WORK

If the supervisor scored higher (above 8) on Guiding the Work, they probably understand what is necessary to decisively translate the organization's goals into workable plans.

If the supervisor scored lower (below 8) on Guiding the Work, the supervisor may need to develop their directing and planning skills.

ORGANIZING THE WORK

If the supervisor scored higher (above 9) on Organizing the Work, the supervisor probably has a good grasp of how to meet the organization's objectives through the assignment of work. The supervisor understands how to deal with the day-to-day decision of resources and assigning work

If the supervisor scored lower (below 9) on Organizing the Work, the supervisor might need to become more familiar with how to handle the task assignments, set priorities and assign resources.

DEVELOPING YOUR STAFF

If the supervisor scored higher (above 9) on Developing Your Staff, they probably know how to develop the people that work for them and are inclined to delegate work appropriately and handle requests on an individual basis.

If the supervisor scored lower (below 9) on developing Your Staff, they may not have a good grasp of how and when to delegate work or juggle the development needs of their people with the other priorities that they have.

MANAGING PERFORMANCE

If the supervisor scored higher (above 10) on Managing Performance, they probably can apply judgment about when and how to handle performance issues. The supervisor has the skills to maintain an objective view of performance.

If the supervisor scored lower (below 10) on Managing Performance, they might not know when to use more formal approaches to handle performance issues and when to be more informal.

MANAGING RELATIONS

If the supervisor scored higher (above 9) on Managing Relations, they probably are aware of how relationships with other groups benefit their group and organization. .

If the supervisor scored lower (below 9) on Managing Relations, they may have difficulty judging when or how to work with other groups.