Northern New England School of Banking

On the Road from Supervisor to Leader

The Importance of Good Supervision
Employee Engagement
Tools for Success
Becoming A Leader

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Supervision VS Leadership

Is a good manager naturally a good leader?
What are the differences between management vs leadership?

The main difference between leaders and managers is that leaders have people follow them while managers have people who work for them.

Category	Leadership	Management
Thinking Process	Focuses on people, looks outward	Focuses on things looks inward
Goal Setting	Articulates a vision, creates the futures and sees the forest	Executes plans, improve the present and sees the results
Employee Relations	Empowers colleagues based on trusts	Controls subordinates by giving orders
Operation	Do the right things by creating change and serve subordinates	Do things right through managing change and servicing superordinate
Governance	Uses influence, conflict and acts decisively	Uses authority, avoid conflict, and acts responsibly

Are Good Supervisors Born or Made

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?

_____

_____

_____

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_____

Traits Leading to Failure?

_____

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Employees don't leave Companies, they leave Supervisors.

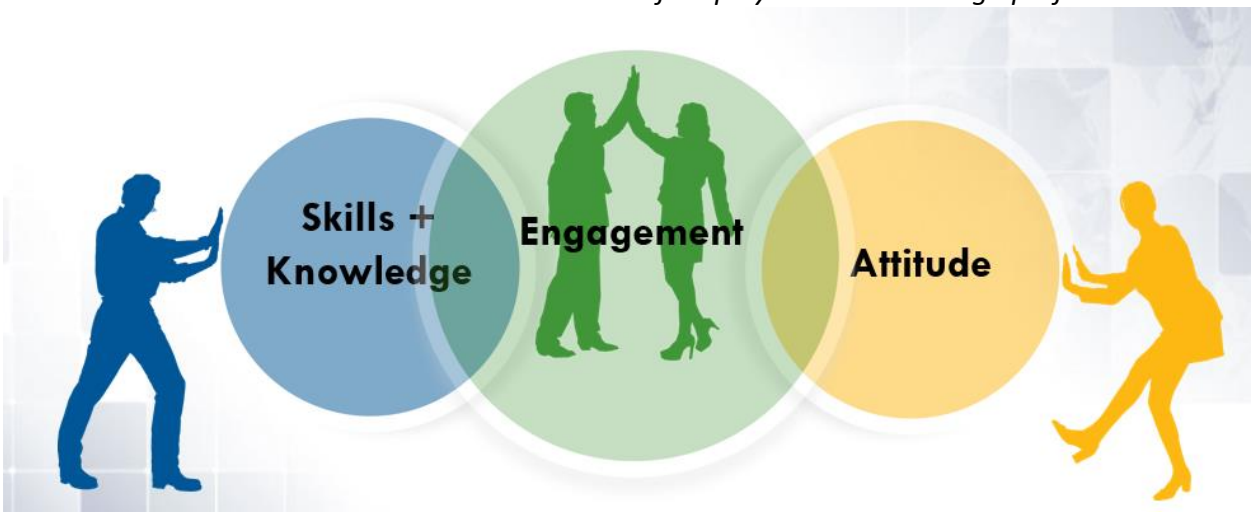
Today, Employee Engagement is the Key to Hiring and Retaining Top Talent

Three Drivers of Engagement:

1. Satisfaction with Immediate Supervisor
2. Belief in Leadership
3. Pride in the Organization

Defining Engagement

The emotional and intellectual commitment of employees to deliver high performance.



The Perception of How the Employee is:

- Appreciated and Listened too
- Has Career Pathing Options
- Able to Get Continuous Learning
- Making a Difference
- Seeing Team and Individual Accountability
- It's not about the money!

THE IMPORTANCE OF EMPLOYEE ENGAGEMENT

Brought to you by:

DALE CARNEGIE® TRAINING

Dale Carnegie Training has been increasing employee engagement for over 100 years. One recent initiative* included a comprehensive study of employee engagement across the US.

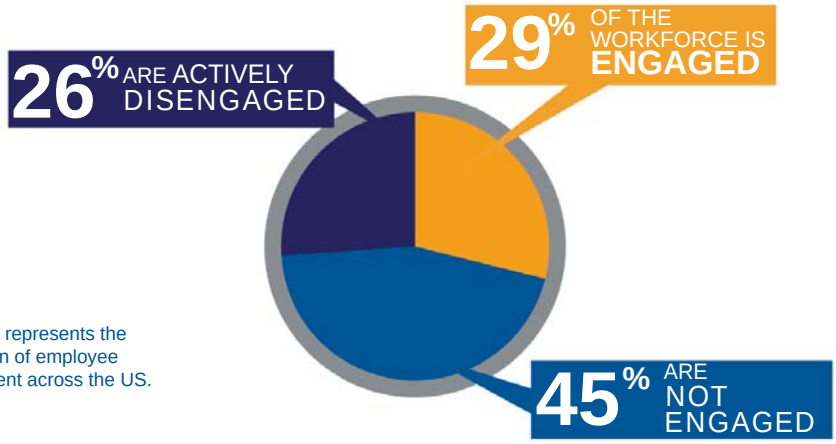
WHY EMPLOYEE ENGAGEMENT MATTERS

The emotional and functional commitment an employee has to his or her organization

$11 BILLION IS LOST ANNUALLY DUE TO EMPLOYEE TURNOVER **

***COMPANIES WITH ENGAGED EMPLOYEES OUTPERFORM THOSE WITHOUT BY UP TO **202%**

71% OF ALL EMPLOYEES ARE NOT FULLY ENGAGED



This chart represents the breakdown of employee engagement across the US.

WHY EMPLOYEE ENGAGEMENT MATTERS

It is said that employees don't leave companies, they leave people. Explore the 3 key drivers of employee engagement.

Relationship with Direct Manager

80%

OF EMPLOYEES DISSATISFIED WITH THEIR DIRECT MANAGER WERE DISENGAGED

Belief in Senior Leadership

70%

OF EMPLOYEES WHO LACK CONFIDENCE IN THE ABILITIES OF SENIOR LEADERSHIP ARE NOT FULLY ENGAGED

Pride in Working for the Company

54%

OF EMPLOYEES WHO WERE PROUD OF THEIR COMPANY'S CONTRIBUTIONS TO SOCIETY ARE ENGAGED

4 TRAITS ENGAGED EMPLOYEES EXHIBIT

ENTHUSIASM
employees are
enthusiastic about work

INSPIRED
employees are motivated
by their leaders

EMPOWERED
employees are allowed to
do the work their way

CONFIDENT
employees are sure they
can achieve excellence

5 TIPS FOR EMPLOYEE ENGAGEMENT

1. **Senior leadership must articulate a clear vision to all employees.**
2. **Employees should be encouraged to communicate openly and influence the company's vision through their input.**
3. **Direct managers should foster healthy relationships with their employees.**
4. **Senior leadership should continuously demonstrate that employees have an impact on their work environment.**
5. **Managers should show employees that they are valued as true contributors, giving them a sense of empowerment.**

*Dale Carnegie surveyed the functional and emotional elements of employee engagement from a national representative sample of 1,500 employees.

** Source - Bureau of National Affairs
*** Source - Gallup

www.dalecarnegie.com/employee-engagement

"What drives a given individual to excel or to become complacent? It's the responsibility of his or her immediate supervisor to find out"

–Bob Kelleher, Author of Louder Than Words

Are you a Caring Manager?

Define it:

_____

_____

_____

_____

_____

_____

Caring Managers

- Have a strong performance management system that is clear, known and productive
- Foster positive supportive relationships in peer to peer manager-manager and manger – employee
- Provide career advancement
- Have one-on-one meetings that do not exclude
- Demonstrate how passion for performance can co-exist with concern for staff humanity

Giving Feedback

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

And then Act!

Identify Those Employees
Who Are Critical to Your Success:

Provide Leadership	Satisfy Customers
Create Excellent Results	Require Little/No Supervision
Offer New Ideas	Help Others
Unique Knowledge or Skills	Do Harm if Leave

1._____

2._____

3._____

4._____

5._____

6._____

Providing Meaningful Positive Balanced Feedback

Praise ***Example*** ***Context*** ***Reinforce***

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 the 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

ACTION PLAN

What:_____

_____

How: _____

_____

By When: _____

_____

What: _____

_____

How: _____

_____

By When: _____

_____

What: _____

_____

How: _____

_____

By When: _____

_____

What: _____

_____

How: _____

_____

By When: _____

_____

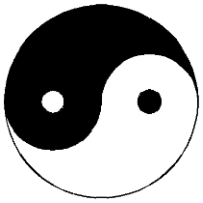
THE WHAT AND WHY OF COUNSELING AND COACHING

By the end of this section you should have a clear idea of what counseling and coaching are and what skills they require. Your ability to coach and counsel contributes to your effectiveness as a supervisor.

DEFINITIONS

Counseling: A supportive process by a manager to help an employee define and work through personal problems or organizational changes that affect job performance.

Coaching: A directive process by a manager to train and orient an employee to realities of the workplace and to help the employee remover barriers to optimum work performance.



Counseling and coaching share many of the same skills. At times they may seem to overlap. When they do, remember the following diagrams. These diagrams, shown below, will help you differentiate the two processes.

Root Cause	Symptom	Desired Approach
Lack of skill or knowledge about job responsibilities	Performance problem	Coach
Personal problem and/or organizational changes affecting job performance	Performance problem	COUNSEL

WHEN TO COUNSEL OR COACH?

Knowing when to counsel or coach is an important skill. It is the first step in the coaching or counseling process. When you can identify, in a timely manner, situations that need your expertise you are on your way to becoming an effective supervisor.

As you read through the following work situations, remember that they may not only apply to an employee reporting to you but to a peer, a boss or even yourself.

Listen	**Talk**
Success	**Failure**

A Successful coach or counselor listens more than talks

WORK SITUATIONS THAT MAY REQUIRE COUNSELING

Check any that you have personally encountered:

- ☐ 1. Reorganizations.
- ☐ 2. Layoffs-counseling for those who are laid off and those who are not.
- ☐ 3. Demotions due to organization changes.
- ☐ 4. Salary freezes; decreases in salary, status or responsibility.
- ☐ 5. Employee faced with other career opportunities inside or outside of the organization.
- ☐ 6. Employee faced with no career opportunities inside the organization.
- ☐ 7. Employee unhappy with you as a boss.
- ☐ 8. Employee unhappy with work assignment.
- ☐ 9. Employee who has conflict with peer.
- ☐ 10. Employee that feels stressed, burned out, or is having a grief reaction due to loss.
- ☐ 11. Employee who feels insecure about skills or ability to do the job.
- ☐ 12. Employee quitting to take new job.
- ☐ 13. Employee who has been promoted and is scared.
- ☐ 14. Employee that shares personal problem requiring support.
- ☐ 15. Employee whose personal problems are affecting performance of others.
- ☐ 16. Performance problems that persist
- ☐ 17. Employee who is experiencing failure.
- ☐ 18. Employee who is disappointed in new job.

Can you think of any other situations from your personal experience where counseling would have been effective?

WORK SITUATIONS THAT MAY REQUIRE COACHING

Check any that you have personally encountered:

- ☐ 1. Orientation and training of a new employee
- ☐ 2. Teaching a new job skill
- ☐ 3. Need to explain standards of the work unit
- ☐ 4. Need to explain cultural norms and political realities of the organization
- ☐ 5. Simple corrections to performance are required
- ☐ 6. Goals or business conditions change
- ☐ 7. You are new to a group
- ☐ 8. Employees facing new work experience
- ☐ 9. Employee that needs help setting priorities
- ☐ 10. Follow up to a training session
- ☐ 11. Employee that displays low or moderate performance
- ☐ 12. Employee who needs reinforcement for good performance
- ☐ 13. Employee wants to become peak performer
- ☐ 14. Formal or informal performance reviews
- ☐ 15. Employee needs preparation to meet his/her future career goals
- ☐ 16. Employee needs preparation for more challenging work assignment
- ☐ 17. Employee needs self-confidence developed
- ☐ 18. When power or control battles are affecting team cohesiveness

Can you think of any other situations that may require coaching?

Case Studies to Evaluate Your Skills

	Counsel	Coach
1. You have just hired Miguel who has a degree in Finance. He has a lot of energy and enthusiasm for his new job. You want him to get off on the right start.		
2. Sally has been with your branch for one year now. She has just been promoted to Marketing Manager. She has shown creativity in her marketing campaigns and lots of drive. She has extremely high standards of performance, and pushes herself and others equally hard. Unfortunately, her behavior seems to have created a morale problem in her unit. She has her unit working overtime and weekends as she attempts to oversee every detail. Sally demands perfection. You have had several complaints from her employees.		
3. Fred, head teller, has been working for you for three years. He has been a superstar, increasing productivity in his unit by more than 70 percent in the last year. Due to his tremendous talents in dealing with people you have offered him a promotion to Head Teller. Fred has stopped by your office to talk about his fears and insecurities regarding the new position. You have no doubt that Fred can do it well.		
4. Samantha has been a conscientious employee with a good track record. She shows a lot of initiative and enthusiasm for her job. She has stopped by your office to discuss a personal problem that may interfere with her job – she has just discovered that her mother is dying of cancer. She is close to her mother and seems very upset.		
5. Joe, one of your employees, has been with your group for six months. His performance has been substandard in many ways. He shows up late for work at least two days a week, is disruptive in departmental meetings and has made many errors.		

CASE STUDIES FOR COACHING AND COUNSELING

Develop a coaching and/or counseling plan for each of the following situations and compare your ideas with other participants. Include in your plan the type of feedback you will use to motivate the employee.

Case Study 1

You have just hired Tara. She is a software engineer who has just graduated from a major university. Although she is a recent graduate, you feel confident that she will bring enthusiasm and fresh ideas to her new job as a programmer. You have given her an important project to work on.

You would: Coach _____ Counsel_____

Explain your answer

_____

_____

_____

Case Study 2

Marsha is a loan officer in your branch. She has been with the bank for five years and seems to love her job. She was promoted last month to senior loan officer due to her ability to get along well with coworkers, customers, and management. You have been swamped and have not had much time to spend with her. She just stopped by to discuss how she feels about her new job. She has stated that she is feeling overwhelmed by all the responsibilities and is unsure of her ability to handle all the pressure.

You would: Coach _____ Counsel_____

_____

_____

_____

Case Study 3

Your boss of the last three years, Will, stopped by for a chat. He has seemed "out of sorts" lately – depressed and irritable. You genuinely like working for Will and feel he is an excellent role model for you as a manager. You don't know much about his personal life except that he is a family man and his wife, Mary, is Vice President of a large insurance company. Will has three kids aged six, eight, and ten. He is now saying that his wife has been offered a job in charge of a new division in Chicago and she really wants to take it. He is very concerned about the problems of relocation. He doesn't want to take the kids out of school. Also he is a candidate for a promotion. He is having a difficult time trying to decide what to do. Will asks for your advice.

You would: Coach _____ Counsel_____

_____

_____

_____

Case Study 4

Joan, your Production Control Supervisor, has been working for you for three years. She has been your star performer. She has implemented a new PC System, organized the workflow procedures and gets along well with all of the group managers. Unfortunately, a recent merger is underway with ABC Bank has led to a budget freeze. Although you have an open manager's position, you are currently unable to promote Joan, even though she is your first choice. You know that Joan has a strong future with your bank and want her to stay and "weather the current financial crisis." She has called you to set up an appointment to discuss her career options.

You would: Coach _____ Counsel_____

_____

_____

_____

Case Study 5

Ned is a Marketing Specialist who is quite ambitious. He's been working for you for three months and you are basically pleased with the work he's done, although you have seen him overstep his boundaries at department meetings. You have had complaints from other team members about how he forces his ideas on others and seldom listens to theirs. He also seems to talk about his needs, career goals, and strengths constantly. On two occasions you noticed he took credit for the ideas of other team members in front of upper management.

You would: Coach _____ Counsel_____

_____

_____

_____

Case Study 6

John has worked for you for the past year. He has been a steady moderate performer, but lately you have become very concerned about his work. For the past six months you have noticed him coming in late, taking long lunches and leaving early. You have discussed your concerns with him and coached him on the importance of good work habits. He confided in you that he was having marital problems and his wife was seeking a separation. You gave him two weeks to "sort things out" but told him you expected him to be punctual and get back on track by then. Four weeks have gone by and his performance has continued to deteriorate. He has become belligerent and hostile and other members of the team have complained about his behavior. One mentioned that John has been drinking excessively every day at work.

You would: Coach _____ Counsel_____

_____

_____

_____

PREPARING FOR A COUNSELING OR COACHING SESSION

If a counseling or coaching session goes poorly it is usually because the manager or supervisor has not prepared properly.

By using the checklists on pages 4 and 5 you will be able to determine the type of session you need. Now you are ready to prepare for the session by completing each of the following items:

☐ 1. Consider how many sessions I will need, the degree of trust, and the employee's confidence level.

☐ 2. Be clear about my reason for the session and define my goals.

☐ 3. Review the work goals and past performance of the employee.

☐ 4. Give the employee notice of the time and place.

☐ 5. Allot a minimum of 30 minutes for the session.

☐ 6. Remove all distractions (phone, visitors, etc.) from the meeting place.

☐ 7. Remove physical barriers between me and the employee (i.e. don't sit behind a desk).

☐ 8. Write out what I plan to say and rehearse it. Keep my notes in front of me during the session to avoid the feeling of losing control.

☐ 9. Plan to take notes to document the session, and develop a record of the corrective action plans and performance improvements.

GUIDELINES FOR CONDUCTING A SUCCESSFUL COACHING OR COUNSELING SESSION

You are ready to begin your counseling session. You feel confident prepared, ready to listen, have notes and a pencil. Your employee walks in. You begin your session.

REMEMBER THE FOLLOWING:

1. Put the employee at ease by being warm and friendly and using positive body language, lots of eye contact and physically facing the person.

2. Define the reason for the discussion if you called the session, or encourage the employee to define its purpose.

3. Ask open-ended questions about the employee's feelings and thoughts.

4. Paraphrase the content and feelings of the employee's message.

5. Encourage the employee to identify alternatives to solve the problem or resolve the issue.

6. Seek the employee's feelings about the possible consequences of each of the alternatives.

7. Avoid expressing your views but remain alert to provide information on company policies that may help the employee make a decision.

8. Demonstrate empathy for the employee and show confidence in his/her ability to solve problems.

9. Provide support and/or resources when appropriate.

10. Refer the employee to Human Resources and/or employee assistance program if the problem is beyond your scope.

11. Summarize key points at the end of the discussion to clarify and seek understanding.

EMPLOYEE COACHING/COUNSELING WORKSHEET

Employee Name: _____ Date: _____

Managers Name: _____ Department: _____

Issue(s) Discussed:

_____

_____

_____

Employee Response:

_____

_____

_____

Agreed-upon Action Steps and Follow up Dates:

_____

_____

_____

Manager Signature:_____ Date:_____

PERSONAL ACTION PLAN

I will look for opportunities to use my coaching and counseling and feedback skills with the following people by the specified date:

PERSON:_____ Date:_____

PERSON:_____ Date:_____

PERSON:_____ Date:_____

“Being a leader is not the same as being a manager, and vice versa. Managers create order out of complexity; they keep the trains running on schedule. Leaders, in contrast, deal with ambiguity, change, and opportunity; they push the train tracks where they’ve never gone before. This distinction is not entirely accurate, as leaders must also manage. To be effective, leadership cannot just be about inspiration and grand visions, but must also be about getting results.”

Today’s Leaders face unique challenges due to:

- Generational Differences (5 Generations in the Workforce)
- Speed of the Change
- Individual Access to Knowledge

Does your Organization Value Multiple Generations?

The statements below help a team, department, or organization diagnose their effectiveness at creating a culture where all generations can thrive.

The larger number of statements that match behaviors at your organization, the more you're likely to be "generations-friendly."

- ✓ When we put a project team together, we consciously include a variety of perspectives.
- ✓ There's not just one type of person who is successful here.
- ✓ We talk openly about what we want from our jobs.
- ✓ We treat employees like customers.
- ✓ We talk openly about our different viewpoints.
- ✓ Our policies are based on what customers and employees want.
- ✓ Our work atmosphere is relaxed and informal.
- ✓ We have a lot of fun together.
- ✓ We're known for being straightforward with each other.
- ✓ The people who work here have the big picture along with specific goals and measures, and feel free to find their own best way of reaching them.
- ✓ We expect the best from everyone here, and we treat them as if they have great things to offer and are motivated to do their best.
- ✓ We focus on retention every day.
- ✓ Our work assignments are broad, providing variety and challenge, and allowing each employee to develop a range of skills.

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10 Critical Leadership Qualities

1. Emotional Intelligence
2. Social Intelligence
3. Interpersonal Skills
4. Prudence/Wisdom
5. Courage
6. Conflict Management Skills
7. Decision Making
8. Political Navigation
9. Influencing Skills
10. Expertise/Competence

Leadership Challenges

The Balancing Act Creating a Vision Becoming a Change Agent Challenging Complacency

The Balancing Act

- Balancing tensions within the organization is a critical part of a leader's role.
- Internal tensions may create conflict.
- The leader's job is to turn those tensions/conflicts into positive outcomes.

Two types of tensions which occur in companies are:

1. The Competitive Urge – Teams collaborate to beat the competition.

Also can be a dynamic between individual employees, team members, and entire departments.
May seek recognition and rewards at the expense of others.
Competitive urge is valuable when it is not used to create internal strife. Effective leaders challenge this negative energy into positive which benefit the organization.

2. Group Decision Making vs. Decisiveness – Leaders often share decision making.

Often less effective leaders are defensive about their right to make decisions which can result in not being open to other opinions.
Decision by Committee – can thwart the decision making process, producing second-rate decisions.

Effective leaders recognize the importance of taking counsel, hearing alternatives, having assumptions challenged. Instead of demanding that the team accept the leader's decision, the effective leader demands that the team address critical unresolved issues.

Emergency situations may require immediate action - decision made by process rather than group consensus.

Creating a Vision

"Effective leaders create a vision that others will support with their hands and minds."

What is a Vision Statement?

Picture of hoped-for end result – what it will look like, how it will function, what it will produce. Resonates with "deep yearning of one's followers."

Elements of an Effective Vision

- Touches people's inner aspirations
- Uses language that can be translated into realistic goals
- Fulfillment is challenging but possible
- Serves the interests of organization's important stakeholders and defines the benefits to them.
- Easy to explain and understand

What is Your Bank's Vision Statement?

_____

_____

_____

Powerful Vision Statements

Amazon – "Our vision is to be the Earth's most customer-centric company; to build a place where people can come to find and discover anything they may want to buy online."

Ben & Jerry's – "Making the best possible ice cream, in the nicest possible way."

Disney – "To make people happy."

Google – "To organize the world's information and make it universally accessible and useful."

Nike – "To bring inspiration and innovation to every athlete in the world."

Patagonia - "Build the best product, cause no unnecessary harm, use business to inspire and implement solutions to the environmental crisis."

Southwest Airlines – "To become the world's most loved, most flown, most profitable airline.

Becoming a Change Agent

Leaders must be change agents….more than managers.

Leaders must:

- Detect signs in the external environment which signal change.
- Be aware of threats and opportunities.
- Encourage others to respond in ways that will lead to success and survival.

Can you think of huge changes in the world over the past centuries? What individual/s are associated with recognizing the opportunity and created change through the power of their ideas and creativity. The individuals are "change agents".

Event	Change Agent

Change Agents

Have one foot in the old world and one foot in the new…….creators of a bridge across which others may travel.

- Articulate the need for change
- Accepted by others as trustworthy and competent
- See and diagnose problems from the perspective of their audience
- Motivate people to change
- Work through others in translating intention into action
- Stabilize the adoption of innovation
- Foster self-renewing behavior in others so that they can "go out of business" as change agents

Is Your Organization Change-Ready?

Being a change agent will not be effective if your organization isn't ready for change.

- An organization is ready for change if it:
- Has respected and effective leaders;
- Is motivated to change; is uncomfortable with the status-quo;
- Is committed and comfortable with working together.

The Complacent Organization

Barrier to Change = Complacency

People who are comfortable with things as they are can be oblivious to what needs to change. A Leader's job is to shake them up!!

The Complacent Organization

Signs of Complacency	Examples
No highly visible crisis.	The company is not losing money; no big layoffs threatened.
Measures against low standards.	Compares to industry standard, not industry leader.
Organization structure focused on narrow functional goals, not broad business performance.	Departments have one measurement criterion, unrelated to each other. Only CEO uses broader measures.
Planning/control systems set up to make goals easy to achieve.	Management not encounter dissatisfied customers or suppliers.
Performance feedback internal, not encourage customers, suppliers, shareholders feedback.	External feedback is not valued or relevant.
Finger-Pointing	It's another department's problem, not ours.
Management focuses on irrelevant issues.	"The Titanic is sinking…let's rearrange the deck chairs."
Culture sends subliminal measures of success.	Elegant offices, fine art, and expensive wood in corporate offices.
Management believes its own propaganda.	"We are the greatest…we set the standard."

(Adapted from John P. Kotter, Leading Change)

Challenging Complacency

1. Discuss the organization's competitive status with employees. Give them the facts! It is hard for employees to be concerned about cost, competition, customer service, or productivity when they don't know what is going on. Leaders need to relay the relevant data.

2. Ask employees for their input concerning problems and areas of dissatisfaction they are having. Often those on the front lines have more information about the weaknesses of the business. Encourage open communication between employees and top management.

3. Talk about the relevant data….just providing data is not enough. Leaders aim for a joint understanding of company problems. Do not allow assumptions!!

4. Set high standards and hold employees accountable. Raising the bar can create dissatisfaction with the current performance levels. Ask employees to "stretch" and challenge the status quo.

FINALLY

"Today's formal and informal leaders must be alert and enterprising. Owing to the rapid pace of change, they must be able to recognize opportunities and threats, and be capable of mustering organizational responses to them. More than anything, they must be able to maintain positive energy in the fact of risk, ambiguity, and change. And they must balance the tensions that exist in every organization."

(Manager's Toolkit, Harvard Business Essentials)

ACTION PLAN

What:_____

_____

How: _____

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