

*Managerial and Leadership
Implementation Functions*

*and
Related Concepts, Methods, Tools, and Practices*

Staffing

and

Guiding Activities

Robert D. Cecil

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STAFFING

This major implementation function can be broken down into two main areas: (a) filling positions and orienting personnel, and (b) training and developing personnel. Each of those areas can be sub-divided into more specific activities. As discussed in previous chapters, the most important goals and plans resulting from the analysis and planning phases of a planning process are the *operating goals and plans*. Once those have been formulated, attention can be focused on analyzing resource requirements and formulating supportive *resources/systems goals and plans*, which deal with human resources, facilities, equipment, and financial resources. “Staffing” involves analyzing human resource needs based on operating goals/plans and then developing staffing plans. Staffing plans are implemented concurrently with the implementation of all other organizational plans.

For years human resource professionals have used traditional industrial psychology principles and practices to staff their organizations. However, according to Stewart and Carlson (1997), traditional approaches are not as applicable for fulfilling 21st century, technology-driven staffing requirements. Still, applying some of the most basic but enduring principles and practices can help all managers better perform their roles in staffing processes.

Filling Jobs, and the Factors to Consider

Although managers and leaders might be wise to listen to the advice of others in their organizations, they are ultimately responsible for selecting or hiring their immediate subordinates (with some guidance from superiors). It is also their responsibility to guide immediate subordinates’ hiring or selection of their subordinates. First-rate managers and leaders select first-rate subordinates. Second-rate managers and leaders select third-rate subordinates—often in order to protect their own positions and influence. A first-rate managers/leaders should always try to select those who possess the highest levels of integrative, interpersonal, and technical capabilities (or potentials). If a subordinate is a poor performer, a manager or leader may be more responsible than that individual. This is particularly true if he or she selected the individual in the first place, and then failed to develop and release that subordinate’s potentials.

Filling a job entails recruiting external applicants, selecting (choosing among) them, and hiring the most

qualified—or selecting among internal applicants and either promoting the selectee up (or perhaps moving him/her laterally) into the available position.

Choosing the most qualified applicant can be a very important decision. Taking into account both pay and benefits adding up to, say, a twenty-year average of \$50,000 a year, an employee could cost an organization \$1,000,000 over twenty years. A decision that expensive is worth considerable thought.

Phase 1: Analyze job(s) and identify the qualifications and inputs required

This phase should already have been completed either during or in conjunction with an organizational analysis and planning process. Job descriptions were outputs of the part of that process dealing with “organizing.”

Job descriptions should outline these job qualifications: (a) basic mental and physical abilities and levels required; (b) specialized mental and physical abilities and levels required; (c) general knowledge; (d) specialized technical/functional/professional knowledge and experience required; (e) specialized technical/functional/professional skills and levels required; (f) managerial or leadership knowledge, skills, and experience and the levels required; (g) appropriate values and attitudes; and (h) levels of personality traits that are functional for the job. Managers should prioritize the requirements and also identify possible trade-offs that might need to be made in order to select the person having the best overall qualifications (and/ or potentials) from a field of candidates.

One of the most common staffing problems involves promoting workers into supervisory jobs. Several decades ago, organizations began to notice that technical/functional knowledge and skills are not enough, and that supervisors also need supervisory and interpersonal skills. As a result, some organizations made the mistake of overreacting and emphasizing supervisory and interpersonal skills over technical/functional skills. There must be a balance. Unless supervisors are perceived by their subordinates as being high enough in technical/functional skills, they may not be respected and trusted concerning technical/functional matters and

decisions. Effective supervisors need both expertise-based influence and personality-based influence in order to be followed, and, as a result, minimize the need to exert their position-based authority. The same applies to managers.

Phase 2: Recruit and hire external candidates or select and promote internal candidates

Here, the main rule of thumb is fit a person to the job, not the job to a person. It is the job (collection of tasks) that must be performed effectively and efficiently. Too often in the past, less than fully qualified and motivated personnel have adapted their jobs to themselves at the expense of job, unit, and organizational performance.

Since there are countless references on methods, procedures, and legalities involved in recruiting, interviewing, hiring and selecting, this booklet cannot possibly cover these topics adequately. However, the following major points should be mentioned: First, before interviewing candidates, be familiar with the job description and the recommended qualifications. Then, knowing what to look for, ask questions that confirm whether or not a candidate possesses the requisite knowledge, skills, potentials, and experience. Ask questions that provide insight into the interviewee's motivation, enthusiasm for the job, work-related attitudes, and character. Do not ask questions that would be discriminatory with regard to age, sex, race, religion, sexual orientation, etc. (Check with the Human Resources Department for legal guidelines.)

Orienting New Hires and Selectees to Their Jobs

It is neither wise nor fair to place people into new jobs and simply let them "sink or swim." Anyone new to a job should be familiarized with the following:

Directly Job-Related: (a) job description (performance objectives; technical/functional/professional tasks, responsibilities, or duties; (b) managerial/supervisory/leadership responsibilities; (c) job performance standards/expectations; (d) methods, procedures, and tools customarily used on the job; (e) reporting relationships; (f) physical facilities and working environment; (g) safety issues; (h) legal issues involved; (i) pay and benefits; (j) interrelated jobs; (k) personnel who hold the interrelated jobs; (l) support personnel; (m) the boss; (n) the boss's performance expectations; (o) col-

leagues and co-workers; and (p) the unit's normative attitudes and behavior.

Organizational: (a) goods produced and/or services offered; (b) mission and objectives; (c) programs and projects being implemented; (d) structures and systems; (e) facilities or amenities; (f) policies, rules, and procedures; and (g) the locale and community relations.

Basic Developmental (Educational and Training) Steps

First, to identify developmental needs, managers should perform a qualifications "gap analysis" either (a) soon after a person has been hired or promoted, (b) as far in advance of the next annual performance evaluation as possible, or (c) within the context of an organizational planning process. This analysis is performed by comparing qualifications outlined in the job description against an assessment of the individual's actual qualifications. Recognizing any gap or "shortfall" in each area helps identify the individual's various short- and long-term developmental needs. Managers should do this with each immediate subordinate on a confidential, one-to-one basis. They should also do it participatively with the entire group of their immediate subordinates in order to identify the *unit's* general developmental needs.

Second, following the analysis phase, a manager or leader should formulate individualized development goals and plans with each immediate subordinate. Then, with the group of immediate subordinates, participatively formulate unit development goals and plans.

Third, provide formal and on-the-job training in technical, functional, or professional knowledge factors and skills. Also provide managerial, supervisory, or leadership education and skills development. In both cases, utilize classroom education, seminars, multi-media presentations, e-learning, or mixed media as considered most appropriate (by the organization's training and development specialists).

Fourth, also provide subordinates with advice and support to help them develop functional motives, attitudes, mental habits, and skills.

Development Considerations

All people have potentials in terms of their capabilities and inner motivation. Developing and releasing their potentials, both with and through their participation, increases and eventually maximizes their performance and job satisfaction. Development is therefore a key to establishing and maintaining a High Task, High People atmosphere. A manager's or leader's responsibility involves encouraging and guiding subordinates' recognition, development, and use of all their potentials. This responsibility is a tremendous challenge. To meet it successfully, a manager or leader must first acquire the necessary attitudes, knowledge, and skills.

Developing subordinates' technical, functional, or professional capabilities is very important. The unit and organization definitely need these capabilities. Developing subordinates' integrative (managerial) and interpersonal potentials is equally important. These potentials are assets that, once developed, can significantly increase subordinates' contribution and worth to the organization in both the short and the long term. It is also important to develop and release subordinates' inner motivation. Maximized inner motivation results in maximized effort and personal involvement on the job.

Effective, comprehensive development of subordinates' potentials enables them to (a) be more technically, functionally, or professionally proficient; (b) shoulder more difficult and challenging tasks; (c) meet more challenging performance standards; (d) contribute more to integrative processes and their improvement; (e) assume greater responsibility for self-direction, self-coordination, and self-control; (f) exercise more initiative and creativity; (g) work together more efficiently and effectively; and (h) perform better both individually and as a team (with greater individual and team satisfaction and morale). It would be unfair and counterproductive to expect subordinates to do any of the above without adequately developing, improving, or releasing the capabilities, attitudes, and inner motivation that they need.

Certain performance-related inputs can be improved rather quickly, easily, effectively, and measurably through formal and informal training. Subordinates' specialized (technical, functional, or professional) knowledge and skills, for example, can be developed through formal training sessions and on-the-job training programs. Similarly, their understanding of integrative processes and procedures and their knowledge of analytic frames of reference (such as the Socio-Technical Systems behavior model) can be improved through formal training and can be

reinforced and further developed through guided participation in integrative processes. The same applies to their understanding and appreciation of High Task, High People attitudes and synergistic managerial and leadership practices. Their knowledge of co-workers' jobs can be developed by enabling them to exchange technical information and advice and by making available to them training in each other's specialties.

Certain very important performance-related inputs, however, generally are more difficult and take more time to improve (with less easily measured and evaluated results). These include ways of learning, thinking (approaching problems, processing information, and making decisions), and communicating, which, in many people, are relatively underdeveloped skills that have become poor habits. They also include individuals' attitudes—attitudes regarding, for example, themselves, other people, their relationships with others, how to cope with everyday life, and how to manage or lead. Improving these inputs usually involves helping subordinates to unlearn old habits and attitudes and to form better ones in their place. This can take considerable time and effort. More important, however, it requires a manager's personal involvement. Although formal training sessions can contribute to the development of more functional attitudes and improved mental skills, they cannot be completely relied upon to do so. The manager himself or herself is the only person in a position to provide the day-by-day example, encouragement, guidance, and reinforcement necessary to bring about a significant and permanent improvement in the attitudes and mental skills of subordinates.

Two additional, equally important types of characteristics—values and personality traits—must be included among the performance-related inputs that generally are more difficult and take more time to improve. These characteristics are important because they influence subordinates' task- and people-related behavior to a great extent, thereby greatly affecting their managerial/supervisory, leadership, and technical, functional, or professional performance.

Unlike all the performance-related inputs previously mentioned, however, values and personality traits are not characteristics that managers and leaders have an easily justified, automatic right to try to change. Organizations and their personnel usually discourage such attempts for several reasons. First, these characteristics are widely acknowledged to be the most personal, private characteristics involved in people's identities, individuality, and lifestyles. Attempts to "improve" them, therefore, are usually regarded as infringements on personal rights and freedoms.

Second, it is not always clear which levels of these characteristics are most functional for performing any particular job most effectively. Third, it is generally acknowledged that most managers and leaders do not know how to bring about functional changes in the levels of these traits.

Nevertheless, a manager or leader does have a right to (a) assess a subordinate's levels of various values and personality traits; (b) consider their influences on that subordinate's performance; and (c) guide the subordinate's work in a manner that accounts for strengths and weaknesses associated with these characteristics. If a manager has reason to believe that a subordinate's levels of certain values and personality traits are adversely affecting the subordinate's performance, the manager also has a right—even an obligation—to bring this to the subordinate's attention and to discuss the implications for his or her performance and career development. Subsequently, the manager has a right to encourage, guide, contribute to, and reinforce the subordinate's development of more functional values and personality traits *only if* the subordinate asks the manager to do so. When exercising any of these rights, the manager or leader must be cautious and conscientious and should seek expert advice concerning behavior modification.

Giving subordinates opportunities to participate in integrative activities contributes directly to a more fulfilling atmosphere that intensifies and releases their inner motivation. It also provides a leader with opportunities to help subordinates improve their attitudes, mental skills, and other personal characteristics. Guided participation is a vehicle for this type of development.

One's subordinates are individuals. They each have their own potentials. At any given time, they also have their own particular capabilities, attitudes, interests, goals, strengths, and weaknesses. This does not mean that all training must be conducted on an individual rather than group basis. Group development in integrative and interpersonal areas, for example, is just as desirable as individualized training in more specialized areas. It does mean, however, that subordinates' developmental progress must be guided in an individualized, systematic manner.

While a manager is responsible for guiding and contributing to subordinates' development, subordinates have a responsibility to put forth effort and make contributions of their own. Neither a manager nor subordinates, however, will be able to make effective contributions unless the manager works with each (immediate) subordinate individually to perform a six-step cycle of activity. Step 1 is to identify each subordinate's present capabilities and atti-

tudes, present strengths and weaknesses, and developable potentials. This essentially involves analyzing the individual's performance and personal characteristics. Step 2 is to formulate developmental objectives for and with each (immediate) subordinate. Here consideration must be given not only to an individual's potentials, but also to his or her personal goals, to the capabilities required to do his or her job well, and to the future needs of the unit and organization. Step 3 is to formulate a development program for and with each (immediate) subordinate. Step 4 is to synthesize individuals' development goals and programs into overall unit goals and programs (with some training done on an individual basis and some done on a group basis). Step 5 is to implement individualized and group development programs. Step 6, which completes the recurring cycle and returns the process to Step 1, is to measure and evaluate individual and unit developmental progress, so that development objectives and plans can be updated.

Subordinates may not be receptive to personal development if insecurity, ego-defensiveness, and lack of self-honesty prevent them from recognizing that they can improve in certain areas and that personal development is in their best interest. It is also a manager's responsibility, therefore, to provide an atmosphere in which subordinates' self-images and reputations can be strengthened, their ego needs can be more fully satisfied, and their self-actualization needs can be intensified. Only the participative, developmental, High Task, High People, synergistic atmosphere enables subordinates to feel that "I'm an OK person, but I can and really want to improve—for my own good as well as the organization's good."

If one is just beginning to establish High Task, High People attitudes and synergistic (participative/developmental) practices within a unit, one must recognize that subordinates may not yet have the fully developed potentials (capabilities, attitudes, and inner motivation) they need in order to (a) participate effectively in and contribute significantly to integrative processes; (b) exercise greater self-direction, self-coordination, self-control, initiative, and creativity; (c) perform unfamiliar or more difficult technical, functional, or professional tasks; or (d) meet more challenging performance and development goals. To deal effectively with this situation, a manager should put all the above thoughts into perspective and proceed as follows:

Phase I: Initial Orientation and Program Planning

1. Provide an initial orientation to Theory Y concepts and attitudes and to participative, Synergistic practices, outlining the basic elements of an effective team development program.

2. Encourage and guide subordinates' participation in (a) formulating unit and individual performance and satisfaction goals, (b) identifying individual and group development requirements, (c) formulating individual and group development goals (long- and short-term), and (d) formulating individual and group development programs (long- and short-term).

Phase II: Implementation of Team Development Program (Short Term)

Enable subordinates to participate in integrative processes with adequate effectiveness during the short term, enable them to contribute to developmental activities, and implement developmental plans by providing the following to subordinates:

- a. any technical, functional, or professional training considered necessary/appropriate;
- b. initial, intense formal training in concepts, methods, procedures, attitudes, behavioral styles, and tools relating to effective management or leadership;
- c. opportunities to participate in integrative processes (opportunities to apply and reinforce developing integrative knowledge and skills);
- d. procedural guidance (information and advice) during group goal-setting, planning, problem-solving, and decision-making processes;
- e. operational (technical, functional, professional) information (or data) and advice;
- f. socio-emotional support (positive feedback, reassurance, support); and
- g. guidance of the development of mental faculties involved in learning, thinking, and communicating.

Phase III: Implementation of Team Development Program (Intermediate and Long Term)

As subordinates' total (cumulative) development increases over time, reduce the amounts of inputs provided—commensurate with development plans and subordinates' progress both as individuals and as a group—to relatively lower levels that will sustain, reinforce, and add to the total improvement of individuals and the team as a whole.

Developmental Practices and Behavior

- O Encouraging and guiding the release of all the integrative, interpersonal, motivational, and technical, functional, or professional potentials of one's subordinates (thereby increasing one's confidence in them).
- O Aiming development activities at enabling subordinates to perform as efficiently and effectively as possible—both individually and as a team—and to experience as much satisfaction on the job as possible.
- O Refraining from assigning new or more challenging responsibilities to subordinates without adequately preparing them to handle those responsibilities (so that they can swim rather than sink and, therefore, experience positive rather than negative feedback).
- O Using several practices that are conducive to increasing subordinates' motivation to be willing, active participants in their individual and team development:
 - o Providing subordinates with an initial orientation to participative, developmental practices and their benefits to all concerned.
 - o Helping subordinates recognize that personal development is in their own best interests (because it leads to better performance and greater need fulfillment both on the job and in their personal lives).
 - o Consistently using participative, team-oriented practices that enable subordinates to feel that they are respected, trusted, useful, OK people (which strengthens their self-images and reputations, contributes to the adequate fulfillment of their ego needs, minimizes the ego-defensiveness that can prevent them from recognizing that they can improve, and also intensifies their self-actualization motives).
- O Enabling team members to contribute to their development in an insightful, systematic, effective manner.
 - o Working with individual subordinates to identify the attitudes, levels of specific capabilities, and levels of other characteristics that they need in order to perform their present responsibilities efficiently and effectively and to advance within the organization.

- o Helping individual subordinates to identify their existing attitudes, motives, knowledge, experience, skills, skill levels, strengths, weaknesses, and potentials (partly through performance evaluation and partly through analysis and/or measurement of personal characteristics).
 - o Guiding individual subordinates' formulation of job descriptions that will make the best use of their strengths in the short term, but will also maximize the development of their potentials over time.
 - o Guiding individual subordinates' formulation of challenging but attainable short- and long-term development goals, and then guiding their translation of these goals into effective, individualized development programs that span both the short and the long term.
 - o Guiding subordinates' participation in formulating and establishing development goals and programs for the unit as a whole (by synthesizing individuals' goals and programs).
- O Contributing to the development of subordinates' potentials in accordance with individual and unit plans (programs).
- o Providing both formal and on-the-job training aimed at improving subordinates' technical, functional, or professional knowledge and skills.
 - o Providing formal training aimed at increasing subordinates' knowledge and understanding of the following: (a) integrative functions, methods, and procedures; (b) analytic, formulative, and decision-making principles and procedures; (c) procedures for conducting and participating in group processes; (d) analytic frames of reference (or checklists) dealing with operational matters (such as production, marketing, or finance) and with human behavior in organizations; (e) functional interpersonal and managerial or leadership attitudes; (f) principles of effective communication; and (g) participative, "High Task, High People," synergistic concepts and practices—and providing particularly intense training in these areas in the short term, so that subordinates can begin to participate in integrative processes with adequate effectiveness.
- o Encouraging and guiding subordinates' participation in integrative processes in order to help them improve and reinforce—through actual practice and experience—their understanding of and ability to use the concepts, practices, and skills mentioned above.
 - o Also using participative, developmental, team-oriented practices to incorporate motivator factors into subordinates' jobs, thereby increasing and releasing their inner motivation.
 - o Always setting a good example—by using the participative/developmental (synergistic) practices and "High Task, High People" behavior patterns that subordinates should be following, imitating, and learning.
- O Reducing the amounts of inputs one provides to sustaining levels as subordinates' capabilities, attitudes, and inner motivation approach targeted levels.
- O Encouraging immediate subordinates to do all of the above with and for their immediate subordinates, and guiding their efforts to do so.
- O Constantly analyzing and improving one's own attitudes and capabilities, so that one can do all of the above successfully.

GUIDING ACTIVITIES

Guiding (Planned) Activities

Many management experts have observed that mostly performing functions such as directing, coordinating and controlling is an essentially authoritarian approach to management, supervision and leadership. Traditional organizations used that approach for centuries. In order to direct and coordinate, managers and leaders made decisions based on their evaluation of activities and results, and then issued (communicated downward) decisions, orders, or instructions. Supervisors were made the agents for on-the-spot direction, coordination and control. In less authoritarian organizations, managers might make decisions and then at least try to “sell” them to personnel.

On the other hand, participative or team management involves subordinates in analyzing situations, formulating plans and solutions to problems, and making decisions that will affect them and their jobs. Because they participate in these “management and leadership functions,” they know the who, what, why, when, and how of what is to be done. They do not need to be told—or even “sold.” And because they are being provided with performance feedback, they are able to coordinate their activities and to monitor and adjust their performance on their own. In short, because of participative practices, they can be more self-directing, self-coordinating and self-controlling. Managers and leaders play the roles of advisors, counsellors, coaches, mentors, and supporters. They *guide and integrate (coordinated) activities* by mostly communicating advice and information.

However, complications do occur where there are interdependencies among different units. The question is, “Are direct communications between members of different units encouraged or discouraged?” As mentioned earlier, traditionally formal structures and authoritarian managerial or leadership approaches prevent direct interactions between personnel in different units. By comparison, participative, team-oriented organizations encourage more interactive or “organic” working relationships and more direct and informal communications among personnel. Participative organizations establish these team-oriented vertical and horizontal integrative relationships during the “organizing” phases of planning processes.

Perspectives Regarding Guiding (and Coordinating) Activities (vs. Direction and Control)

Truly effective management of human resources is not a matter of simply directing and controlling subordinates’ activities with one’s own decisions, instructions, or orders. Instead, it is a matter of providing subordinates with guidance (advice and information) that will enable them to do the following: (a) improve their performance of technical, functional, or professional tasks; (b) participate effectively in and contribute significantly to integrative processes; and (c) exercise greater, more efficient and effective self-direction, self-coordination, and self-control. One’s encouragement and guidance of subordinates’ participation in the integration of their activities can maximize their development, performance, and satisfaction. One’s personal direction and control cannot.

Subordinates’ participation in the analytic, formulative, and decision-making phases of goal-setting, planning, and problem-solving processes provides them with the motivation and information that they need in order to be more self-directing and self-coordinating. It also provides them with the informational and procedural inputs that they need in order to be more self-controlling—that is, to monitor, measure, evaluate, and improve their own performance. Once goals, plans, solutions, decisions, policies, and procedures have been established, a manager should guide rather than direct and control subordinates’ implementation of them.

If one is just beginning to apply participative, developmental practices in order to establish a team atmosphere within a unit, one must recognize and deal with the fact that subordinates may not yet be able to participate in integrative processes, to exercise greater self-direction and self-control, or to perform technical/functional tasks as efficiently and effectively as the full development of their potentials (capabilities and motivation) would allow. This does not mean that one must exercise a high degree of direction and control initially, and then, as subordinates’ potentials are developed and released, reduce one’s direction and control. It does mean that, particularly in the short term, one must (a) provide as much training or instruction in the above areas as possible; (b) encourage subordinates’

increased participation, self-direction, and self-control; and (c) supplement subordinates' initial training and experience with substantial amounts of integrative and operational advice and information. As subordinates' potentials are developed and released, one can commensurately reduce the amounts of training, instruction, advice, and information that one has been providing to them.

One's encouragement and guidance of subordinates' increased participation, self-direction, and self-control will be more effective and will not be perceived as being directive and controlling if one earns and applies expertise- and personality-based personal influence instead of exerting position-based authority. Even during life-threatening, emergency, or high stress situations, which can require individual coordination of activities, managers or leaders will not be seen as being directive and controlling if they coordinate the implementation of plans and procedures that my they and their subordinates have already formulated together.

The word "discipline" has taken on a negative connotation, largely because it has become associated with punitive authoritarian practices. Nevertheless, discipline—especially self-discipline—is necessary if a team is to work together efficiently and effectively. Most people learn self-discipline or self-control by being disciplined by parents, teachers, other adults, and even peers. One way of teaching self-discipline is to punish someone for behaving in an inappropriate or undesirable manner. A better way is to (a) bring the behavior to the individual's attention (privately); (b) discuss the effects on other people involved and the consequences for the individual; (c) describe how the person should have behaved; and (d) exercise reasonable consequences or sanctions. If managers or leaders perceive that members of their teams ought to develop greater self-discipline, they should (a) identify the behavior that team members should be able to expect from each other; (b) discuss the adverse effects of nonconformant behavior on the team; and (c) formulate reasonable sanctions that team members can apply to anyone whose behavior does not meet the group's expectations.

Recommendations for Effectively Guiding Activities

- Minimizing personal direction and control of subordinates' activities.
 - Encouraging subordinates to be more self-directing, self-coordinating, and self-controlling (and incorporating these responsibilities into their job descriptions).
 - Enabling subordinates to be more self-directing and self-coordinating by involving them in integrative processes, so that they can acquire the necessary, first-hand, in-depth understanding of goals, plans, solutions, policies, and procedures.
 - Enabling subordinates to be more self-controlling by involving them in integrative processes, so that they can acquire the necessary first-hand understanding of applicable performance measurement and evaluation criteria, methods, and procedures.
 - Guiding (rather than directing and controlling) subordinates' implementation of plans, solutions, policies, and procedures by giving them any additional advice and information that they might request or that one might think necessary.
- Earning and using expertise- and personality-based personal influence (rather than exercising one's position-based power or authority), so that one's encouragement and guidance of subordinates will be most effective.
- If necessary during life-threatening, emergency, or high stress situations, coordinating subordinates' implementation of the contingency plans and procedures that they themselves have participated in formulating.
- As one guides subordinates' activities and monitors their performance, remember to consider the tasks they have been assigned, the interrelationships among those tasks, and any authority that they have had delegated to them to make decisions regarding their own and others' activities.