

# Administration and Management Competency Development Activities

## Competency Definition

Knowledge of planning, coordination, and execution of business functions, resource allocation, and production.

## Developmental Activity Levels

### All (A)

*Applies to all competency levels*

### Beginner-Basic Knowledge (B)

*A person at the Beginner-Basic Knowledge level has limited experience applying the competency. He/she applies general knowledge in common situations but has limited practical experience in applying the competency in a work environment presenting more complex situations.*

### Mid-level (M)

*A person with mid-level proficiency has applied the competency repeatedly and successfully in the performance of his/her job but still has much to learn about the advanced aspects or behaviors associated with the competency. A person at this level can usually apply the competency on his/her own.*

### High (H)

A person at the High level has extensive knowledge of and experience with this competency and can apply the competency exceptionally well on the job without assistance. At this level one is an expert and has enough experience to teach the competency to others.

## Articles, Books, and Websites

**M** Shim, Jae K., Budgeting Basics & Beyond: A Complete Step-By-Step Guide for Non-financial Managers, Prentice Hall Press, 1994.

This guide to effective budgeting, no matter how little financial experience you have, walks you through every step of the process from how to prepare and present budgets to how to monitor results against budget figures.

**H** Stephanie Winston, Organized Executive: The Classic Program for Productivity: New Ways to Manage Time, Paper, People and the Digital Office, Warner Books, February, 2001.

In this fast-moving, stress-filled world, it often seems there are not enough hours in the day to accomplish all the necessary job-related tasks. Stretched to their limits, and haunted by deadlines, schedules, and interruptions, many managers despair of ever gaining control over

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their daily work load. In this revised and updated business primer, time management specialist Stephanie Winston offers practical organizational guidelines to take you smoothly from the 1990s into the new business millennium. Offering new ways to think about time, paper, and people, Winston shows harried executives how to translate productivity into a coherent program.

**H** Judith Hale, Jossey-Bass/Pfeiffer, *Performance-Based Management: What Every Manager Should Do to Get Results*, October, 2003.

With the help of the tools, techniques, and guidelines covered in this book, you will be able to facilitate the deployment and adoption of major initiatives; assess the worth of an opportunity or problem and recommend an appropriate array or combination of solutions.

**H** Karen Massetti Miller, Shirley Poertner, *The Art of Giving and Receiving Feedback*, American Media Inc, 1996.

Feedback is an important person-to-person communication skill. This guide provides knowledge on how to assert goal-oriented, detailed feedback for improved reception, how to handle difficult feedback situations, and how to receive and accept good and bad feedback.

### **Activities**

**M** For the next major initiative that you are given, track and project progress well in advance of final deadlines. When problems arise, ask people with different perspectives to brainstorm solutions and pursue the option with the best chance of success.

**M** For the next week or month, track your progress against management goals by using charts, posters or other mechanisms, including a visual countdown to established milestones. You can also keep daily journals for all your employees. These journals can include your observations on such items as attendance and customer service skills.

**M** Identify ways to ensure the quality of work life. Assign to employees challenging yet manageable tasks that can be accomplished within the normal workday. Bring in speakers on stress management, smoking cessation, fitness, or nutrition. Have a discussion session to allow employees to voice concerns about the effects of their jobs on their family lives. In the interest of balancing employees' work and non-work lives, enable employees to exploit any flexible work arrangements supported by the organization.

**M** The next time that you are given two orders that compete for the same resources, prioritize your activities and identify critical tasks necessary for achieving desired results. Focus time, energy and resources on accomplishing the tasks that you expect to produce the greatest results.

### **Coaching Suggestions for Managers**

**M** Ask staff to participate in a role-play scenario where low level counseling is given. Provide

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feedback on their performance.

**M** Delegate your daily tasks to your employees--under your guidance and monitoring. This will give them an opportunity to gain additional knowledge and skills.

**M** Encourage your team members to take calculated risks. These measured risks are needed to achieve goals or improvements; do not punish them if the risk does not pay off. Instead, debrief what happened to determine how to increase the chances of success next time.

**M** Encourage your team members to take on responsibilities outside their work group in order to develop new capabilities and contribute to the larger TSA organization.

**M** Establish two mentoring relationships for the coming year in addition to your normal coaching activities. The first should be someone who expressed interest in a job like yours.

What can you do for him/her beyond what you are already doing? Are there opportunities for him/her to act in your role for a significant period of time? If so, how would you stay in touch and provide coaching? Could they be assigned to help on a project outside of their function for increased exposure and visibility? The second relationship should be someone who is not your staff/team member or in your function but has a long term value to TSA. Establish a more collegial relationship with him/her. Talk about career planning. Offer advice on acquiring key technical and functional skills. Clear some roadblocks.

**M** Find out who is responsible for each key aspect of a task. Suggest that your team members ask questions to ensure that those people understand what is expected. Suggest that they establish milestones and measures.

**M** Meet regularly with your staff to step back and review the objectives when facing a problem and formulating a solution. Work with them to objectively compare the pros and cons of alternative solutions before selecting the best course of action.

**M** Stretch staff members' capacity by assigning more work than they can handle. Monitor their progress and provide them feedback on their time management skills.