

Northern New England School of Banking

On the Road from Supervisor to Leader

Part I

The Importance of Good Supervision

Don't Spin Your Wheels!

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The Importance of Supervision

Retention

Productivity

“Good supervision is the art of getting average people to do superior work”



Are Good Supervisors Born or Made



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No one is born with all the attributes and capabilities of an effective supervisor. Everyone must first learn what it takes to be an effective supervisor, and then develop their own abilities accordingly.

In your opinion, what does it take to be a good supervisor?

Traits for Success?

Traits Leading to Failure?

The Hidden Cost of Replacing Employees

Take a moment and do your own analysis of the real cost of employee turnover. Think of a recent situation and try to estimate the costs below.

\$ _____ Lost productivity while position is vacant

\$ _____ Recruiting costs

\$ _____ Screening costs

\$ _____ Interviewing costs

\$ _____ Evaluating costs

\$ _____ Cost of making the job offer

\$ _____ Training costs

\$ _____ Cost of reduced efficiency of new employee

\$ _____ Other employee turnover costs

\$ _____ **Total Cost**



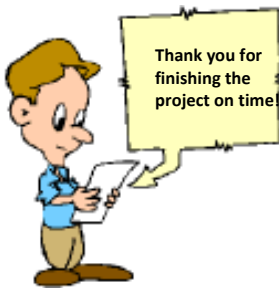
Employees Don't Leave Companies, They Leave Supervisors!

Why Employees Stay...

Career growth, learning and development

Feeling appreciated for a job well done

Meaningful work that makes a difference and a contribution



Questions A Supervisor Needs to Ask...

What will keep you and what would lure you away?

Do you feel recognized for your accomplishments?

Am I supporting you in your career goals, skill areas and interests?

Is the training you need available to you?

Have we helped you develop a career action plan?

Do I give you regular, candid, constructive feedback?

What are you struggling with? What would make your life and work easier?

Giving Feedback

Type	Definition	Purpose	Impact
<u>SILENCE</u>	<p>No response provided No news is not good news!</p>	<p>Maintains Status Quo</p>	<p>Decreases confidence (long term) Reduces Performance (long term) Creates surprises during performance appraisals Can create paranoia and insecurity</p>
<u>CRITICISM</u>	<p>Identifies behaviors or results that were undesirable, not up to standard.</p> <p>Example: "Sue you did a poor job running that meeting this morning."</p>	<p>Stop undesirable behavior/ Results</p>	<p>Generates excuses and blaming of others Tends to eliminate other related behaviors Decreases confidence and self-esteem Leads to escape and avoidance of manager and work Hurts relationship</p>
<u>ADVICE</u>	<p>Identifies behaviors or results that are highly regarded and often specifies how to incorporate them on the future.</p> <p>Example: "Sue, let's discuss some guidelines on conducting effective meetings before your next staff meeting so you feel good about the process."</p>	<p>Shape or change behavior/ results to increase performance</p>	<p>Improves confidence Can improve relationship Increases performance</p>
<u>REINFORCEMENT</u> (Positive)	<p>Identifies behaviors or results that were desired; up to or exceeding standards.</p> <p>Example: "Sue, I noticed how you planned and posted an agenda before your meeting today."</p>	<p>Increased desired performance/ results</p>	<p>Increases confidence Increases performance Increases motivation Increases willingness to take on new tasks and be more visible</p>

And then Act!

Identify Those Employees Who Are Critical to Your Success:

Provide Leadership
Create Excellent Results
Offer New Ideas
Unique Knowledge or Skills

Satisfy Customers
Require Little/No Supervision
Help Others
Do Harm if Leave

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



How Do You Use Feedback

While thinking about the type of feedback you use to supervise your employees – take the following quiz.

When I supervise, I use this type of feedback:

Almost
Always

Frequently

Occasionally

Never

1. _____
Silence

2. _____
Criticism (Negative)

3. _____
Reinforcement (Positive)

4. _____
Advice



Case Studies on Giving Feedback

What type of feedback should the supervisor use? Write in the spaces provided the type of feedback you would use and what you would say in each of the following situations.

A = Advice P=Positive Feedback C-= Criticism S = Silence

Fred, a recently hired marketing specialist, has just turned in his first monthly marketing report. Your impression is that the report was done in a hurry and was not well thought out. You did not train Fred in how to develop the report.

You would use _____

What would you say to Fred?

Teresa has been filling in for a teller on medical leave for the last 6 weeks. Recently you have received complaints from several tellers that she has been arriving late at the line.

You would use _____

What would you say to Teresa?

Nick is your new assistant. He has just given you a report you asked him to prepare. The report was well prepared and finished on time.

You would use _____

What would you say to Nick?

Don has just submitted his part of a proposal you are responsible for coordinating. It is Monday and you know he worked most of the weekend to get his piece to you. His deadline was pretty tight and you are grateful he put in the extra time to meet it. Unfortunately, you are racing out the door to catch a plane with the proposal in your hand.

You would use _____

What would you say to Don?

Praise and Reward Them

Spontaneously: Catch people doing something right, and thank them on the spot.

Specifically: Praise people for specific accomplishments or efforts.

Purposefully: Take an employee to lunch or dinner in a great restaurant to show your appreciation.

Privately: Go to your employee's office to give a personal thank you and praise.

Publicly: Praise an employee in the presence of others (peers, boss, and family).

In Writing: Send a letter, memo or e-mail, and send a copy to team members or higher-level management.

Encourage Them

Recognize: Notice something

Verbalize: Say something

Mobilize: Do something

Trust and Respect Them

Respect them

Recognize each of their unique qualities

Demonstrate your respect in consistent, undeniable ways

Diversity

Gender	Economic Background	Age
Political Views	Personality	Type of Family
Culture	Race	Religion
Country of Origin		

ACTION PLAN



What: _____

How: _____

By When: _____

What: _____

How: _____

By When: _____

What: _____

How: _____

By When: _____

What: _____

How: _____

By When: _____
