Achieving Leadership Effectiveness

Supervisory Development Program

Review

- What struck you most from yesterday's discussions?

- Share this within in your team

- Select a team representative to report your learnings

Achieving Leadership Effectiveness

Course Content

Day 1:

Sched	Content
AM 1	Introduction: From Performer to Supervisor
AM 2	Leadership Focus Exercise
PM 1	Leadership Focus Presentations
PM 2	Supervisory Challenges Supervisory Functions, Roles, Responsibilities

Achieving Leadership Effectiveness

Course Content

Day 2:

Sched	Content
AM 1	Achieving Team Objectives
AM 2	Organizing Work and Authority
PM 1	Practicing Effective Leadership Pursuing Continual Improvements
PM 2	Integration: Action Planning

Basketball Exercise 2

Instructions- Round 1:

- ❑ The objective is to beat your team score yesterday

- ❑ The supervisors will lead the team in developing team objectives and strategies for 2 minutes

- ❑ Each team member is given 30 seconds to shoot as many balls as possible into the basket.   The shooter must stand on and cannot move away from the designated spot. However, other team members may assist the shooter in any way.

- ❑ Individual scores are recorded and the team average is computed.

Basketball Exercise 2

Instructions- Round 2:

❑ The objective is to continue improving team score

❑ The supervisors will lead the team in developing team objectives and strategies for 2 minutes

❑ Each team member is given 30 seconds to shoot as many balls as possible into the basket. The shooter must stand on and cannot move away from the designated spot. However, other team members may assist the shooter in any way.

❑ Individual scores are recorded and the team average is computed.

Basketball Exercise 2

Instructions- Round 3:

❑ The objective is to continue improving team score

❑ The supervisors will lead the team in developing team objectives and strategies for 2 minutes

❑ Each team member is given 30 seconds to shoot as many balls as possible into the basket. The shooter must stand on and cannot move away from the designated spot. However, other team members may assist the shooter in any way.

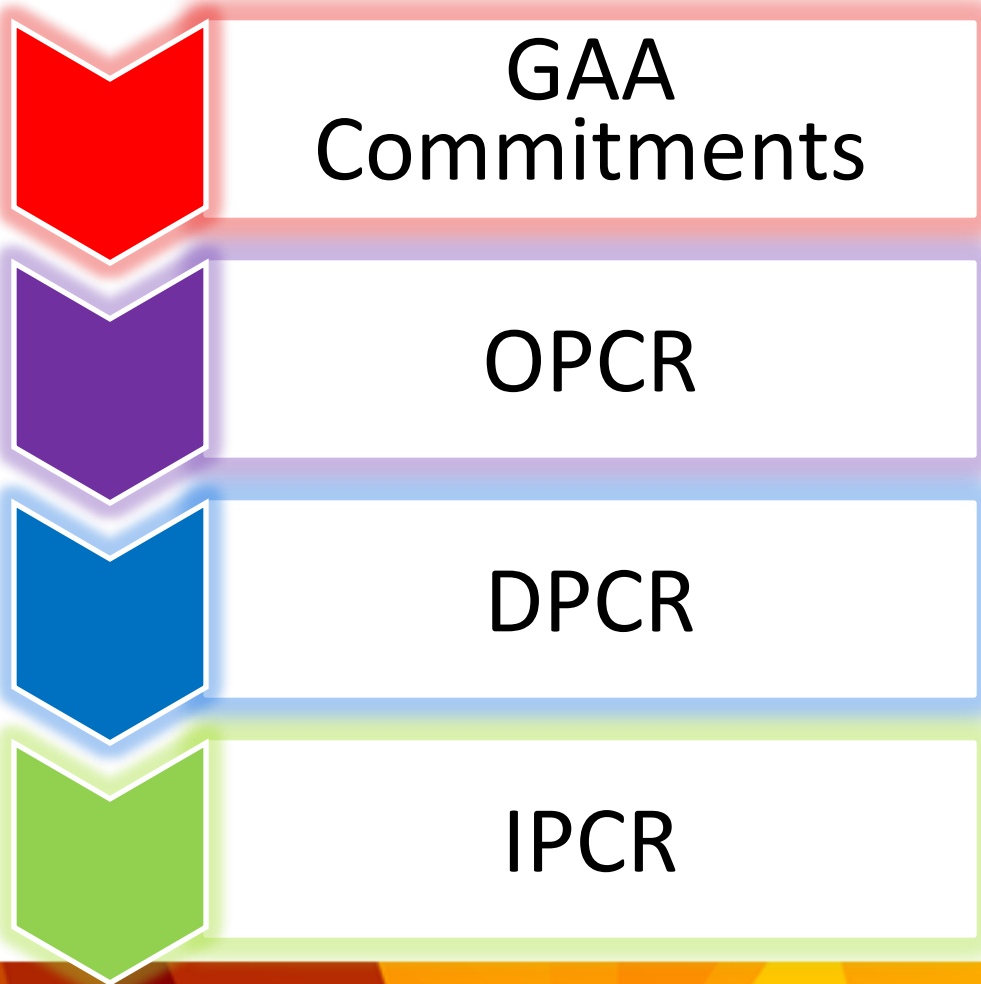❑ Individual scores are recorded and the team average is computed.

Basketball Exercise 2

Processing:

❑ What enabled or prevented the team from improving the team score?

❑ To what extent did team objectives contribute to improving team score?

❑ How can we relate this to the workplace?

Achieving Team Objectives

Planning Process

GAA Commitments

OPCR

DPCR

IPCR

- Align all plans
- Support plans with PIP

Societal Goals/Outcomes	SER Socio-Economic Report

Societal Goals/Outcomes

2040 – MATATAG, MAGINHAWA AT PANATAG NA BUHAY

2022 – FOUNDATION FOR INCLUSIVE GROWTH, A HIGH-TRUST SOCIETY AND A GLOBALLY COMPETITIVE KNOWLEDGE ECONOMY

SER Socio-Economic Report

Sectoral Goals/Outcomes

"MALASAKIT" Enhancing the Social Fabric	"PAGBABAGO" Reducing Inequality	"PATULOY NA PAG-UNLAD" Increasing Growth Potential

P^PARC Priority Program Accountability Report Card

Organizational Outcomes

IMPROVED QUALITY OF CIVIL SERVANTS		CSC shall be globally recognized as a center of excellence for strategic HR and OD

OPCR

MARC-I MFO Accountability Report Card

Major Final Outputs (Citizen Focused & Product Results)

Financial Stewardship	Internal Process	Leadership, Learning,& Growth

MARC-II Mgt Accountability Report Card

Strategic Performance Management System

IPCR

Achieving Team Objectives

	OPCR	IPCR
Planning Elements	• RBPMS Framework (MFOs) • Operational Objectives • Targets • Rating Period • Weight Allocation • Budget Allocation • SPMS Rating System	• Output • Success Indicators • Targets + Measures • Actual Accomplishments • Rating (QET) • Remarks

Achieving Team Objectives

Objectives

Core

Strategic

Support

Achieving Team Objectives

Objectives

Core

Strategic

Support

what you need to achieve to deliver your mandate

Achieving Team Objectives

Objectives

Core
Strategic
Support

what you need to achieve to transform internal capability to deliver your mandate
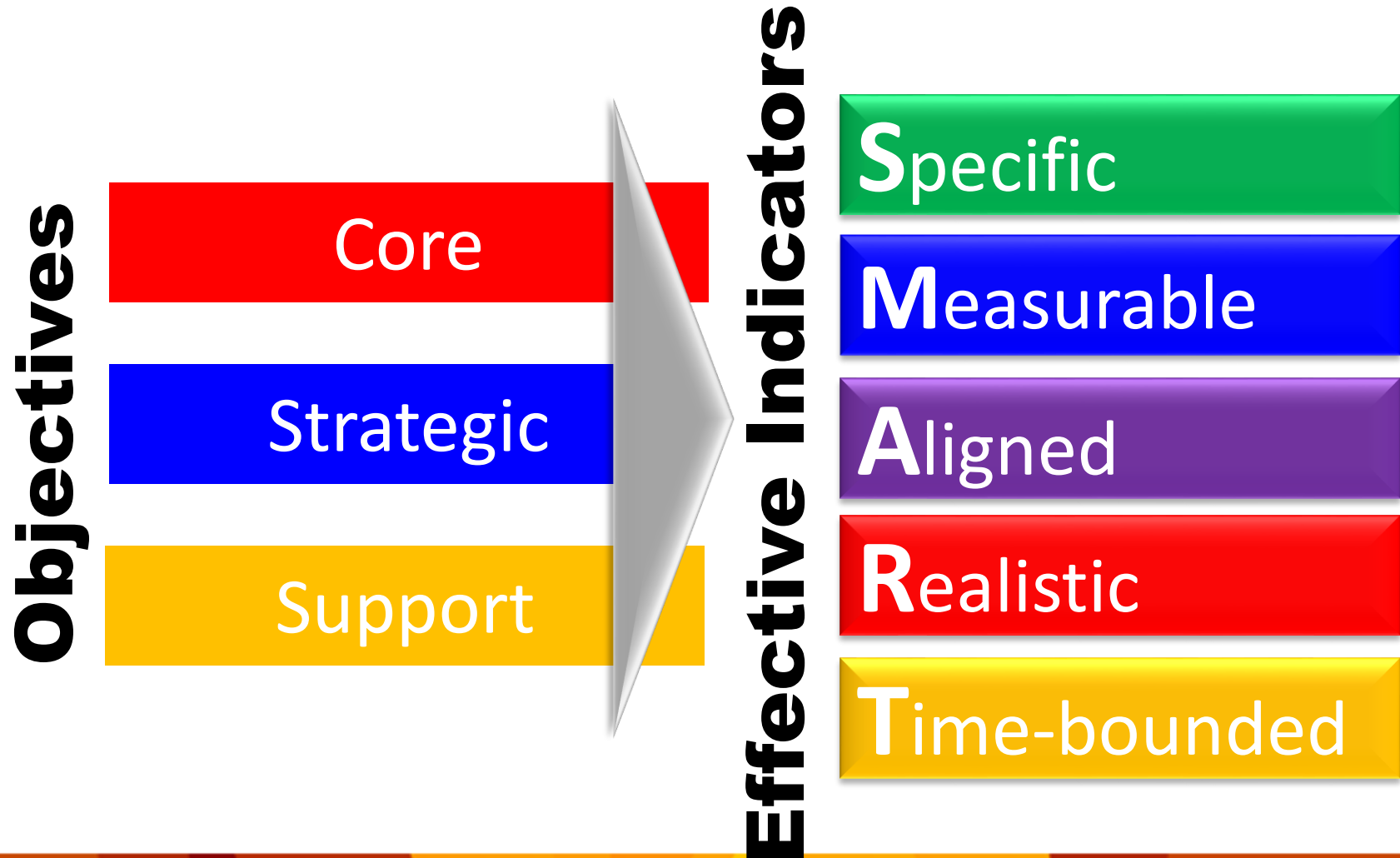
Achieving Team Objectives

Objectives

Core

Strategic

Support

what you need
to achieve to
ensure proper
delivery
of your mandate

Achieving Team Objectives

Objectives

- Core
- Strategic
- Support

Effective Indicators

- **S**pecific
- **M**easurable
- **A**ligned
- **R**ealistic
- **T**ime-bounded

Achieving Team Objectives

Types of Indicators

Quality

Efficiency

Timeliness

Achieving Team Objectives

Types of Indicators

Quality

Efficiency

Timeliness

Refers to the characteristics of the service/product valued by the client

Achieving Team Objectives

Types of Indicators

Quality

Efficiency

Timeliness

Refers to the volume produced within a given timeframe

Achieving Team Objectives

Types of Indicators

Quality

Efficiency

Timeliness

Refers to the need to deliver within a specified period or target date

Achieving Team Objectives

Controlling Process

Set Performance Standards

Monitor Performance

Celebrate Success/ Solve Problems

Control Tools
- Budgets
- Monitoring Sheet
- Performance Reports
- Personal Observations

Samuel C. Certo, Supervision p. 156-165

Recalling the Team Presentation Exercise

Processing

❑ How did you organize yourselves yesterday during the Team Presentation Exercise?

❑ Could there have been a better way to organize yourselves as a team?

❑ How can we apply this in the workplace?

Organizing Work and Authority

Authority

The right to carry out tasks
or give order to someone else.

- Laws and Regulations
- Appointments
- Designations
- Job Descriptions
- OPCR/IPCR
- Office Order
- Budgets

How are authorities given in the government?

Organizing Work and Authority

Process of Organizing

```
Define the
Objective
```
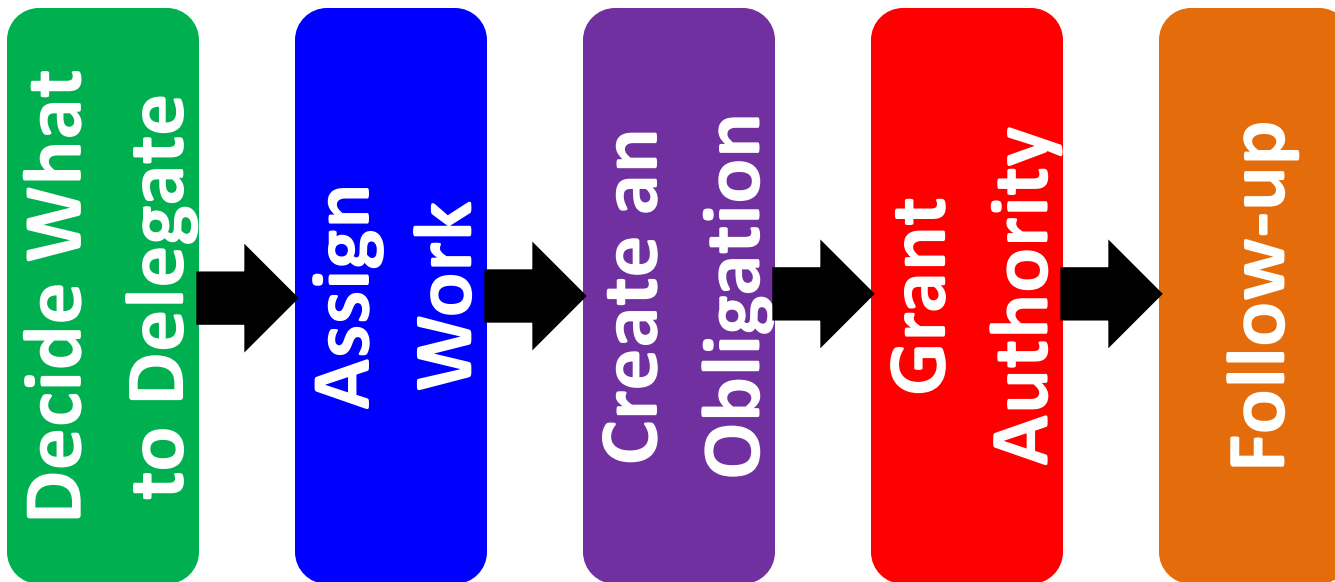→
```
Determine
needed
Resources
```
→
```
Group
Activities
and Assign
Duties
```

Samuel C. Certo,
Supervision p. 186-188

Organizing Work and Authority

Process of Delegating

Decide What to Delegate → **Assign Work** → **Create an Obligation** → **Grant Authority** → **Follow-up**

Samuel C. Certo, Supervision p. 193-195

Organizing Work and Authority

Principles of Organizing

- Parity Principle
- Unity of Command
- Chain of Command
- Span of Control

Samuel C. Certo, <u>Supervision</u> p. 188-191

Organizing Work and Authority

Principles of Organizing

- Parity Principle
- Unity of Command
- Chain of Command
- Span of Control

Personnel who are given **responsibility** must also be given enough **authority** to carry out the responsibility

Samuel C. Certo, Supervision p. 189

Slide 27

Organizing Work and Authority

Principles of Organizing

- Parity Principle
- **Unity of Command**
- Chain of Command
- Span of Control

Each employee should have only one supervisor

Samuel C. Certo, <u>Supervision</u> p. 189

Slide 28

Organizing Work and Authority

Principles of Organizing

- Parity Principle

- Unity of Command

- Chain of Command

- Span of Control

Authority flows from one level of management to the next, from the top of the organization to the bottom.

Samuel C. Certo, Supervision p. 189

Organizing Work and Authority

Principles of Organizing

- Parity Principle

- Unity of Command

- Chain of Command

- Span of Control

The number of people a manager supervises

Characteristics of Effective Leaders Exercise

❑ Think of the most effective leaders you have observed. For you, what indicated that they were effective? What characteristics made them effective?

❑ Share your responses with your team mates. Within the team select the top three indicators and top three characteristics of most effective leaders.

❑ How would you measure yourself against the characteristics of these effective leaders?

Practicing Effective Leadership

Good

is the Enemy of

Great

Jim Collins

Shows average ratio, each company set to 1.00 at transition date.

Jim Collins;
Good to Great
Slide 32

Practicing Effective Leadership

Go **Fra**

Level 5	Level 5 Executive	Professional Will and Personal Humility
Level 4	Effective Leader	Vigorous Pursuit of Compelling Vision
Level 3	Competent Manager	Pursuit of Predetermined Objectives
Level 2	Contributing Team Member	Works Effectively with Others
Level 1	Highly Capable Individual	Contributes through Talent

Level Leaders

Disc

nology erators

on

Jim Collins; Good to Great

Slide 33

Practicing Effective Leadership

Managerial Grid

Country Club Mgt — Team Mgt — Middle of the Road Mgt — Impoverished Mgt — Task Mgt

Concern for People (Low / High)

Concern for Production (Low / High)

Blake and Mouton; Managerial Grid
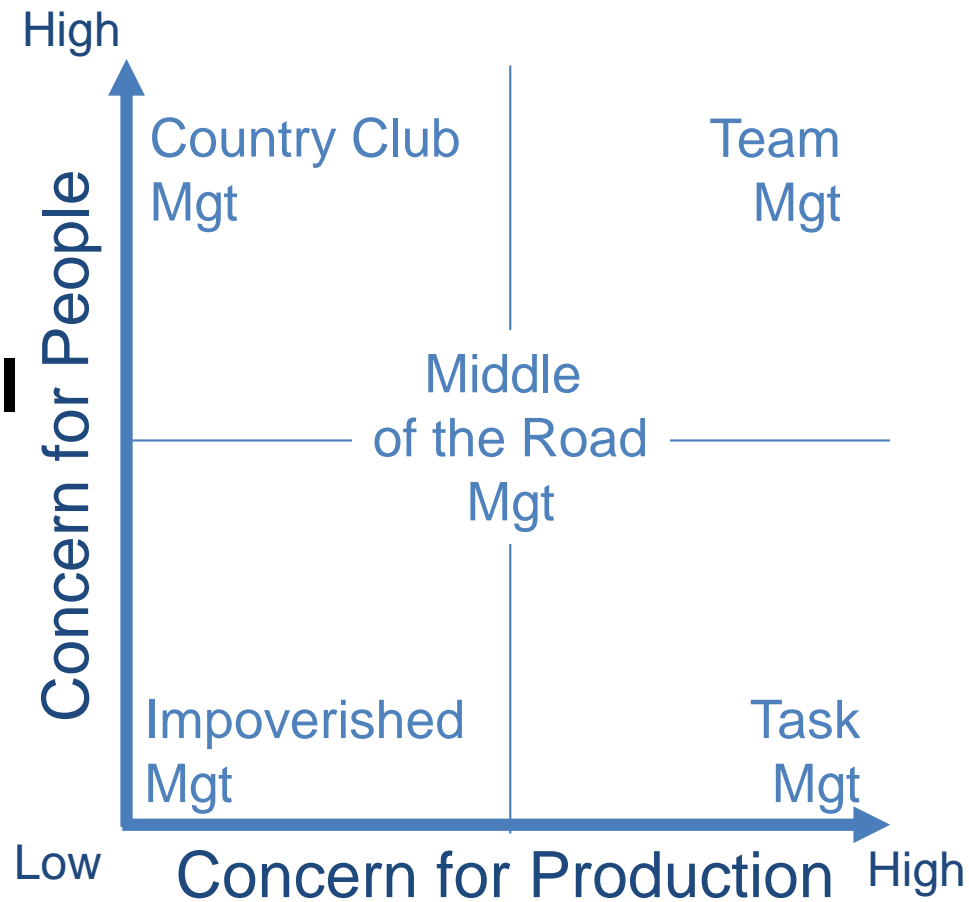
Practicing Effective Leadership

Situational Leadership

Individual Competency

High — Low

| Supporting | Coaching |
| Delegating | Directing |

Supportive Behavior
Individual Motivation

Low — Directive Behavior — High
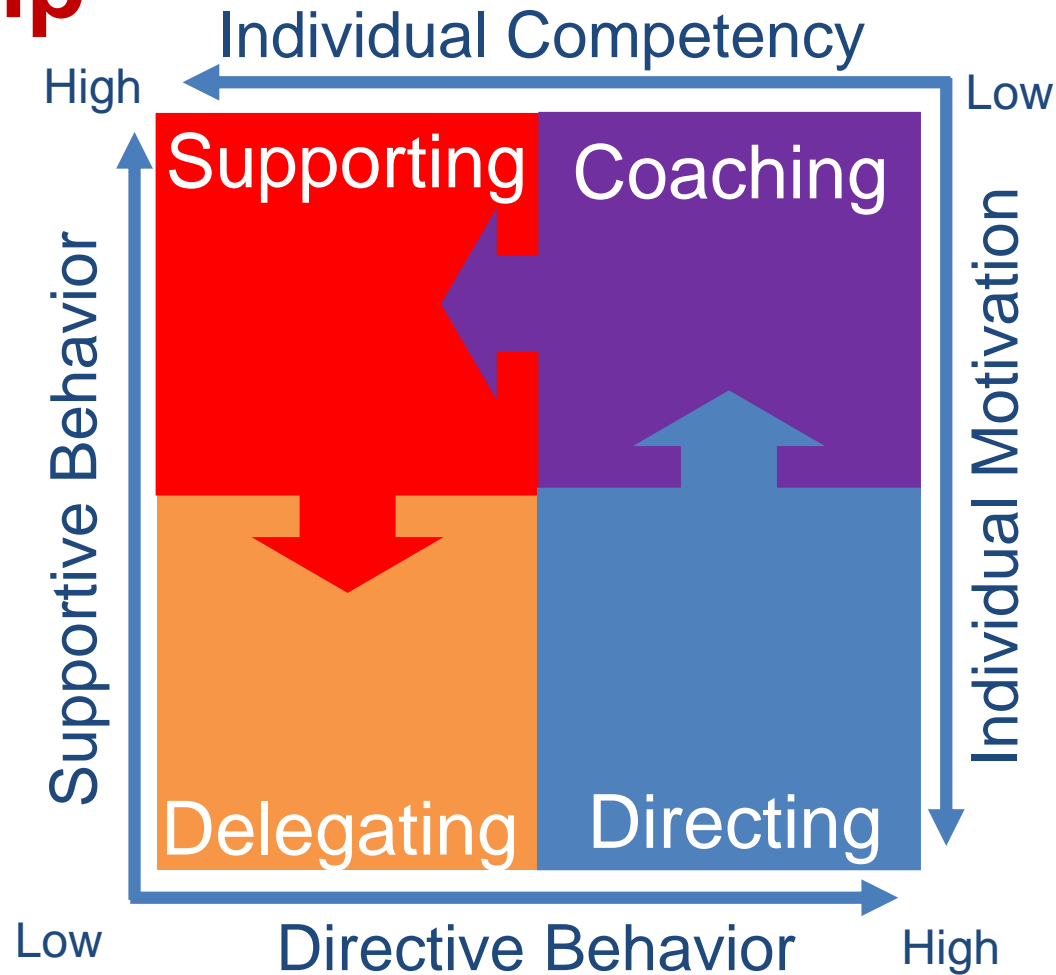
Case Study: Delayed Reports

- **Read the Case Study**

- **Discuss within your group:**

  - ✓ Are the case facts realistic? Are there any parallelism to your workplace?

  - ✓ If you are the Division Chief, what would you do?

  - ✓ If you are the Supervising Training Specialist, what would you do?

Case Study: Delayed Reports

- **Read Part 2 of the Case Study**

- **Discuss within your group:**

  ✓ What can you deduce from the data?

  ✓ What seems to be the root cause of the problem?

  ✓ What solutions would you consider?

Pursuing Continual Improvements

Human Compromises in Problem Solving

- Simplicity

- Bounded Rationality

- Subjective Rationality

- Rationalization

- Personal Perspective

- Recency Syndrome

- Stereotyping

Samuel C. Certo, Supervision p. 230-234

Pursuing Continual Improvements

Human Compromises in Problem Solving

- **Simplicity**
- Bounded Rationality
- Subjective Rationality
- Rationalization
- Personal Perspective
- Recency Syndrome
- Stereotyping

The tendency to simply recall experiences and consider how similar problems were handled

Slide 39

Pursuing Continual Improvements

Human Compromises in Problem Solving

- Simplicity

- **Bounded Rationality**

- Subjective Rationality

- Rationalization

- Personal Perspective

- Recency Syndrome

- Stereotyping

The tendency to settle for "good enough" alternatives given time, cost or other limitations
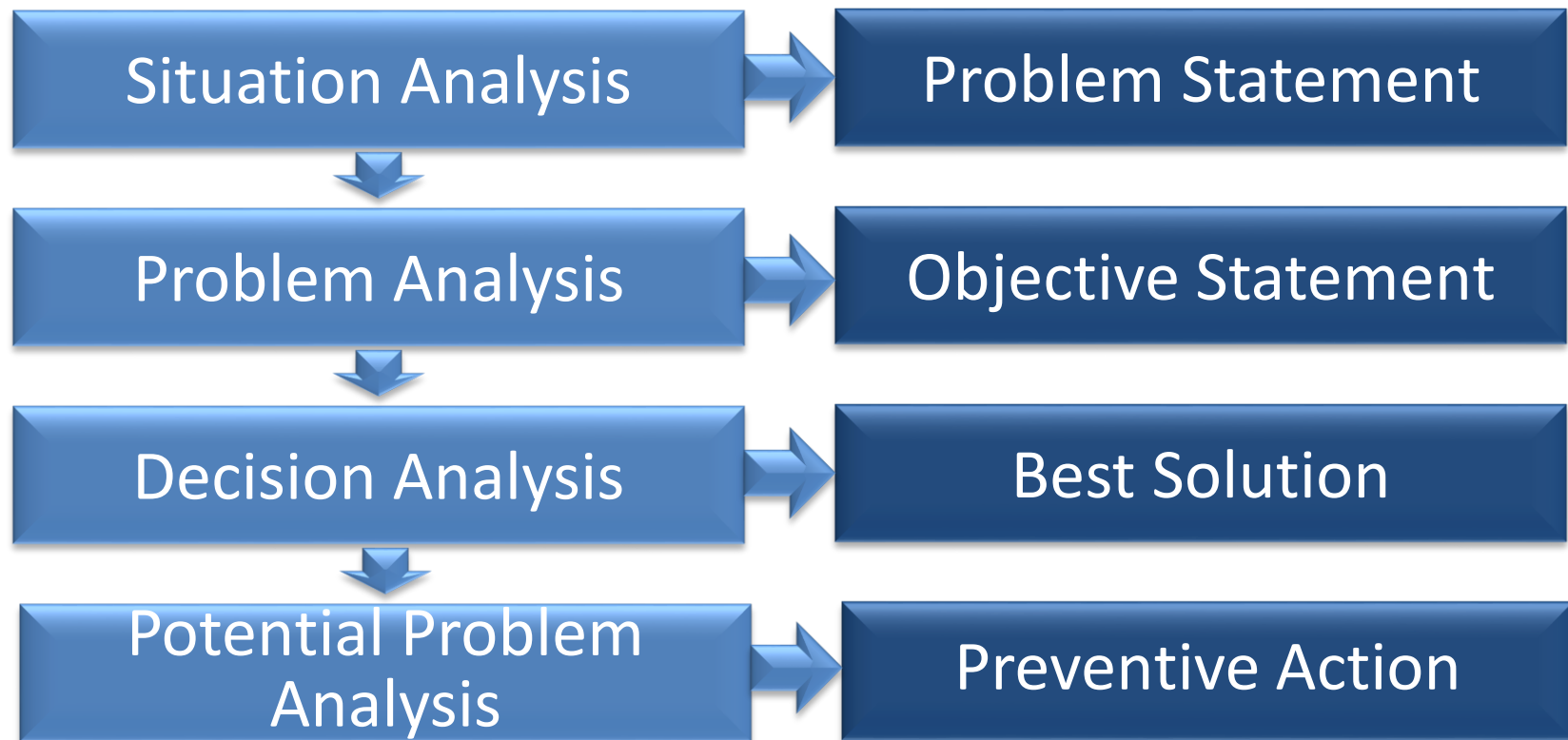
Pursuing Continual Improvements

Human Compromises in Problem Solving

- Simplicity

- Bounded Rationality

- **Subjective Rationality**

- Rationalization

- Personal Perspective

- Recency Syndrome

- Stereotyping

The tendency to rely on intuitive or gut instincts instead of using impartial data

Samuel C. Certo,
Slide 41
Supervision p. 232

Pursuing Continual Improvements

Human Compromises in Problem Solving

- Simplicity

- Bounded Rationality

- Subjective Rationality

- **Rationalization**

- Personal Perspective

- Recency Syndrome

- Stereotyping

The tendency to favor solutions that they think they can justify to others

Samuel C. Certo,
Slide 42
Supervision p. 232

Pursuing Continual Improvements

Human Compromises in Problem Solving

- Simplicity
- Bounded Rationality
- Subjective Rationality
- Rationalization
- **Personal Perspective**
- Recency Syndrome
- Stereotyping

The tendency to assume everyone sees things the way they do

Samuel C. Certo, Slide 43 <u>Supervision</u> p. 232

Pursuing Continual Improvements

Human Compromises in Problem Solving

- Simplicity

- Bounded Rationality

- Subjective Rationality

- Rationalization

- Personal Perspective

- **Recency Syndrome**

- Stereotyping

The tendency to rely on recent events that is easily recalled

Samuel C. Certo, Supervision p. 233

Pursuing Continual Improvements

Human Compromises in Problem Solving

- Simplicity

- Bounded Rationality

- Subjective Rationality

- Rationalization

- Personal Perspective

- Recency Syndrome

- **Stereotyping**

The tendency to categorize people

Samuel C. Certo,
Slide 45
Supervision p. 234

Pursuing Continual Improvements

Rational Problem Solving Process

Situation Analysis	Problem Statement
Problem Analysis	Objective Statement
Decision Analysis	Best Solution
Potential Problem Analysis	Preventive Action

Pursuing Continual Improvements

Problem Solving Tools

- **Brainstorming**

- **Fishbone Diagram**

- **Pareto Diagram**

- **Flow Chart**

- **Histogram**

- **Decision Tree**

Pursuing Continual Improvements

Brainstorming

Pursuing Continual Improvements

Fishbone Diagram

CSI. Shaping the Servant-Hero towards Public Service Excellence.
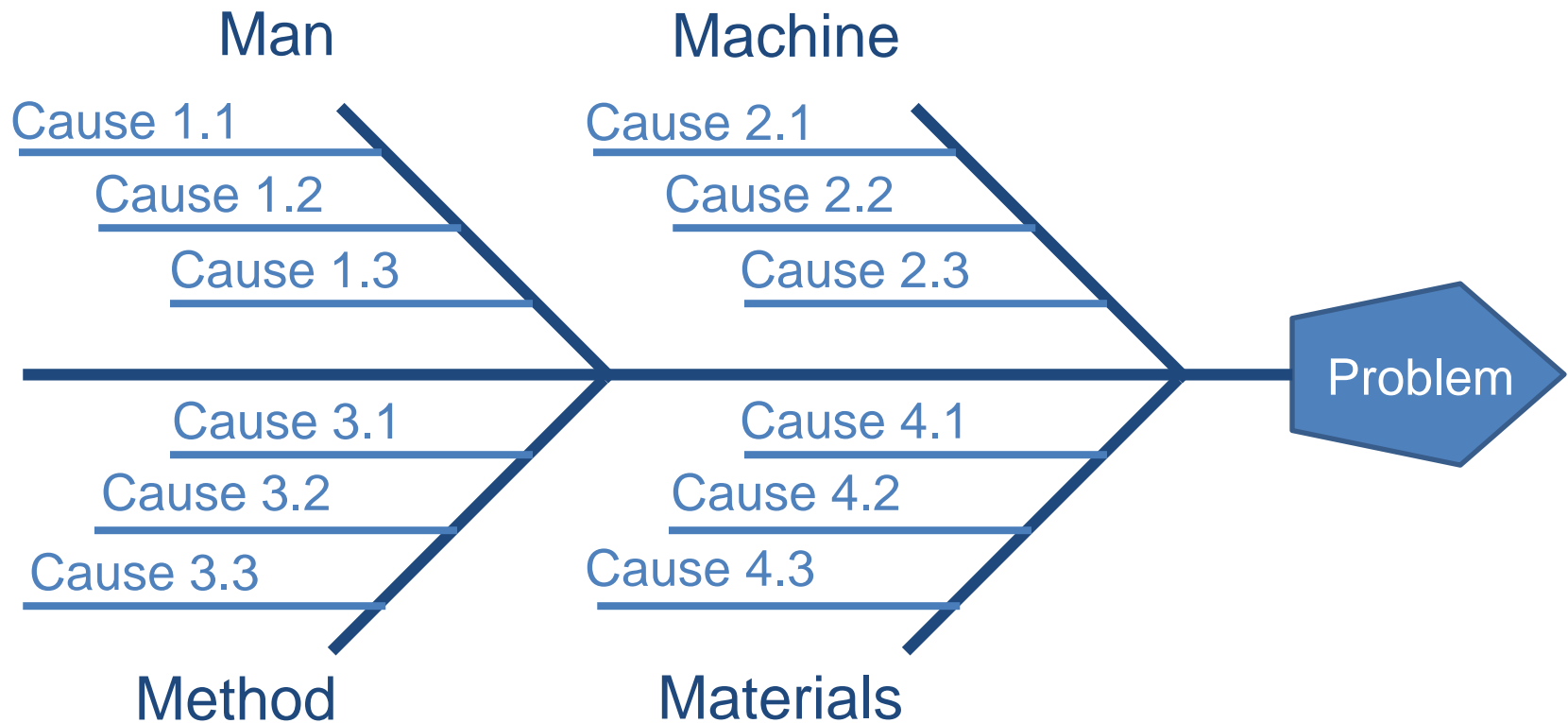
Pursuing Continual Improvements

Pareto Diagram
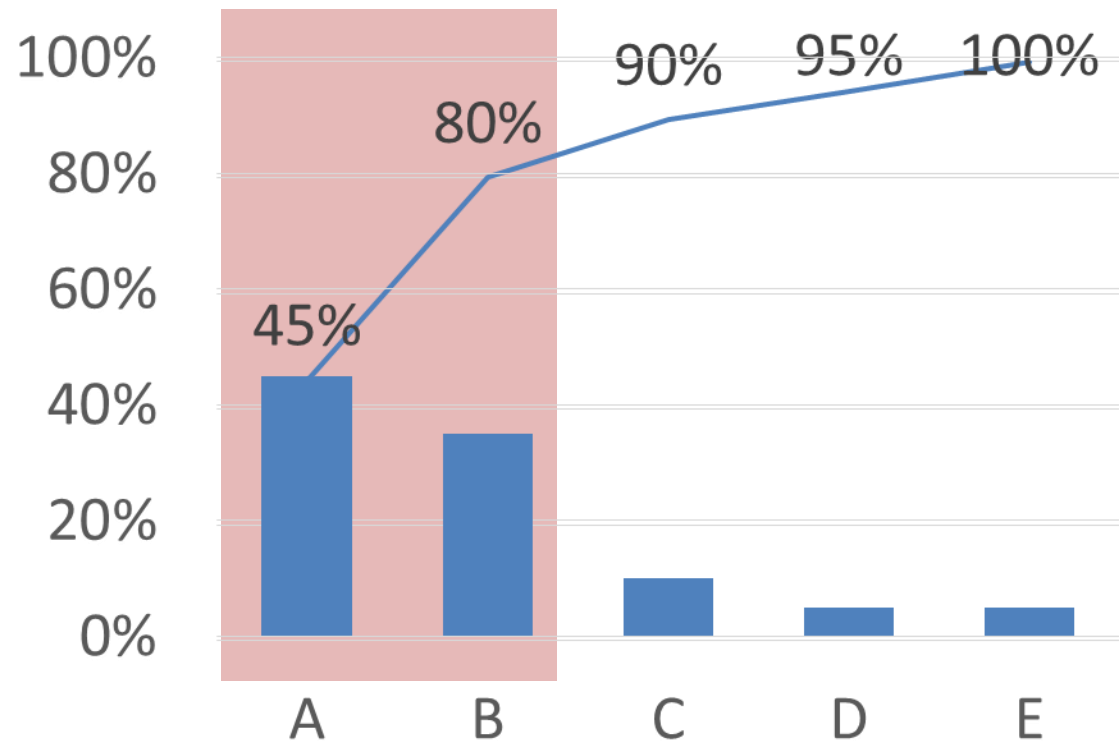
Pursuing Continual Improvements

Flow Chart
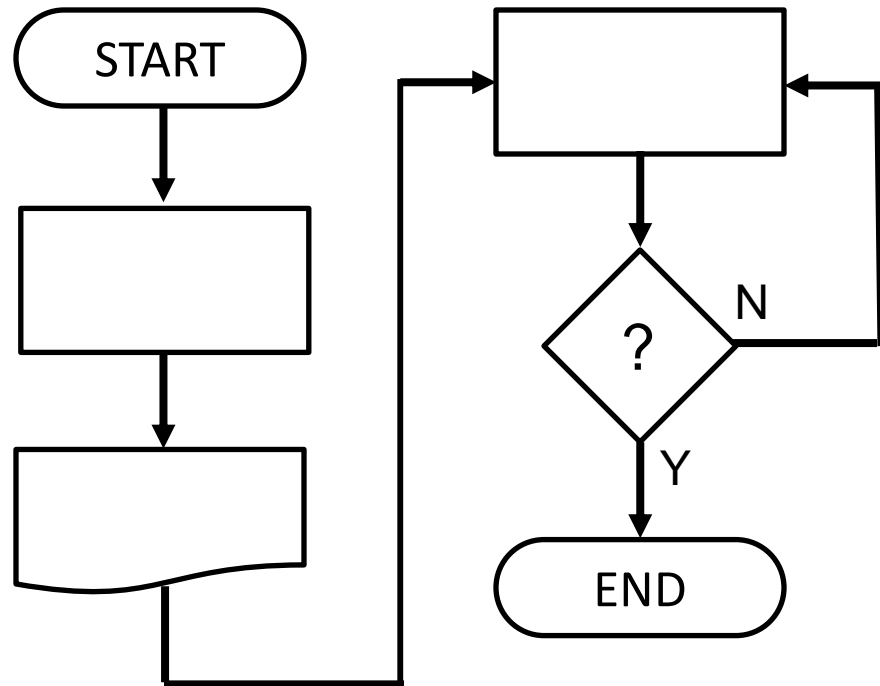
Pursuing Continual Improvements

Histogram
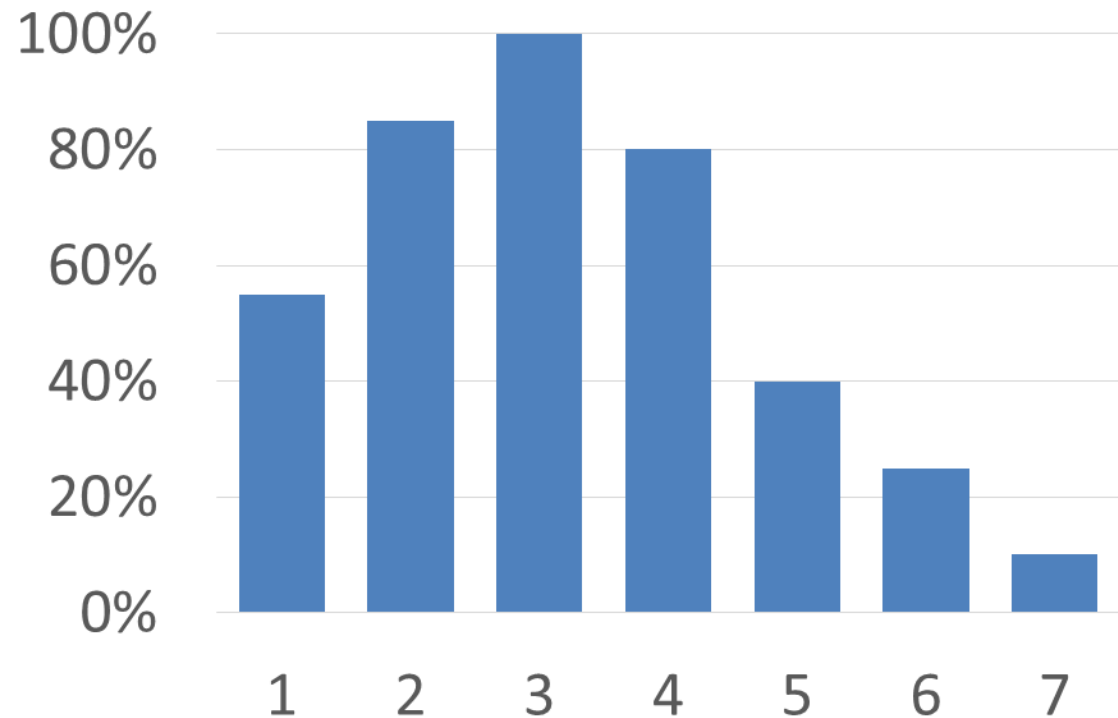
Pursuing Continual Improvements

Tree Diagram

Problem — 100%

Cause 1.0 — 60%
- Cause 1.1 — 45%
- Cause 1.2 — 15%

Cause 2.0 — 25%
- Cause 2.1 — 15%
- Cause 2.2 — 10%

Cause 3.0 — 15%
- Cause 3.1 — 9%
- Cause 3.2 — 6%
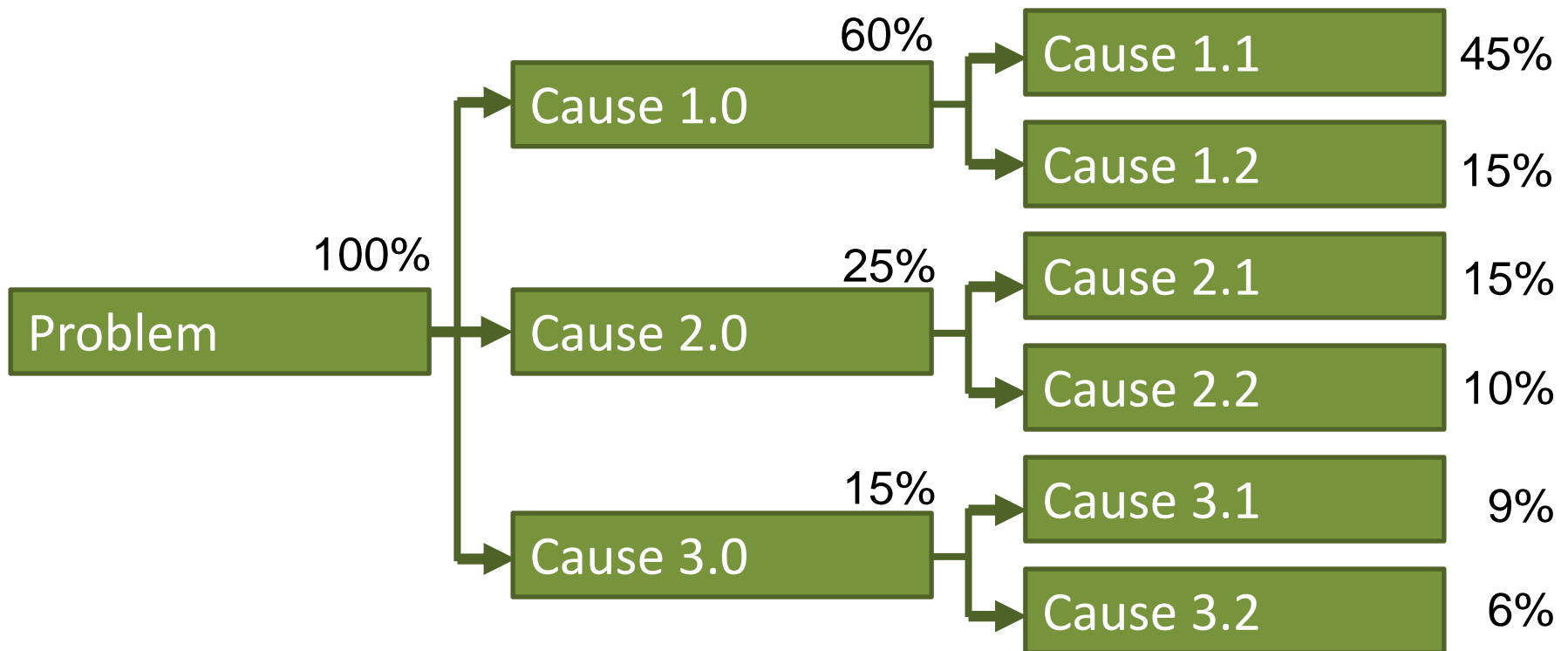
Competency Self-Assessment

Leading Change

1. Alerts the unit to opportunities and threats relating to the organization

2. Collects useful information to manage the change, assesses people's reception and recommends alternatives to make the change implementation more appropriate.

3. Asks employees for suggestions and incorporates their ideas in the change plan.

Competency Self-Assessment

Leading Change

4. Identifies and allows key individuals in the unit to devote time to move the change forward.

5. Adheres to applicable stated or communicated processes, policies and assigned work in the implementation of change.

   Documents new processes and practices as a result of the change agenda.

6. Develops one's own individual development plan as change leader/agent.

Competency Self-Assessment

Thinking Strategically and Creatively

1. Articulates to others the vision, mission, values, objectives and purposes of the organization/ agency.

2. Responds positively to the call or challenge of the organization's or agency's goals.

3. Supports innovative initiatives and demonstrates responsiveness to change methodology.

Competency Self-Assessment

Thinking Strategically and Creatively

4. Identifies resources and competencies needed within the work area to get the work done.

5. Provides advice and feedback to support others to make sound and timely decisions.

Competency Self-Assessment

Managing Performance and Coaching for Results

1. Provides timely, concrete, evidence-based, and behavioral feedback during performance management conversations based on appropriate and available tools to check and monitor the progress of employees or team members on goals and work.

Competency Self-Assessment

Managing Performance and Coaching for Results

2. Explains the coaching process, particularly, the concept of "coaching is coachee-driven" when conducting coaching sessions to employees as well as expectations with individuals or among team members; and, prepares the agreed work plan or commitment with individual or group.

Competency Self-Assessment

Managing Performance and Coaching for Results

3. Asks powerful questions that begin with what, when, who, how much and how many to make coachee understand the root cause of long-standing issues or a situation that fails short of his/her superior's expectations and to help the coachee identify goals, reality, options and actions.

Competency Self-Assessment

Managing Performance and Coaching for Results

4. Gives genuine acknowledgement of a person's qualities and feedback on developmental needs.

5. Communicates standards and expectations for mutual support and respect and open and honest relationship.

6. Acknowledges mistakes and learns from them through self-reflection.

Competency Self-Assessment

Building Collaborative, Inclusive Working Relationships

1. Implements commitments and monitors partnership arrangements to ensure that the objectives of the partnership remain on target.

2. Uses subject matter knowledge and a strong grasp of key issues in providing appropriate recommendations to engage team members, partners or other stakeholders and to achieve positive outcomes.

Competency Self-Assessment

Building Collaborative, Inclusive Working Relationships

3. Shares accurate and timely information and stimulates open discussion of ideas to promote a positive environment.

4. Identifies dysfunctional and inappropriate behaviors or gender issues of work team members and provides them appropriate feedback.

Competency Self-Assessment

Building Collaborative, Inclusive Working Relationships

5. Listens actively and shares information and resources, as appropriate to demonstrate openness.

Competency Self-Assessment

Creating and Nurturing a High Performing Organization

1. Participates in organization planning to enable future directions while providing clarity for the present.

2. Reviews work plans or projects and monitors performance.

3. Maps out the needs of clients to drive outstanding client service.

Competency Self-Assessment

Creating and Nurturing a High Performing Organization

4. Effectively uses individual and team capabilities for work outcomes.

5. Assesses learning needs and identifies appropriate learning interventions.

Integration: Action Plannning

Leadership Competencies	SDP Courses
Leading Change	Achieving Leadership Effectiveness
Thinking Strategically and Creatively	Aligning Organizations and People
Managing Performance and Coaching for Results	Developing Organizations and People
Building Collaborative, Inclusive Working Relationship	Empowering and Engaging People
Creating and Nurturing a High Performing Organization	Improving Organization & Individual Performance

THANK YOU!