The mission of the West Virginia LTAP Center is to foster a safe and efficient transportation system which enhances the economic development of West Virginia by improving skills and increasing knowledge of the transportation workforce and decision makers.

Presented by:
West Virginia Local Technical Assistance Program

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A Closer Look at the WV LTAP

The WV LTAP is part of the national Local Technical Assistance Program (LTAP) and Tribal Technical Assistance Program (TTAP), which is composed of a network of 58 Centers – one in every state, Puerto Rico and regional Centers serving tribal governments. The Federal Highway Administration (FHWA) created the LTAP in 1982 to provide local agencies with information and training programs to address the maintenance of local roadways and bridges.

The WV LTAP receives funding from the FHWA and the West Virginia Department of Transportation and is housed at West Virginia University.

Are you on Facebook? Check out our page!

Type in Facebook.com/WVLTAP or within the search feature in Facebook, type WV Local Technical Assistance Program (WV LTAP). Be sure to “like” our page!

Visit the LTAP website.

Visit our site, located at wvltap.wvu.edu, to view training opportunities, request technical assistance, access publications such as our quarterly newsletter Country Roads & City Streets, and more! You can also update your mailing address and/or your email address.

Interested in other LTAP classes?

Seminars, workshops, and training sessions are scheduled both on-demand and at pre-set times. We hold classes at numerous locations across the state, and our trainers can also be scheduled to come to your location. Course descriptions and a calendar of events are available on our website, wvltap.wvu.edu. You can also contact any of the WV LTAP staff to learn more.

PO Box 6103 • Morgantown, WV 26505 • 304-293-9924 or 304-293-9939 • wvltap.wvu.edu
How big of a topic is this?

Yahoo!

Search: successful supervision

- Came back with 33,700,000 hits!!!
Bosses vs. Leaders

Supervisors have the authority to accomplish certain organizational tasks and objectives.

This power does not make you a leader; it simply makes you the boss.

Adapted from The Art and Science of Leadership website

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Bosses vs. Leaders

Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around.

Successful supervisors understand this.

From the Art and Science of Leadership website

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Do the people you supervise feel like this?

Do you have this mindset?

Have you ever felt like the birds on the bottom?
Characteristics of Successful Supervisors

- **Courtesy**
- **Common Sense**
- **Respect**

Characteristics of Successful Supervisors

- Lead by example
- Have positive attitudes
- Good communicators
- Open to learning new things
- Visionary – *Sees the bigger picture*

Characteristics of Successful Supervisors

- Encourage employees to be enthusiastic about what they are doing
- Take an interest in subordinates
- Gives his/her employees real responsibility
- Trusts and respects employees’ opinions and actions
Characteristics of Successful Supervisors

- Encourages teamwork
- Appreciates employees’ work
- Practices active listening
- Reserves judgment

Look at the person speaking to you.
Ask questions.
Don’t interrupt.
Don’t change the subject.
Empathize.
Respond verbally and nonverbally.

Characteristics of Successful Supervisors

- Encourages each person to feel a sense of importance about their role in the organization
- Comfortable communicating with different personality types and using different communication tools
Supervision Styles

1. Impoverished
called a deserter
   - Does not set objectives
   - Not interested in motivating workers
   - Does nothing to further the group's cause

2. Country Club
   interested in having a friendly, happy group
   but
   - does not check standards or set objectives
   - mainly concerned with morale
   - ignores missed deadlines and low performance

3. Autocratic
   Mainly concerned about getting the job done
   - an order-giver
   - little concern about employees
   - can be effective in the short-term, but never over the long-term
Supervision Styles

4. Middle of the Road
Has some concern for people and some concern for getting the work done

- likes to avoid conflicts in group meetings
- does not use the team for problem solving
- objectives often not met
- optimal solutions do not occur

From the FMDA Successful Supervision for Local Road Supervisors handbook

Supervision Styles

5. Team Leader
Has a high regard for both people and production.

- gets the most of their employees
- maintains a good work environment
- sets challenging and achievable goals
- involves employees in decision-making

From the FMDA Successful Supervision for Local Road Supervisors handbook

Supervision Styles

Team Leader cont'd

- knows how to manage conflicts that occur in group meetings and in the team
- meets with the team to set objectives
- monitors the team's progress

Only Truly Effective Style of Leadership!

From the FMDA Successful Supervision for Local Road Supervisors handbook
Working With Employees

- Employees are your most vital resource
- Keep an open mind
- Seek power with, not over, an employee
- Treat each employee as an individual

From the PHWA Successful Supervision for Local Road Supervisors handbook

Working With Employees

- Praise employee accomplishments
  - Use Sincere Praise! Follow these steps:
    Be...
    Sincere
    Specific
  - Timely with recognition
  Don't follow up praise with a negative.
  Praise in public. Correct in private.

For Course: Successful Supervisors [2014]
Changing Unproductive Behaviors

- You can improve relations with anyone
- You have a responsibility as a supervisor
  - to help bring about positive changes
  - to go beyond behaviors to underlying motives and intentions

Working with Difficult People

- Underminer
  - Takes pride in criticism, is sarcastic & devious

- What to do:
  - Focus on the issues
  - Don't acknowledge sarcasm
  - Don't overreact

Working with Difficult People

- Unresponsive
  - Difficult to talk to, never reveals his or her ideas

- What to do:
  - Ask open-ended questions
  - Learn to be silent & wait for person to say something
  - Be patient & friendly
Working with Difficult People

- Egotist
  - Knows it all, feels & acts superior

- What to do:
  - Make sure you know the facts
  - Agree when possible
  - Ask questions & listen
  - Disagree only when you know you’re right

Working with Difficult People

- Aggressor
  - Intimidating, hostile, loves to threaten

- What to do:
  - Listen to what they have to say
  - Avoid arguments
  - Be formal, calling the person by name
  - Be concise and clear with your reactions

“We tend to judge ourselves by our intentions and others by their behavior.”

Quote from the Georgia Tech System Training and Organization Development Division/Dealing with Difficult Employee Behavior handout.
Changing Unproductive Behaviors

Possible Reasons

Problem Behavior

Changing Unproductive Behaviors

- Explain why a job is being done
  - the importance
  - the costs of not doing the job correctly
- Provide proper training
- Clarify the expected outcome
- Provide feedback

Changing Unproductive Behaviors

- People continue to do a behavior because they perceive the benefits to be greater than the costs.
Resolving Conflict

1. Take time to calm down
2. Try to see all sides of the issue
3. Set a positive tone
4. Establish and agree on ground rules

Adapted from Campaign Consultation Inc: sort@serviceconsult.com.ca/17468
Ref Course: Supervisory Skills (2013)

Resolving Conflict

5. Define and discuss the issues
6. Brainstorm possible solutions
7. Evaluate and choose solutions
8. Follow-up

Adapted from Campaign Consultation Inc: sort@serviceconsult.com.ca/17468
Ref Course: Supervisory Skills (2013)
Responsibilities & Challenges

- Managing
  - Planning & Prioritizing
  - Time Management
  - Self-Development
  - Problem-Solving/ Decision Making
  - Others

Planning & Prioritizing

- What are the short-range and long-range objectives?
- Are the priorities already assigned from higher up?
- What is the budget?
- Who is responsible for what?

Time Management

- 80/20 Rule
  - Twenty percent of the activities we do result in about eighty percent of our productivity.

http://management.about.com/gi/di/Parato081202.htm

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80/20 Rule

- This rule should serve as a daily reminder to focus 80 percent of your time and energy on the 20 percent of your work that is really important and delegate.

- Don't just "work smart", work smart on the right things.  

http://management.about.com/od/generalmanagement/aw/Paradox081203.htm

Self-Development

- Attend training
- Read
- Observe successful supervisors
- Ask for suggestions
- Self-evaluation tools
- Keep a work/life balance

Problem Solving

Step 1: Identify the problem.
Step 2: State the goal or objective.
Step 3: Assess what you know at this point.
Step 4: Develop possible solutions.
Step 5: Evaluate and make a decision.
Step 6: Implementation.
Step 7: Check the results.
Group Problem Solving Exercise

Mud Slide Scenario
- Mountain mudslide has left a 2-lane state roadway impassable.
- This roadway handles significant traffic daily.

You are the supervisor and must find a solution to this situation to minimize the impact on the public.

The Importance of Trust to Leaders

• It may take years to build the trust of someone, but it can often be destroyed in minutes.

Building Trust

• Do what you say you are going to do.
• Communicate directly with employees through meetings, one-on-one conversations
• Encourage two-way communication
• Treat everyone fairly and honestly
• Be straightforward
Change and Trust

- Employees will be more resistant to change if they do not feel it is in their best interest or if they feel it will make things worse.
- They don’t know how the change will affect them.

Change can be very scary!

Change and Trust

- Actively involve employees in the change process.
- Provide as much of the background and detail as possible.

Change and Trust

- Explain the benefits to both the company and employees
- Encourage employees to ask questions and offer feedback
- Evaluate the effectiveness of the changes
Teamwork

• Strong teams begin with strong leaders
• Everyone's role is important
• Team members support each other

How Can You Tell You Have Developed a Team?

• Members help and support each other voluntarily
• Free exchange of ideas takes place
• Common front against outsiders
• Exchange of friendly insults
• Each member highly values being part of the team

Great Leaders Value and Respect Everyone.

Great Leaders Inspire Greatness in Others.
Strive to be a Successful Supervisor and a Great Leader.

Contact for Further Reference

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Enhancing Transportation in Your Community

17
Exercise: Supervisory Signals

It is unlikely that any of your employees will tell you outright that you are doing a poor job of supervising. However, several factors combined might be telling you that something is wrong.

Take a few minutes to complete the following checklist. If two of or more of these items apply to you, then it may be a signal that you are not doing your best.

1. Do you get complaints from the public about your road maintenance work?
   - ☐ Yes
   - ☑ No

2. Are costs increasing in your department that you can not justify?
   - ☐ Yes
   - ☑ No

3. Is the production output per employee decreasing?
   - ☐ Yes
   - ☑ No

4. Have you suffered any increase in the number of complaints or any unusual number of grievances within the past year?
   - ☐ Yes
   - ☑ No

5. Have you had to reprimand several of your employees during the past year for conflicts, hostility, and unjustified actions?
   - ☐ Yes
   - ☑ No

6. Do you find that you have to watch your employees more closely than you used to? That they are no longer self-starters?
   - ☐ Yes
   - ☑ No

7. Is there a general indication of apathy and disinterest among your employees about their jobs?
   - ☐ Yes
   - ☑ No

8. When you hold employee meetings, do you find there is little real interest shown in the topic being discussed?
   - ☐ Yes
   - ☑ No

9. Do your employees misunderstand your instructions and not follow through on what you tell them to do?
   - ☐ Yes
   - ☑ No

10. Do you have any noticeable increase in absences, lateness, or turnover?
    - ☐ Yes
    - ☑ No
Exercise: What is your Supervisory Style

The purpose of this exercise is to get you to think more about your supervision style.

1. I believe in accepting my subordinates’ ideas even when they differ from my own. F

2. I believe that my instructions or procedures should always be followed as issued. F

3. I usually try to get the support of people working with me before I proceed with an important policy change. T

4. People in authority should present the image of authority in the way they dress, communicate, and conduct themselves. T

5. It is best to let your people implement your instructions the way they think best. T

6. My subordinates need to be ruled with an iron fist. It gives them the direction and guidance they need. F

7. I treat my subordinates as equals. T

8. My subordinate’s suggestions are rarely very good. They don’t have the necessary range of experience that I do. T

9. I rarely change the duties of people reporting to me without first talking it over with them. T

10. Good managers give their subordinates complete, detailed instructions on how things should be done to get them done correctly. T

11. I accept suggestions from people who work for me and very often use their ideas. T

12. Consulting subordinates on important decisions wastes time, particularly when you want results quickly. T

13. One of the best ways to manage is to have regular meetings with the people who report to you. T

14. To cut down on lost time and frustration, I often do things myself. Things get done better, faster, and more efficiently that way. F

Add the number of True, Odd Numbered Statements to the number of False Even Numbered Statements.

If the total is 10 or more: You are viewed by the people who work for you as a participative supervisor (team leader).

If the total is 5 or less: You are viewed by the people who work for you as an authoritative (autocratic) supervisor.
The six steps to becoming a better listener form a ladder.

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<th>L</th>
<th>Look at the person speaking to you.</th>
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<td>Ask questions.</td>
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<td>Respond verbally and nonverbally.</td>
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Plane Crash Scenario

You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January and you are in Northern Canada. The daily temperature is zero and the night time temperature is below zero. There is snow on the ground and the countryside contains several creeks criss-crossing the area. The nearest town is 35 kilometres away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items:

1. A ball of steel wool 2. Catch span
2. A small axe
3. A loaded pistol
4. Can of vegetable oil
5. Newspapers (one per person)
6. Cigarette lighter (without fluid)
7. Extra shirt and pants for each survivor
8. 20 x 20 ft. piece of heavy-duty canvas
9. An air map made of plastic
10. Some whiskey
11. A compass
12. Family-size chocolate bars (one per person)

Your task as a group is to list the above 12 items in order of importance for your survival. List the uses for each. You will be required to come to agreement as a group.
Wilderness Survival Scenario

Here are twelve questions concerning personal survival in a wilderness situation. Your first task is individually to select the best of the three alternatives given under each item. Try to imagine yourself in the situation depicted. Assume that you are alone and have a minimum of equipment, except where specified. The season is autumn. The days are warm and dry, but the nights are cold. After you have completed this task individually, you will again consider each question as a member of a group. Your group will have the task of deciding the best alternative for each question. Do not change your individual answers, even if you change your mind in the group discussion. Both the individual and group solutions will later be compared with the “correct” answers provided by a group of naturalists who conduct classes in survival.

1. You have strayed from your party along and are now lost. You have no special signalling equipment. The best way to attempt to contact your friends is to:
   a. call “help” loudly but in a low voice.
   b. yell or scream as loud as you can.
   c. whistle loudly and shrilly.

   Your answer:  c  Your group’s answer:  c  

2. You are in “snake country.” Your best action to avoid snakes is to:
   a. make a lot of noise with your feet.
   b. walk softly and quietly.
   c. travel at night.

   Your answer:  b  Your group’s answer:  a  

3. You are hungry and lost in wild country. The best rule for determining which plants are safe to eat (those you do not recognise) is to:
   a. try anything you see the birds eat.
   b. eat anything except plants with bright red berries.
   c. put a bit of the plant on your lower lip for five minutes; if it seems all right, try a little.

   Your answer:  a  Your group’s answer:  a  

4. The day becomes dry and hot. You have a full bottle of water (about one litre) with you. You should:
   a. ration it - about a cupful a day.
   b. not drink until you stop for the night, then drink what you think you need.
   c. drink as much as you think you need when you need it.

   Your answer:  c  Your group’s answer:  a  

5. Your water is gone and you have become very thirsty. You finally come to a dried-up stream. Your best chance of finding water is to:
   a. dig anywhere in the stream bed.
   b. dig up plant and tree roots near the bank.
   c. dig in the stream bed at the outside of a bend.

   Your answer: C    Your group’s answer: C

6. You decide to walk out of the wild country by following a series of ravines where a water supply could be available. Night is coming on. The best place to make camp is:
   a. next to where you think there could be a water supply in the ravine, down the bottom of a cliff.
   b. high on a ridge, up the top of the cliff.
   c. midway up the slope.

   Your answer: C    Your group’s answer:  

7. Your flashlight glows dimly as you are about to make your way back to your campsite after a brief trip. Darkness comes quickly in the woods and the surroundings seem unfamiliar. You should:
   a. head back at once, keeping the light on, hoping the light will glow enough for you to find the way.
   b. put the batteries under your armpits to warm them, and then replace them in the torch.
   c. shine your torch for a few seconds, try to get the scene in mind, move out in the darkness, and repeat the process.

   Your answer: C    Your group’s answer:  

8. Snow confines you to your small tent. You doze with your small stove going. There is danger if the flame is:
   a. yellow.
   b. blue.
   c. red.

   Your answer:  b    Your group’s answer: C

9. You must cross a river that has a strong current, large rocks, and some white water. After carefully selecting your crossing spot, you should:
   a. leave your boots and pack on.
   b. take your boots and pack off.
   c. take off your pack, but leave your boots on.

   Your answer: q    Your group’s answer:  
10. In waist-deep water with a strong current, when crossing the stream, you should face:
   a. upstream.
   b. across the stream.
   c. downstream.

   Your answer: b  Your group’s answer: _____

11. You find yourself stuck on the edge of a cliff. Your only way is up some slippery, mossy and wet rock. You should try it:
   a. barefoot.
   b. with boots on.
   c. with just your socks on.

   Your answer: b  Your group’s answer: _____

12. Unarmed and unsuspecting, you surprise a large bear prowling around your campsite. As the bear rears up about ten metres from you, you should:
   a. run.
   b. climb the nearest tree.
   c. freeze, but be ready to back away slowly.
## Decisional Balance Worksheet

Name: ___________________  Date: ___________________

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21
# Decisional Balance Worksheet

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Mudslide Scenario Worksheet

A mudslide on a mountain has left a 2-lane state highway that handles significant traffic loads impassable in your district. You, as a supervisor must find a solution to this situation to minimize the impact on the public.

Step 1: Identify the Problem (What is the major problem, the root issue?)

Road shut down

Step 2: State the Goal or Objective (What needs to be accomplished?)

Find detour - or open road
Set road closure.

Step 3: Assess what you know at this point. (What are the facts? What are the constraints? What can and cannot be changed? Does your agency have a policy in place? How will this affect productivity, moral, work procedures, etc?)

Road closed - needs traffic altered
Non public

Can/cannot be changed - mud slide happened/traffic delayed
Not really

Step 4: Possible Solutions? (Brainstorm possible solutions so several alternatives can be considered.)

- Look for detour
- Possible current help - get road open

Step 5: Evaluate and Make a Decision. (Take an in-depth look at and evaluate your options and decide on the best course of action. Does this decision satisfy your objective? Is it safe? Practical? Feasible? Economical? Legal? How long will it take? What are the pros and cons?)

Get equipment/machinery on site to open road

Step 6: Implementation. (Break the solution down into actual tasks and combine into a comprehensive plan.)

- Just have to get on phone and get road open

Step 7: Check the Results. (Is it working or did it work? If not, what needs to be changed?)
# Daily Time Log

**Date:** ____________

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Exercise I-2B: Managing Factors

Here is a list of managing factors. How well are you doing on each?

<table>
<thead>
<tr>
<th></th>
<th>GOOD</th>
<th>O.K.</th>
<th>NEEDS WORK</th>
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<tbody>
<tr>
<td>1. Planning</td>
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<td>2. Organizing</td>
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<td>3. Giving Responsibility</td>
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<td>4. Giving Authority</td>
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<td>5. Recognizing Staff Performance</td>
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<td>6. Financial Rewards</td>
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<td>7. Fostering Staff Independence</td>
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<td>8. Making Decisions</td>
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<td>9. Developing Staff</td>
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<td>10. Promoting Team Work</td>
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<td>11. Encouraging Creativity</td>
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<td>12. Building Trust</td>
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<tr>
<td>13. Sharing Knowledge and Experience</td>
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<td>14. Respecting Needs Of Others</td>
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<td>15. Delegating Problems To Solve</td>
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Circle three areas where you could improve your performance. List them below with specific steps you will take to become more effective.
### Exercise I-2C: Self-Analysis

RATE YOURSELF BY ANSWERING THE FOLLOWING STATEMENTS:

<table>
<thead>
<tr>
<th></th>
<th>STRONG</th>
<th>WEAK</th>
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<tbody>
<tr>
<td>1. I know my personal and work goals.</td>
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<td>2. My personal goals are compatible with the work goals of my department.</td>
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<td>3. I set high expectations for both myself and my group members.</td>
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<td>4. I involve everyone affected by a given change at an early stage of its consideration.</td>
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<td>5. I decide and encourage participation in most of the decisions I reach.</td>
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<td>6. I have the ability to not worry about a decision once I have made it.</td>
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<td>7. I can discern the need for initiating action.</td>
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<td>8. I have the capacity to change, realizing that life is a continuing series of changes.</td>
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<td>9. I comprehend completely how each step of the work is to be accomplished.</td>
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<td>10. I plan my work and use proper controls to see that it is accomplished satisfactorily.</td>
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<td>11. My daily activities are based on a priority list which I keep up-to-date.</td>
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<td>12. I aid my group members in achieving better work methods.</td>
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<td>13. I correct my mistakes.</td>
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<td>15. I welcome the challenges of my job.</td>
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<td>16. I find time to read material helpful in understanding my supervisory efforts.</td>
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<td>17. I find more satisfaction in giving than receiving.</td>
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<td>18. I take care of my health so that I am physically fit for my job.</td>
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<tr>
<td>19. I strive to know the capacity, interests, and behavior of all my employees.</td>
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<td>20. I put employees at ease when discussing work matters with them.</td>
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<td>21. I praise a person for a job well done and criticize poor work constructively.</td>
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<td>22. I try to provide increased responsibilities to my employees.</td>
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<td>23. I show no favoritism among my employees.</td>
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<td>24. I keep my cool in dealing with rebellious, angry, or sarcastic persons.</td>
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<td>25. I can develop enthusiasm among my employees.</td>
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<td>26. I foster a spirit of teamwork among my employees.</td>
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### Handout II-13: Performance Planning and Review

**Name of Manager/Supervisor You Report To**

**Title**

**Name of Your Unit**

**INSTRUCTIONS:** FOR EACH QUESTION BELOW, CIRCLE THE NUMBER THAT APPLIES TO THE ATTITUDE OF YOUR IMMEDIATE SUPERVISOR OR MANAGER TOWARDS YOU.

<table>
<thead>
<tr>
<th>I FEEL THAT:</th>
<th>ALMOST ALWAYS</th>
<th>USUALLY</th>
<th>ABOUT HALF THE TIME</th>
<th>USUALLY NOT</th>
<th>ALMOST NEVER</th>
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<tr>
<td>I know what is expected of me in my job.</td>
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<td>My supervisor understands my job problems &amp; any outside (personal) problems that affect my work.</td>
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<td>My supervisor expresses his/her recognition of my work when it is done well.</td>
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<td>I have a chance to learn &amp; grow through my work, &amp; am encouraged to think creatively.</td>
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<td>I am informed in advance about changes that will affect me in my work.</td>
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<td>I can get the information or help from other units needed to do my job.</td>
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<td>My supervisor discusses my mistakes in such a way that I can learn from them.</td>
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<td>When meetings are held to solve problems, they are effective.</td>
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<tr>
<td>I understand the responsibilities, objectives, &amp; problems of my supervisor.</td>
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<td>The work of my unit is aimed at making the best possible contribution to the department's overall goals.</td>
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Handout II-10: Applying Your Problem Solving Skills On The Job

SELECT AN AREA OF WORK THAT IS EXPERIENCING DELAYS, COST OVERRUNS, QUALITY PROBLEMS, OR SHORTAGES OF RESOURCES. THEN ANSWER THESE YES/NO QUESTIONS:

1. Do I know the real cause of the roadblock to progress?
   □ Yes  □ No

2. Have I defined the problem in terms of specific actions needed to overcome the roadblock, and get back on schedule?
   □ Yes  □ No

3. Is there an existing Standard Operating Procedure (SOP) that could contain the solution to my problem?
   □ Yes  □ No

IF ANY ANSWER IS NO, TAKE ACTION TO CLARIFY THE POINT. THEN ANSWER THESE YES/NO QUESTIONS:

4. Did the solution I choose solve the problem as I defined it?
   □ Yes  □ No

   If not, was it correctly defined? or am I treating symptoms instead of the basic problem?
   □ Yes  □ No

   What should I do differently next time?

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Exercise II-15: You The Delegator: Rating Your Delegating Skills

THIS IS A SELF-EVALUATION INVENTORY. IT DOESN'T TRY TO COVER EVERYTHING ABOUT YOUR DELEGATING SKILLS, BUT IS INTENDED AS A CHECKLIST TO HELP YOU SPOT AREAS NEEDING IMPROVEMENT IN THE IMPORTANT ART OF DELEGATION.

PLEASE RESPOND TO THE STATEMENTS AS THOUGHTFULLY AND OBJECTIVELY AS YOU CAN. SCORE YOURSELF ON EACH STATEMENT BY CIRCLING ONE OF THE FOUR NUMBERS TO THE RIGHT. INTERPRET THE NUMBERS THIS WAY:

4 = I'M DOING EXCEPTIONALLY WELL.
3 = I'M DOING PRETTY WELL, BUT THERE IS ROOM FOR IMPROVEMENT.
2 = I'M DOING "SO-SO" AND COULD IMPROVE QUITE A BIT.
1 = I NEED A GREAT DEAL OF IMPROVEMENT.

1. My employees and I clearly agree on what their job responsibilities are.
   4 3 2 1

2. My employees and I clearly agree on what results are expected of them.
   4 3 2 1

   4 3 2 1

4. My employees know how much authority they have in areas such as budget, facilities, and other resources.
   4 3 2 1

5. I am readily accessible when my employees need to see me.
   4 3 2 1

6. My employees seek and accept additional responsibility.
   4 3 2 1

7. I include my employees in making decisions affecting their jobs.
   4 3 2 1

8. I do very few things that my staff should do.
   4 3 2 1

9. If I were incapacitated for six months, I know who would take my job.
   4 3 2 1

10. I have trained a replacement for myself.
    4 3 2 1

11. I frequently ask individuals working for me, "What can I do, stop doing, or do differently, to help you do a better job?"
    4 3 2 1
12. I allow my people to make mistakes. 4 3 2 1

13. The people in my department get promotions at least as frequently as other persons with equivalent responsibilities in other parts of the organization. 4 3 2 1

14. My operation functions smoothly when I'm absent. 4 3 2 1

15. I could take a four-week vacation without worrying about how my department would run while I was gone. 4 3 2 1

16. When I delegate, my staff seldom has to be told how to carry out new responsibilities. 4 3 2 1

17. I have a specific follow-up procedure for tracking performance on responsibilities I delegate. 4 3 2 1

18. I am careful not to over-delegate. 4 3 2 1

19. My employees always receive authority to match the responsibility I delegate to them. 4 3 2 1

20. I can list at least three ways to improve my delegation skills. 4 3 2 1

21. Even though my position enables me to get action quicker than my employees, I avoid doing things they could be doing. 4 3 2 1

22. I increase my employees' experience and cause them to stretch by delegating to them. 4 3 2 1

23. I avoid the excuse that it takes more time to explain what's to be done than to do the job myself. 4 3 2 1

24. My people are willing to accept more responsibility if I will give it to them. 4 3 2 1

25. I do not jump lines of authority when I delegate. 4 3 2 1

TOTAL YOUR SCORE TO SEE HOW WELL YOU'RE DOING COMPARED TO A PERFECT 100
90 OR BETTER = EXCEPTIONAL
80-89 = VERY GOOD
70-79 = GOOD
60-69 = FAIR
BETWEEN 60 = IT'S TIME TO DO SOMETHING CONSTRUCTIVE ON A PLANNED BASIS NOW!

REVIEW THE LIST OF 25 ITEMS REGULARLY. THEY WILL HELP YOU BECOME AN EVEN MORE EFFECTIVE DELEGATOR.
The Build a Better Mousetrap Competition highlights innovative solutions to everyday problems and issues faced by public works agencies.

These innovations can range from the development of tools, equipment modifications, to processes that increase safety, reduce cost, improve efficiency and the quality of transportation.

Get more information and submit your entry by visiting the WV LTAP's website, wvltap.wvu.edu.

Entries accepted year-round!