

Ways of Managerial Effectiveness and Performance Improvement in Organizations

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Abstract

Nearly all managers are concerned with ways of improving personal effectiveness as well as employee performance. A manager is someone who works with and through other people by coordinating their work activities in order to accomplish organizational goals. A manager's job is not about personal achievement, but it is about helping others do their work and achieve. That may mean coordinating the work of a departmental group, or it might mean supervising a single person. However, managers may also have other work duties not related to coordinating and integrating the work of others. Thus, it is the responsibility of a manager to coordinate work activities so that they are completed efficiently and effectively with and through the efforts of other employees in organizations. Therefore, this present study examines the various ways of managerial effectiveness and performance improvement in organizations. Past works were reviewed to gather information for the research. The study concluded that for successful achievement of organizational objectives is dependent on the effectiveness of managerial

ability to define and translate goals into employee action. Also, the study recommends among others that in order to obtain organizational effectiveness and human productivity, systems should be developed and maintained that will maximize the potential of individuals.

Key Words: Managerial, Effectiveness, Performance, Employee, Productivity, Organization, Management, Efficiency.

Introduction

Simply speaking, management is what managers do. Describing what managers do is not easy or simple. Just as no two organizations are alike, no two managers' jobs are alike. Despite this fact, management researchers have, after many years of study, developed three specific categorization schemes to describe what managers do; that is, functions, roles, and skills (Stephen and Mary, 2005). Managers set the goals, the agenda, the measures of achievement, and the standards of behaviour. In the most successful organizations, they do all by setting an example, inspiring and orchestrating in a democratic rather than an autocratic way. A more thorough explanation is that managers' coordinates work activities so that they are completed efficiently and effectively with and through other people. Efficiency refers to getting the most output from the least amount of inputs. Because managers deal with scarce inputs, including resources such as people, money, and equipment, that is, they are concerned with the efficient use of those resources. On the other hand, effectiveness is often described as "doing the right things", that is, those work activities that will help the organization reach its goals. Thus, effectiveness is concerned with the ends, or attainment of organizational goals. Management is concerned then, not only with getting activities completed and meeting organizational goals, that is, effectiveness, but also with doing so as efficiently as possible (Stephen and Mary, 2005). In successful organizations, high efficiency and high effectiveness typically go hand in hand. Poor management is most often due to both inefficiency and ineffectiveness or to effectiveness achieved through inefficiency (Campell, 2000).

Effective organizational action must, by its very nature, be goal directed (Costley and Ralph, 1987). Successful achievement of organizational objectives is dependent on the effectiveness of managerial ability to define and translate goals

into employee action. The entire thrust of modern organizational behaviour theory is directed not toward employee satisfaction or happiness but toward achievement of both organizational and personal goals. Researchers have observed that two prerequisites for reaching goals are (1) managers must be able to define where they want to go, and (2) they must know how to get there. Productivity depends on management creating an environment that fosters individual performance and team effort (Costley and Ralph, 1987). To achieve organizational objectives, it is required that people work together in order to reach meaningful goals.

Managerial Effectiveness and Performance Improvement in Organizations

Management has been facing an increasing number of problems in achieving productivity. Many of these problems arise because individuals have left old anchorages, no longer follow old cultural patterns, and have developed greater desires for achievement and self-fulfillment (Locke and Latharn, 1984). Most individuals find that they have a greater number of alternatives to choose from, and there are greater possibilities to satisfy needs for achievement, growth, recognition, and responsibility (Okere 2000). Many individuals no longer find it desirable to look to authoritative standards as guides. Individuals are seeking meaningful work under conditions where management's power is based on competence and not status in the organizational structure. Don et al (1986), suggested that effective management for performance and productivity should have at least the following characteristics:-

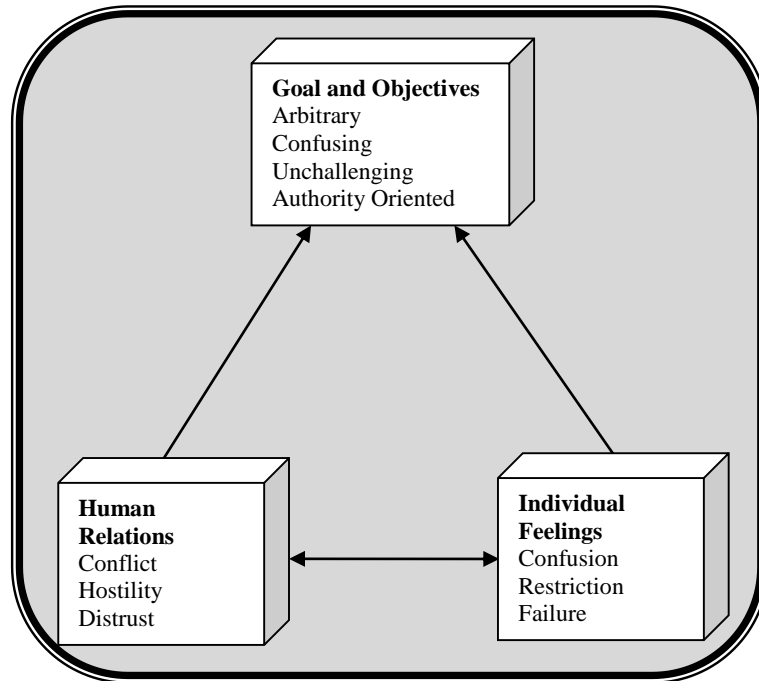
1. Goal orientation
2. Innovation and creativity
3. Constructive discipline
4. Delegation of authorities and responsibility
5. Effective supervision

Goal orientation

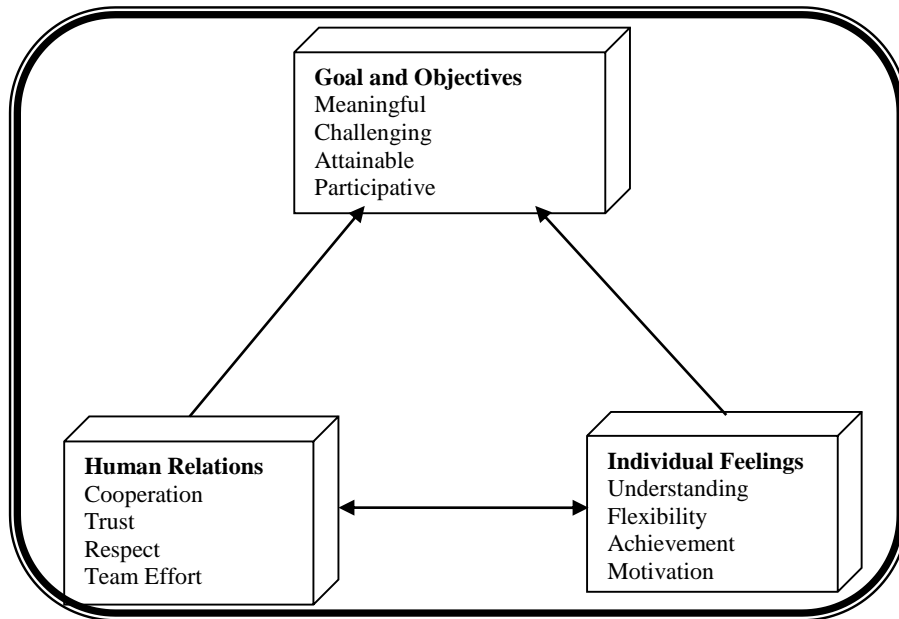
Goals are desired outcomes for individuals, groups, or entire organizations (Molz 1987). Goal provide the direction for all management decisions and form the criteria against which actual work accomplishments can be measured. That is why it is often called the foundation of planning. At a glance, it might appear that organizations, meets the needs of some constituent group(s). In reality, all

organizations have multiple goals. Businesses also want to increase market share and keep employees enthused about the organization (Stephen and Mary, 2005).

The manager climate that promotes effectiveness in an organization has a goal orientation. Through goal attainment, individuals satisfy needs for achievement, growth, recognition, and responsibility (Locke and Latham, 1984). When the organizational climate lacks goal orientation, individuals tend to seek security and protect themselves from the system. Where there are no specific goals, individuals may function in blind obedience to orders from superiors. Employees may not look for better ways to accomplish objectives but may look only for better ways to satisfy their bosses. In an organization where the boss calls the shots, the individual is provided with little incentive or opportunity to continue to increase effectiveness of the organization. According to Meyers (1996), automatic conformity, or obedient jumping through hoops, is little better than a pattern for “serving time” on the job. Thus, employees usually characterize such organizations as having arbitrary and unchallenging goals, confusing and restrictive administrative system, that is, red tape, and interpersonal conflict (Okere, 2009). These conditions lead to feelings of individual failure and often result in management disapproval and punishment, which in turn produce feelings of guilt, frustration, and apathy (Lamimam, 2003). The individual's defense take the forms of cynicism, hostility and efforts to obtain need satisfaction from sources unrelated to organizational goals. This behaviour further aggravates human relationships, and the unproductive conditions are reinforced (Okere, 2019). See figure 1 that depicts climate that lacks goal orientation.

Figure 1: Climate that Lacks Goal Orientation

Goal orientated individuals see job goals as a meaningful part of broader organizational objectives and as a way of achieving personal goals (Okere, 2009). With goal oriented management, individuals receive constructive feedback and satisfaction directly from the work itself and the achievement of goals. Knowledge of the job enables the individual to initiate self-corrective action and to grow with accomplishments. Goal orientation is supported by management actions that develop meaningful goals, supportive and helpful management systems, and interpersonal respect and trust. These conditions maximize the individual's opportunity to achieve goals and earn approval reward. The resulting motivation favourably affects the individual's perception of the job and encourages the individual to reach out for greater achievements. Conditions that develop a positive outlook reinforce interpersonal respect and support a process of individual achievement and goal attainment is displayed in figure 2.

Figure 2: Climate that Promotes Goal Orientation

Organizational Goal-Setting System

Managers at different levels in the organizational hierarchy are concerned with different kinds of goals. The board of directors and top-level managers are very much involved in determining the purpose, the mission, and the overall goals of the organization, as well as the more specific overall goals in the key result area (Okere, 2011). Middle level managers, are involved in the setting of key-result-area goals, division goals, and department goals. The primary concern of lower-level managers is setting goals of departments and units as well as of their subordinates. Although individual goals, consisting of performance and development goals, are shown at the bottom of the hierarchy; managers at higher levels also should set goals for their own performance and development. Thus, setting goals is indeed a difficult task. It requires intelligent coaching by the superior and extensive practice by the subordinates (Eldridge, 2003). Without clear goals, managing is haphazard. No individual and no group can expect to performance effectively and efficiently unless there is a clear goal to be achieved. Don et al (1986) pointed out that the establishment of goals has often been found to increase the efficiency and effectiveness of individuals, departments, and organizations. Goal setting, which

leads to achievement, has the following characteristics: (1) individuals are involved in the process of setting organizational and specific work goals; (2) individuals are able to relate personal goals to organizational goals; (3) the organization has supportive and helpful systems for setting and achieving goals; and (4) individuals are able to respond favourably to organizational goals and make a commitment to the organization.

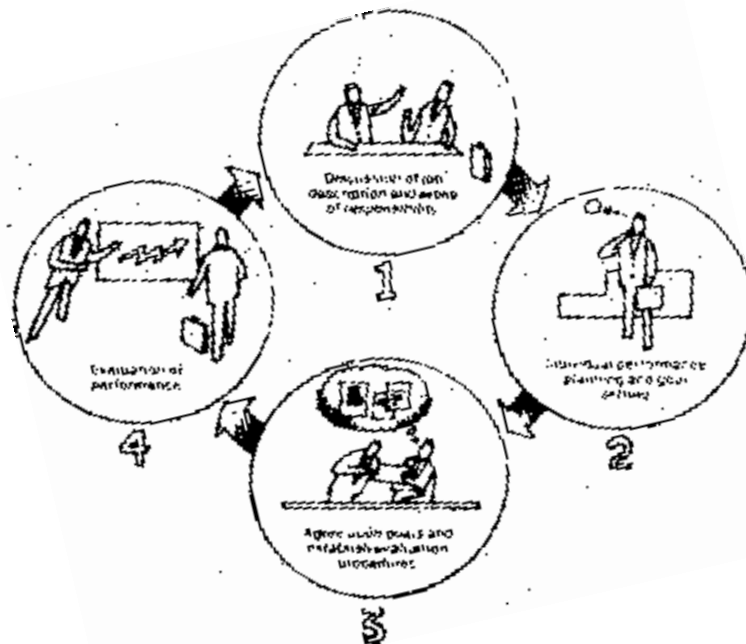
Systematic goal setting can help organizations and individuals within organizations evaluate individual performance and potential. A goal-setting-system can aid management in measuring the success of other organizational systems and procedures (Costley and Ralph, 1987). An effective goal-setting system should improve on the informal goal setting that occurs naturally in an organization. A formal system can develop a more realistic basis on which individuals can build expectations about their jobs, their organization, and themselves. Formal goal-setting systems can establish a foundation on which a continuous goal-setting process can be built. Gabriela (2002) suggested that if a goal-setting system is to be successful in helping an organization meet its objectives, it must be based on employee involvement and must facilitate the growth and development of individuals. Additionally, Miriam et al (1985) observed that a goal-setting-system cannot succeed unless the organization is willing to evaluate its programmes and systems on the basis of human effectiveness and productivity, rather than on the basis of organizational structure, such as degree of control, proper status differential, and so forth.

Methods of Implementing Goal Setting

Two methods are commonly used to implement a goal setting system. The first method is to start at the top of the organization and then proceed down successive levels. Implementation from the top down tends to minimize any problem that might arise because of managers employing practices their bosses do not understand or sanction. A second way to implement the goal-setting system is to install it in one segment of the organization, that is, a branch, plant, or department (Costley and Ralph, 1987). This can have the advantage of allowing some learning through experience before the programme is extended to other segment of the organization. It also allows for comparisons between units using the system and those not yet involved. James and Daniel (1984) demonstrated that those involved

must construct a goal-setting programme that will suit the organization and that they are willing to maintain. Figure 3 shows the description of goal-setting programme.

Figure 3: A System of Goal Setting



A System for Goal Setting

1. **Position Description:** In the first step, the individual employee discusses his or her job description with the manager, and areas of responsibility are defined. The results the individual is responsible for attaining are specified.
2. **Individual Goals:** The second step is to obtain agreement of the manager on the duties required of the position. The employee should then prepare a list of goals that represent reasonable performance in each of the areas of responsibility. The employee plan activities that supports the overall goals

of the unit and organization. However, in establishing performance goals, the individual must know the goals of the organization and the goals of the particular organizational unit. Every organization imposes some limits on individual activities, and these limits must be communicated to the individual by management. An individual can establish reasonable and obtainable goals only when the overall goals of the organization and the goals of the unit are known.

3. **Goal Agreement and Evaluation Procedures:** In the third step, the employee and the manager mutually agree on the employee's goals. The manager should act in the role of questioner, adviser, counselor, trainer, developer, and even warner. The manager should not play the role of God or Judge. The manager and the employee jointly establish the standards, or the checkpoints, to be used by both parties during and at the end of the evaluation period to determine the employee's success in attaining objectives. Examples of such checkpoints are due dates, sales, financial, and cost figures, statistical data; and comparisons (Costley and Ralph, 1987).
4. **Evaluation of Performance:** In the fourth step, the results of a person's performance are evaluated. The individual has either attained goals, exceeded goals or failed to goals. James and Daniel (1984) believed that a person who establishes extremely high goals and then almost attains them has accomplished more than the person who establishes low goals and then exceeds them. Thus judgement must be used in evaluating performance. The manager's responsibility is to eliminate undesirable performance and to reward positive achievements appropriately. Undesirable performance is a warning signal that something must be done. The employee may need additional training and development. May be the individual needs additional support resources or new equipment (Okere, 2019). On the other hand, the manager should appropriately reward individuals who have achieved positive accomplishment.

Advantages of Goal – Setting Systems

According to Meyer (1986), the primary advantages of goal-setting are as follows:-

1. Individuals know in advance the basis for evaluation.

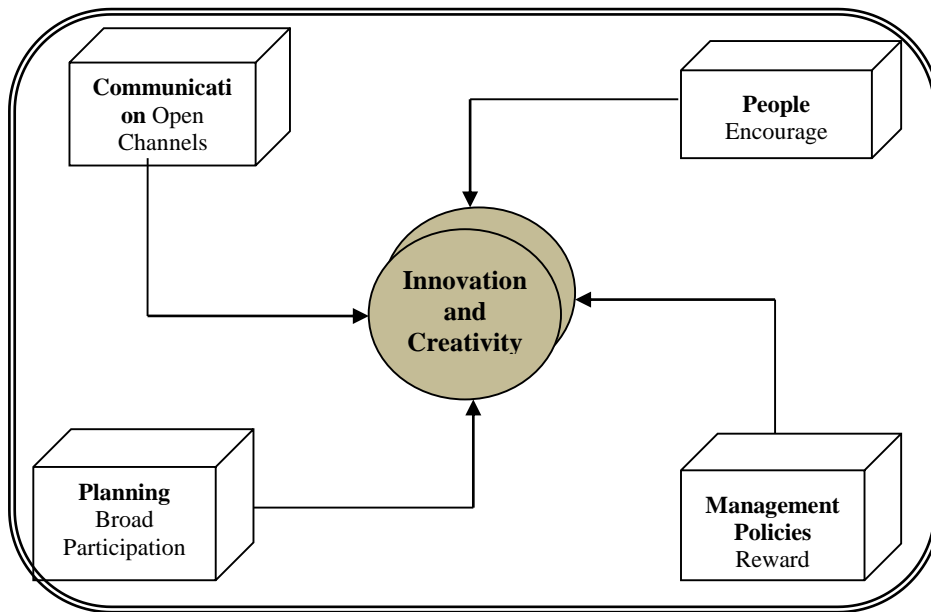
2. The manager and employee both understand the responsibilities of the position.
3. A goal-setting system should strengthen the manager-employee relationship because it does not require the manager to be an arbitrary judge.
4. The system can be self-correcting and helping people set goals that are both challenging and attainable.
5. Goal setting helps in identifying training needs.
6. The system helps the manager gain a better understanding of employee problems.
7. Goal setting treats as a total process a person's ability to identify organizational problems, develop ways of attacking them, translate ideas into action, and carry plans through to results.

Innovation and creativity

John (1986), concluded that the ability to facilitate creativity and innovation is among the most basic of a manager's work responsibilities. The organization that achieves long-term effectiveness and maximum development must place a premium on innovation and creativity. The effective manager realizes that seeking better things to do (effectiveness) is more productive than doing more efficiently the things already being done (Costley and Ralph, 1987). A climate for innovation and creativity cannot be created by gimmicks. Promoting creativity requires challenging objectives and individuals who believe their work is important. In the past, management has often assumed that individuals in organizations were placed in the noncreative category, and originality was not expected from them. Today, the general agreement is that creative potential is not restricted to a small group but exists to some degree in almost all individuals (Okere, 2011). Douglas (1967) is of the view that the capacities of the average human being for creativity, for growth, for collaboration, for productivity are far greater than we have recognized; it is possible that the next half century will bring the most dramatic social changes in human history. Thus, an organization that has an environment for creativity makes use of creative potential of individuals throughout the organization. The characteristics of the organization reflect the personalities of many employees, at all levels, rather than a few at the top. Costley and Ralph (1987), said that creativity and innovation are found in all activities and functions

of the organization, including hiring practices, development of objectives, compensation, design of organizational structures and so on. Figure 4 depicts factors contributing to the development of innovation and creativity.

Figure 4: Factors Contributing to the Development of Innovation and Creativity.



Personnel Practices

To provide an environment for innovation and creativity, the organization should hire a variety of personality types and avoid hiring only people like those already in the organization. Individuals should be hired who have proven their abilities to create and innovate in other organizations. Nonspecialists should be assigned to planning and problem-solving groups. The selection and promotion of individuals should be made only on merit.

Communication

Open channels of communication should be developed and maintained so that there will be fluid communication (Richard and Richard, 1986). Individuals should be encouraged to communicate with sources outside the organization, such as

professional groups. One way to promote open communicate is to form “idea” groups that are responsible for obtaining and evaluating suggestions for improving productivity and the achievement of organizational objectives.

Planning

Maximum flexibility should be maintained in long-range planning so that creativity and innovation are not hindered by fixed plans that are difficult to change. The planning process should incorporate an attitude of “give everything a chance”. There should be broad participation by individuals in all levels in the organization as plans are developed.

Management Practices and Policy

Ideas should be evaluated on their merits and should not be affected by the status of the originator. Top level management should not develop a close-minded commitment to present policies and procedures. Management must do more than attempt to “follow the leader”, whether the leader is another organization or an individual. If an organization is to develop a favourable climate for innovation and creativity, it must have creative managers.

Supervising for Creativity

The programme focuses on three areas:-

1. The supervisor-employee relations. The supervisor should strive to build an atmosphere that encourages new idea and changes.
2. Active support of creativity. The supervisor should actively support the creativity of individuals. Supervisors should maintain effective communications with their own and other departments.
3. The high creative person. The supervisor should permit the creative individuals to work in an atmosphere where they can easily try out their ideas. The creative individual should be provided with an environment conducive to study and work. According to Walter (1989), the assignment of work to the creative individual should be done carefully.

Harry (1981), in his speech observed that “innovation begins with example. When management acts in an innovative way, and managers at every level show

appreciation for good ideas you have a climate that attracts and nourishes creative people, and you will always have innovation”.

Constructive discipline

To be effective, discipline should focus on learning and improvement. Poor disciplinary practices can result in resentment and hostility, and cause individuals to develop methods to protect themselves from management. Okere (2019), pointed out that constructive discipline can help to develop a feeling of mutual respects among individuals in the organization. Morris (2000) also observed that the primary objective of discipline should be to develop effective individual and organizational performance. Discipline is necessary as a form of control only for a small number of individuals. If the organization has a large number of individuals who can be controlled only by disciplinary measures, it should closely examine its selection and retention practices (Okere, 2019). In some situations, discipline is necessary for the protection of the rights of individuals and the organization. Constructive discipline should always be result oriented. Discipline should not be used for revenge. When management attempts to get even with employees, the result is usually a decrease in productivity and action by employees to get even with management.

Approaches to Discipline

The most desirable and effective discipline is “self-discipline”. No organization has sufficient resources to control and police the behaviour of all individuals in the organization. Through delegation of responsibility and support from management, individuals can improve their effectiveness through self-discipline (Taylor, 2003). Unless individuals are given responsibility, management should not expect them to behave with a high degree of self-discipline. Where group teamwork exists, management can usually count on group discipline to supplement self-discipline.

Management can avoid many of the problems involved in disciplinary action if rules are seen as reasonable and justified (Costley and Ralph, 1987). Individuals will usually observe rules when they understand why they are necessary. Rules should be periodically reviewed; and if they cannot be positively justified, they should be discontinued. The procedures organization uses for discipline should

be developed with broad participation from representatives of the individuals who are subject to discipline. Managers should never forget that discipline problems are usually the result of ineffective management (John, 1995).

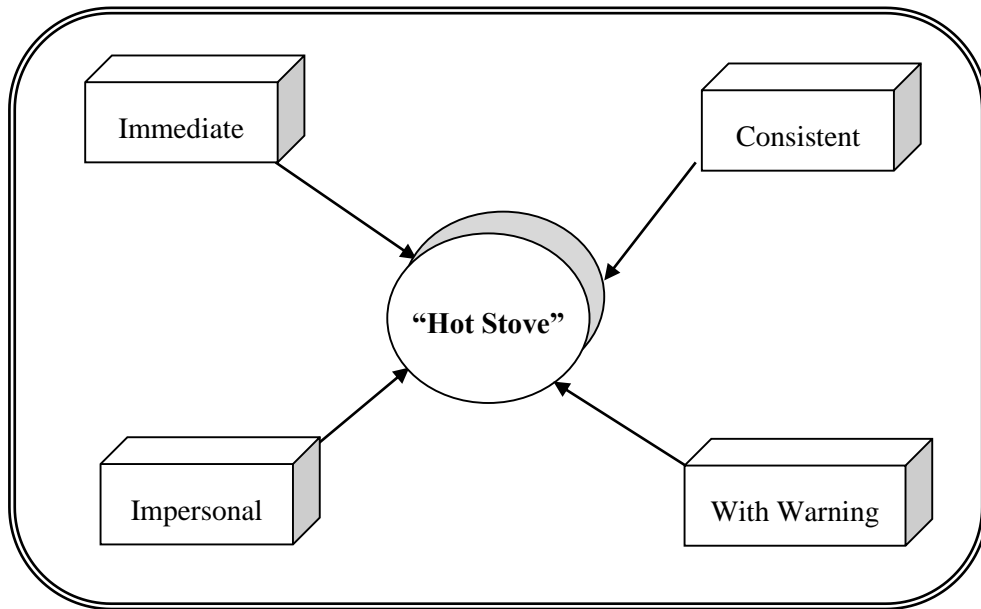
Guidelines for Administering Discipline in Organizations

Janice and Harrison (1984), highlight that all managers use some form of disciplinary procedure. When implementing any disciplinary procedures to correct undesirable behaviour, the following commonly accepted guides should be considered:-

1. The discipline is for the undesirable behaviour and not directed against the person.
2. Disciplinary action should take place in private.
3. Discipline should be handled in a constructive manner.
4. Disciplinary action should be the responsibility of the immediate supervisor.
5. Disciplinary action should promptly follow the undesirable behaviour.
6. Discipline for similar undesirable behaviours should be consistent.
7. After a disciplinary action, the supervisor should help the employee to perform successfully on the job.

Hot Stove Rule

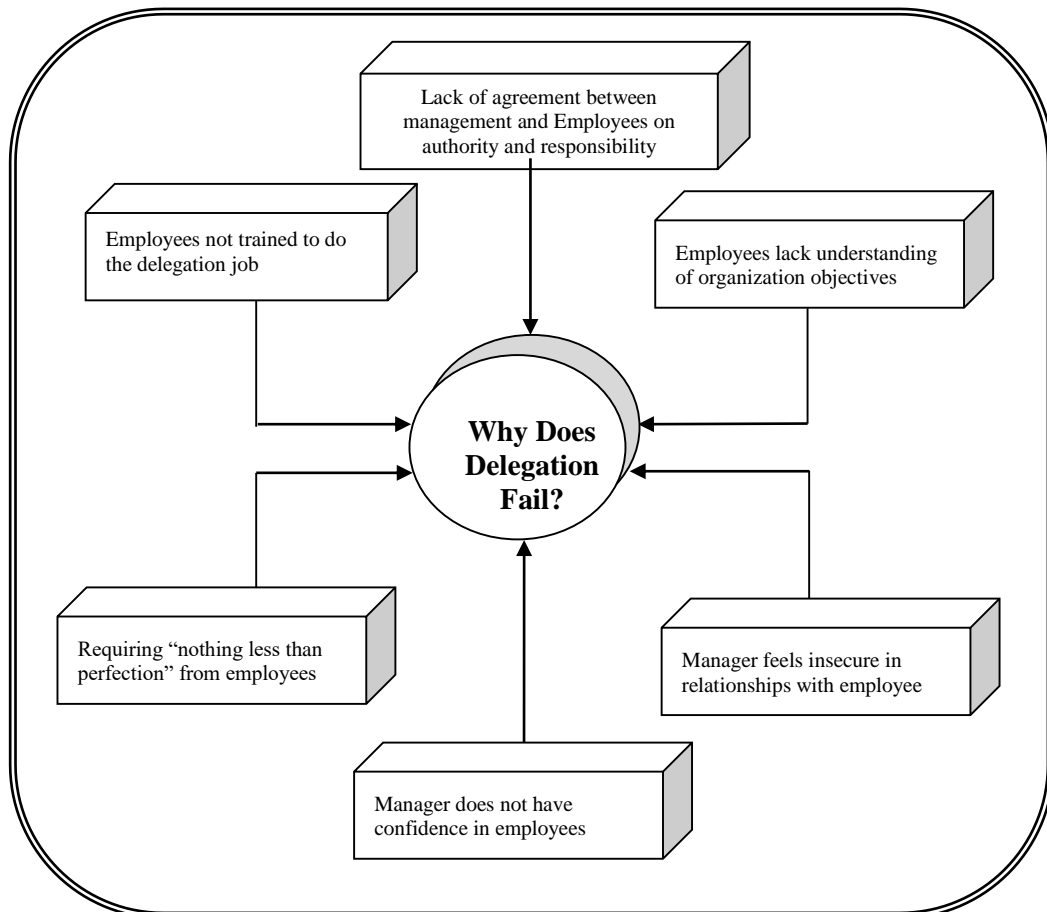
Effective discipline involves learning through experience. What has been referred to as the "hot-stove rule illustrates four basic concepts of effective discipline (Janice and Harrison, 1984). This rule draws the analogy between touching a hot stove and the application of discipline. When an individual touches a hot stove, the discipline (and learning) is immediate, consistent, impersonal, and usually with some warning. The most effective disciplinary process provides advance warning of the consequences of behaviours that are considered undesirable. If these behaviours occur, the consequences are immediate, consistent, and impersonal. When an individual touches a hot stove, there is no question of cause and effect. The burn is the result of a behaviour and not because of any characteristics of the individual. The discipline is a result of an act and not directed against the person. (George and Leonard, 1972). Figure 5 show the hot-stove rule of discipline.

Figure 5: The Hot-Stove Rule of Discipline**Delegation of Authority and Responsibility**

Part of any manager's job is to get things done through people. This requires delegation of authority and responsibility to achieve organizational objectives. Many managers attempt to perform too much of the job themselves. In doing so, they fail to maximize the use of their own time and the abilities of individuals who work for them. Delegation as pointed out by Herbert (1984) makes possible more effective performance because it can place the responsibility for decisions closest to the problems. Individuals most directly involved in an operation are usually the best equipped to solve the problems that occur at their level. Often the tendency is to delegate responsibility one level above the point at which the action is occurring. Okere (2019), disclosed that delegation can be motivational when individuals have the authority and responsibility to use their judgement in decision making on their jobs. An effective way to create pride in job performance is to involve individuals in decision making. As a result, individuals become more involved in their jobs and more committed to quality results. If an organization is to develop individuals capable of advancing in the organization, employees must

be given chances to exercise authority and responsibility. An effective way to develop employees is to ensure that they learn to exercise authority and accept responsibility through delegation. Delegation may not be effective, however, when there is lack of agreement between superior and subordinate on specific areas of authority and responsibility (Herbert, 1984). The subordinate may not understand specifically what is necessary to assume authority and responsibility. To delegate effectively, managers must clearly understand their own responsibilities and authority. If they cannot clearly define them, managers will not know what responsibilities or authority can be delegated most effectively. These and other reasons for the failure of delegation are depicted in figure 6.

Figure 6: Why Delegation Fails



Making Delegation of Authority and Responsibility Effective

1. Goal Orientation

In the view of Okere (2019) if delegation is to work effectively throughout an organization, there must be a goal orientation. Individuals should understand the relationship of their job to the overall objectives of the organization.

2. Delegation Involves Risk Taking

A manager does not always know that subordinates will be able to achieve the desired results. If the manager is unwilling to take risks, he or she usually will not delegate effectively but will attempt to perform too much of the job. When a manager is unwilling to take risks by allowing individuals to make decisions, the chance for individual development and motivation is reduced.

3. Managers Must Develop Secure Relationship with Employees

When manager has insecure relationships with individuals, he or she will usually be extremely hesitant to delegation. One reason for insecure relationships is that the manager has no real confidence in the workers. To develop an effective understanding with their employees, they must establish a climate of open communication. Individuals should feel free to ask questions and clarify their own positions regarding their authority and responsibility.

Don (1984) posit that for delegation to contribute to maximum motivation, it must provide challenges related to the job. Often, individuals are delegated responsibilities only for the undesirable tasks that the manager does not want to perform. Where delegation works most effectively, individuals are challenged through the delegation of responsibility to make job-related decisions.

4. Focus on Results and Goal Attainment

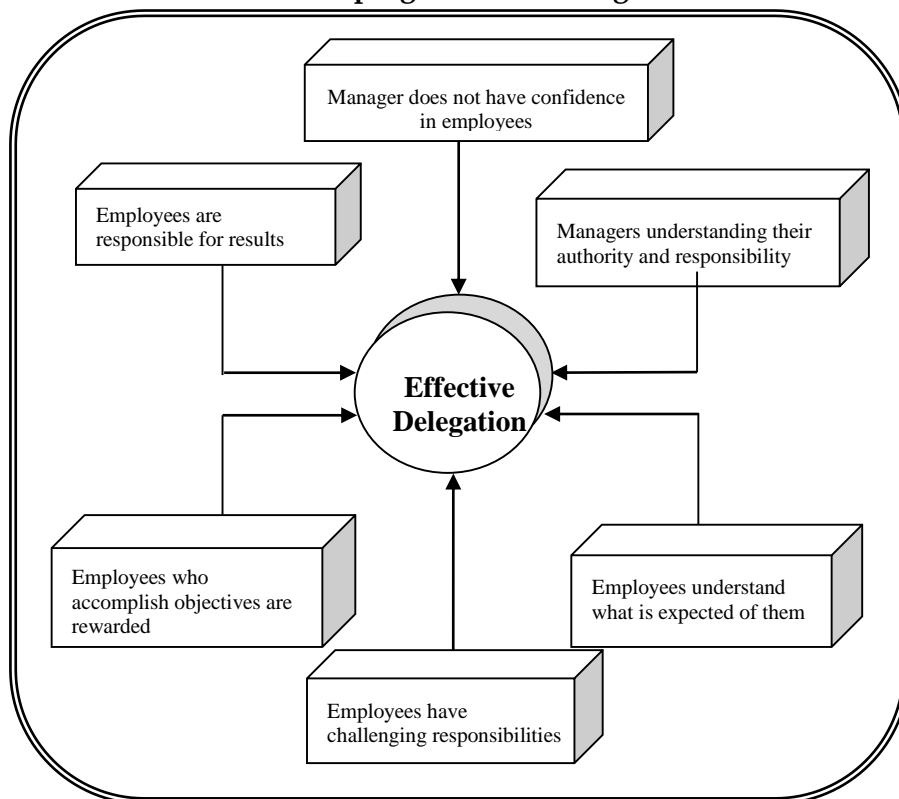
Delegation works most effectively when individuals are responsible for results and not for specific steps to be performed. When individuals are responsible for the results in a goal-oriented environment, they will tend

to accept responsibility naturally. To encourage this tendency, management must reward those who are effective in achieving results.

5. **Fix the Problem, not the Blame**

If delegation is to contribute to the attainment of organizational goals, managers must guard against responding to problems by looking for someone to blame. Problems must be analyzed to determine why they occurred and how management can help individuals avoid encountering the same problem in the future. Management must concentrate on developing effective performance by supporting individual development. This can be done effectively when there is an attitude of helping rather than one of controlling or blaming. Figure 7 demonstrates the various ways in which management can help create a climate for effective delegation.

Figure 7: Conditions for Developing Effective Delegation



Effective Supervision

Supervision of employees is a constant challenge. There is always room for improving performance. According to Samuel (1986) supervision involves both the utilization of resources and getting work done through the efforts of other people. Effective supervision depends on both the individual effort of the supervisor and the productivity that employees achieve. Satisfaction from supervising should be derived from the accomplishment of others. Effective supervision as noted by Costley and Ralph (1987) involves more than giving orders and administering discipline. The supervisor who sees the job as bossing people around finds that people may not respond with their best effort. Most employees expect their supervisor to assume a number of roles, including those of leader, adviser, and consultant. In these roles, the supervisor is responsible for both rewarding and disciplining employees. Providing opportunities for individual need satisfaction through the achievement of organizational objectives is the basis for effective supervision. Samuel (1986) conclude that effective supervisor sees the job as an obligation to create a climate of support by being open and receptive in people's ideas. Sharing information and delegating are important in supporting employees. By relating to your employees in the behavioural style appropriate to each, you can enhance your effectiveness as a supervisor and improve their performance.

Effective supervisors recognize employee needs for responsibility, recognition, and growth. They develop methods that provide opportunities for satisfaction of these needs. Effective supervisors supply information and advice to employees when necessary, but they generally avoid looking over an employee's shoulder. They emphasize personal responsibility and accountability while providing a climate of freedom for work accomplishment.

The role of the supervisor should involve trying to draw out and develop the best of each employee and to direct behaviour toward achieving both employee and organizational objectives. To do this the supervisor must earn the respect and cooperative support of employees.

Conditions for Effective Supervision

- 1) **Supervisor as Leader:** The effective supervisor's leadership style usually involves the following (Okere, 2019):
 - (a) Delegation of as much decision-making authority as the employee can effectively handle.
 - (b) Trust in the judgement of employees to try to make the best decision.
 - (c) Obtaining input from employees on decisions that will affect them.
 - (d) Listen to what employees have to say on issues that concerns them.

Being consistent in all areas of leadership helps improve productivity; such as:

Rules: Employees should know why each rule exists and how rules will be enforced. Rules should be specific and cover only areas over which the organization has legitimate authority. If a supervisor cannot justify a rule to employees, he or she should bring the matter to the attention of the next higher level of management for clarification and interpretation.

Fairness: Favouritism should be avoided. However, people are different and may require different treatment in special cases. When an employee has violated an organizational rule, the following procedure should be used:

- (a) Approach the individual about it in private.
 - (b) Explain what was wrong and why it was wrong.
 - (c) Allow the individual to explain his or her version. Listen attentively.
 - (d) Do not become emotional.
 - (e) Give the employee an opportunity to suggest solutions.
 - (f) If justified, follow through with the predetermined discipline for such cases.
 - (g) Try to create atmosphere of learning and improvement rather than one of punishment and judgement.

- 2) **Criticisms:** Criticizing an employee in private is far better than in front of others. Private criticism allows the person criticized to maintain respect in his or her peer group. Criticism should be stated in matter-of-facts, unemotional tones. It should be presented in relation to job performance rather than personality characteristics. The employee should have an opportunity to explain his or her view of the situation.

- 3) **Giving Orders:** Often employees learn more about their jobs if orders are kept to a minimum. Effective supervisors encourage individuals to ask questions. Questions allow the supervisor to display true interest in helping employees do a better job. Leadership effectiveness, in addition to requiring patience, tolerance, and consistency, is determined by one's skill in developing a personal view of employee behaviour. This means that supervisors need to (1) recognize the feelings and attitudes that they bring to a situation, (2) have an accurate evaluation of their own experiences, and (3) develop ability to understand what others mean by their actions and words.
- 4) **Handling Mistakes:** Employee mistakes should not be ignored. When they occur, the supervisor should do the following:
 - (a) Call the mistakes to the employee's attention.
 - (b) Explain the proper action and provide correct information.
 - (c) Find out what the problem was from the employee's point of view.
 - (d) Encourage the employee to learn and improve from mistakes.
 - (e) Avoid embarrassing the employee in front of others.
- 5) **Decisions Making:** Some supervisors look upon their jobs as the center of all decision making in their area of authority. The supervisor may think that failing to make each and every decision possible is shirking from management duties. Yet effective supervisors find that letting employees handle work-related decisions whenever possible is often more effective (Okere, 2000). Participation in decision making allows employees to satisfy their needs for achievement, responsibility, and growth. One of the main benefits is to increase individuals' sense of responsibility and self-respect.

Delegation

Delegation provides individuals the opportunity to achieve, accept responsibility, and earn recognition. Delegation is a way to give individuals broader areas of responsibility than they would otherwise have, including more influence on planning, organizing, and controlling their job activities. To delegate effectively, a supervisor should do the following:

1. Provide individuals with specific objectives and make certain there is agreement on what is to be accomplished.
2. Help individuals set goals for their jobs.
3. As far as possible, allow individuals to develop methods of achieving goals but be available for counseling and support.

Thus, delegation is a way to support the worth and importance of the individual. It frees the supervisor for other work and allows time for planning and coordinating, so that the supervisor does not become lost in daily operational details.

Communication

No single supervisory skill is more important in improving performance and productivity than the ability to communicate (Okere, 2019). In addition to providing information, supervisors need to be receptive to the complaints and suggestions of employees. Costley and Ralph (1987), averred out that communication is most effective when it leads to mutual influence between supervisor and employees. It should be a two-way street, with ideas, information, and suggestions flowing freely between supervisor and employees. Each should be willing to listen and learn from the other.

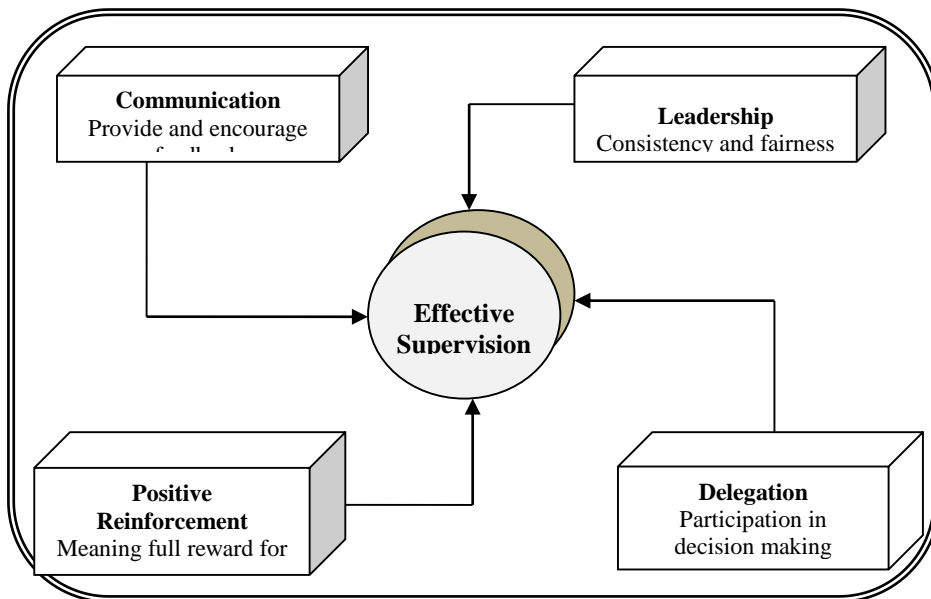
According to Anthony and Jim (1985), the following are suggestions for effective communication:

1. Keep an open mind.
2. Do not enter into a dialogue with the attitude that you are always absolutely right.
3. Do more-listening than talking and encourage suggestions.
4. Try to increase face-to-face communication with employees.

5. Be sensitive to the world of the employees. Try to understand the needs of employees.
6. Use direct and simple language. Do not try to impress people with a fancy vocabulary.
7. When listening, be alert to unspoken or unintended meanings in what is said.

A good portion of a supervisor’s communication should be in the form of feedback to employees about where they stand and how they are doing.

Figure 8: Basis of Effective Supervision



Positive Reinforcement

Okere (2019) is of the view that positive reinforcement is necessary because employees perform in ways that are most satisfying to them. By providing reinforcement, performance can be improved. Thus, in essence, a supervisor should be concerned with rewards such as responsibility, recognition, growth, and opportunity for advancement. To use reward effectively to stimulate better performance, a few essential factors need to be considered:

1. The designed performance level must first be specified and clearly understood.
2. Rewards must be appropriate to the performance, and the individual.
3. Rewards should follow as soon as possible after the desired behaviour has occurred.

In a nutshell, effective supervision is in itself a positive reinforcement. The more supervisors build positive self-image, the more they will be willing to support efforts to reach organizational objectives.

Conclusions

Management has been facing an increasing number of problems in achieving productivity. Many of these problems arise because individuals have left old anchorages, no longer follow old cultural patterns, and have developed greater desires for achievement and self-fulfillment. Effective organizational action must, by its very nature, be goal directed. Two prerequisites for reaching goals are: (1) managers must be able to define where they want to go, and (2) they must know how to get there. Effective management for performance and productivity should have at goal orientation, innovation and creativity, constructive discipline, delegation of authority and responsibility, and effective supervision.

Recommendations

The study recommends the following based on the works reviewed and conclusions:

1. In order to obtain organizational effectiveness and human productivity, systems should be developed and maintained that will maximize the potentials of individuals.
2. Effective management for performance and productivity should focus on goal orientation, innovation and creativity, constructive discipline, delegation of authority and responsibility, and effective supervision.
3. Goal orientation should be supported by management actions that will develop meaningful goals, supportive and helpful management systems, and interpersonal respect and trust.
4. To achieve long-term effectiveness and maximum development, organization should place a premium on innovation and creativity. The

- effective manager should realize that seeking better things to do is more productive than doing more efficiently the things already being done.
5. To be effective, discipline should focus on learning and improvement.
 6. If an organization is interested to develop individuals capable of advancing in the organization, employees should be given chances to exercise authority and responsibility.
 7. Supervision should involve both the utilization of resources and getting work done through the efforts of other people.
 8. A supervisor should be concerned with rewards such as responsibility, recognition, growth, and opportunity for advancement.

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