



# THE SUPERVISOR/HR NEWSLETTER



HELPFUL RESOURCES FROM YOUR  
EMPLOYEE ASSISTANCE PROGRAM

Sept  
19

## September Online Seminar

### *Maximizing Your Day: Effective Time Management*

Better understand basic time management principles and what characteristics make effective time managers.

Available on-demand starting  
September 17th at  
[www.deeroakseap.com](http://www.deeroakseap.com)

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## Deer Oaks 2019 Supervisor Excellence Webinar Series *Employee Engagement*

*A series of practical educational programs designed to help supervisors and managers to build more engaged and productive work teams. This series is available to all supervisors, managers, and other interested employees and does not count toward your organization's training hour bank.*

### **Webinar # 3: How to Become an Effective Coach; A Key to Employee Engagement**

Research shows that employees are more engaged and productive when their supervisor utilizes a collaborative coaching approach during their day-to-day interactions. This practical presentation will review the communication skills necessary to have effective coaching interactions and discuss using a collaborative coaching approach in key situations including assigning work, managing performance, solving problems, etc.

Friday, September 6th, 1:00 – 2:00 PM CT

Register: <https://attendee.gotowebinar.com/register/3743939742850391811>

Monday, September 9th, 1:00 – 2:00 PM CT

Register: <https://attendee.gotowebinar.com/register/8660409284985717763>

# Generations at Work

This article intends to help you learn the characteristics of the four generations currently in the workplace. Learn how to improve work team communication through understanding cross-cultural communication. The generations covered are the Veterans (or Traditionalists), Baby Boomers, Generation X and Echo Boomers (also called Millennials, Generation Y or Nexters).

## **Veterans — 1922 to 1944**

Veterans, or Traditionalists, tend to

- Like consistency and uniformity.
- Conform to traditional roles and hierarchies.
- Be disciplined and value a self-denial work ethic.
- Be past oriented and history absorbed. Have faith in organizations and leaders.
- Have a conservative spending style.

## **Veterans at Work**

- They take time to add personal touches.
- They look for freedom to socialize, particularly between assigned tasks.
- They honor their hard work with plaques. They also honor it at symbolic stages.

## **The Baby Boomers — 1945 to 1964**

Baby Boomers tend to

- Believe in growth and expansion.
- Value self-fulfillment and pursue their own personal gratification.
- Question traditional roles.
- Question authority, but desire to hold higher ranks.
- Be big trendsetters, continuously morphing (e.g., hippies, yuppies, graying of the workforce). They get a lot of media focus.
- Have learned about teamwork in school and at home.

## **Baby Boomers at Work**

Baby Boomers tend to

- Seek to prove their worth.
- Seek to be asked for their input and expertise.
- Seek to build consensus.
- Look for public recognition and awards for their work ethic.
- Look to receive perks in keeping with their professional status.
- Look to build name recognition in the company through their projects and input.

### **Generation X — 1965 to 1979**

Members of this generation tend to

- Be self-reliant.
- Seek a sense of family.
- Have a nontraditional orientation about time and space.
- Be technologically savvy — they have effectively dealt with what others think is information overload.
- Have a casual approach to authority.
- Value flexibility and risk taking, and see change as normal and desirable.
- Use their survival instinct; loyalty is situational.

### **Generation X at Work**

Members of this generation tend to

- Like lots of projects to prioritize as they see fit.
- Look to receive regular constructive feedback.
- Look to have time to pursue other interests.
- Seek to have fun at work.
- Look to work with latest computer technology.
- Be conscious of perks higher up the ladder.

### **Generation Y — 1980 to 2000**

Members of this generation tend to

- Be excited about working in teams.
- Rarely feel supervising is an important career step.
- Feel that the most important criterion for work is getting along with a widely diverse group.
- Place high values on helping others.
- Be conservative of traditions like marriage and family.

### **Generation Y at Work**

- You be the leader.
- Challenge me.
- Let me work with friends.
- Let's have fun.
- Respect me.
- Be flexible.

## **What You Can Do to Motivate Individuals From Different Generations**

### **Veterans**

- Emphasize your belief and trust in them to “complete their duty.”
- Acknowledge their specific history in your organization, the skills they bring to a project and what their contributions have been to your organization.

### **Baby Boomers**

- Praise them in public for the work they have completed.
- Give them a chance to prove themselves and their worth.
- Give them perks.
- Invoke the personal approach. (“I really need you to do this for me.”)
- Get consensus. Boomers often believe they invented participative management, and they can be mightily offended when you don’t involve them.
- Give them opportunities to build consensus.

### **Generation X**

- Encourage creativity.
- Commit yourself to providing feedback (both positive and negative).
- Encourage Xers’ pursuit of other interests (not directly related to their job).
- Provide state-of-the-art resources: Encourage utilization of technology.

### **Generation Y**

- Promote in-house education and training.
- Encourage autonomy, diversity, communications, teamwork, openness to ideas and respect.
- Act like a coach.
- Offer challenging assignments.
- Provide state-of-the-art resources. Encourage utilization of technology.
- Keep up with their pace. Fast-paced communication is key to keep their interest.
- Involve them in a partnership. Solicit their ideas and contributions, and work with them as a team.

### **Next Steps**

- Identify the “generational makeup” of your team.
- Identify actions you can take to motivate your team.
- Identify actions or programs you can put into place or actions you can promote that will encourage others to join your team.
- Take action yourself.
- Measure your success.
- Re-evaluate your actions, and continue to encourage your workforce by addressing generational differences.

*Source: Clayton, S., & Vargas, J. (2006, February 8). Generations at work [PowerPoint Presentation]. Department of Commerce, Office of Human Resources Management. Retrieved June 19, 2017, from <http://hr.commerce.gov/>*

# Innovative Leadership Assessment

A leader is a person that inspires you to take a journey to a destination you would not go to by yourself. The traditional manager who maintains status quo leaving what he found will not be effective in today's environment. Today's business challenges revolve around change, innovation, passion and creativity. I developed the "Innovative Leadership Self-Assessment" as a self-evaluation tool for those wanting to know what competencies lead to business success now and in the future.

As times change, leadership skills must also change. What was successful in the past is still relevant, but may not be everything needed for the future. Use this assessment to rate yourself. You can also give it to others and have them provide you an honest appraisal.

Scoring directions below.

- **Process Management**-Designs and manages processes that are efficient and effective. These processes support the delivery of either the organization's service or the manufacture of the organization's products. Processes move horizontally across organizational boundaries. Score yourself higher if you have identified your critical processes.
- **Customer Driven**-One of the highest leadership priorities is the ability to focus on the needs and expectations of customers. Do you build and maintain relationships with customers? Do you have metrics in place to measure customer satisfaction and customer loyalty? (Customers can also be employees) Add points if you know the needs, expectations and desires of your customers. Deduct points if there are only certain select parts of the organization having this information.
- **Information Management**-The innovative enterprise thrives on information. There are multiple avenues and many means of expressing the goals, plans, and status of the organization to all people working within the enterprise. The enterprise shares success stories, ideas with everyone. How many available means are available to improve communication? For example, meetings, LANs, bulletin boards, E-mail etc. Score yourself lower if there is no organized system in place to spread information.
- **Change Management**-A leader of the organization is knowledgeable of and manages change appropriately. Dovetails ongoing programs and management philosophies into the strategic or business planning. Deduct more points if your last change action created anger, resentment and frustration.
- **Innovation**-Makes focused efforts to initiate new ideas and suggestions. The leader is constantly looking at other industries and trends to see beyond the horizon for new ways to do things. The organization does not maintain status quo. Add one point if people from your organization have taken site visits or benchmarked other organizations during the past six months.
- **Continuous Improvement**-Continuously improving everything the enterprise does. Processes and procedures are constantly being improved. Score yourself higher if you have a continuous improvement program. Deduct one point if it is only a "suggestion box."
- **Obstacle Removal**-The innovative leader spends time pinpointing and removing barriers and obstacles obstructing work flow. Employees feel free to go to anyone in the organization for advice and assistance. Deduct points if you have not had an employee survey or sensing session during the past year.

- **Charts the Course**-Provides a clear direction toward the future. Are you enthusiastic and inspiring others to take a journey to a particular destination? If there is no clear direction or inspiring vision, mark yourself low. Give yourself points if people are involved in the goal setting process.
- **Provides Motivation**-You have a system of reward and recognition. Team based rewards lead to higher morale. Employees feel that they are contributing to the vitality of the enterprise. Give yourself two points if you have provided recognition to a worker or team during the past five days. Reduce points if you only recognize length of service.
- **Trust Builder**-This leader allows people to learn from their mistakes and allows risk taking. The leader who tolerates risk taking scores higher in innovation. Bad signs—more than two signatures on any form, too many auditors and inspectors and time clocks.
- **Provides Purpose**-Purpose gives people a reason why they should work for this organization. People relate best to the enterprise when they understand how their actions relate to the big picture. The person who understands how their actions affect the organization is more empowered to take action.

### TOTAL SCORE

Scoring Directions-Rate yourself or your organization on a score of 1(lowest)–5 (highest) for each item. This assessment can also be used as a peer assessment by others on your standing in the organization.

### SCORING:

Excellent 55-50

Good 49-44

Average 43-33

Needs Improvement 32-0

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# Ask Your EAP!

The following are answers to common questions supervisors have regarding employee issues and making EAP referrals. As always, if you have specific questions about referring an employee or managing a workgroup issue, feel free to make a confidential call to the EAP for a management consultation.

*Q. I want to be a firm supervisor when necessary as well as a nice guy my employees admire. I think most supervisors feel the same way, but I find myself correcting employees more often than I praise them. How can I increase my positive interactions?*

A. Establish communication habits to use daily with employees that help you improve your interactions and grow your reputation with them. When approaching an employee for any reason, lead with something positive so they do not learn to associate your presence with correcting performance, a negative interaction, or other painful exchange. Ask employees for their solutions to problems, and treat them like pros, regardless of the position they hold. Intentionally interact with your employees when things are going well—get out of your office so you aren't seen as a one-person fire department only interacting when problems arise or things go badly. Participate in small talk; use these moments to learn about your employees' needs. Praise and be in awe of their past achievements, not just the ones you witness on the job. Finally, look for roadblocks to their success. Pay attention to what is impeding performance, and find small ways to make their lives more comfortable.

*Q. Can I direct an employee to stop complaining about problems to coworkers, which damages morale, and instead bring these complaints directly to me? And [can I] then hold [him] accountable?*

A. If complaining adversely affects the work climate and productivity, then it is reasonable to ask your employee to come to you instead of complaining openly. You'll discover in your career that there are employees who like to "stir the pot," or, more accurately, they enjoy having others listen to their analysis and diagnosis of the work unit's problems. Ditto with the organization's or supervisor's competence. Much complaining is motivated simply by a desire to engage and socialize with coworkers. These complaints tend to act as icebreakers in conversations. It is easier to discuss a complaint or issue or open with a common concern than it is to offer an observation about the nice weather. This then becomes a habit of communication among employees. If needed, encourage the employee to visit the EAP, where he or she will find listening ears, and you can count on the discussion being one that helps the employee and supports the organization.

*Q. I may be old school in my thinking, but I think an employee's mental health is none of the employer's business. Still, I see a lot of articles in recent years about mental wellness in the workplace. What is the business case for so much attention to this subject? What can one supervisor do?*

A. Employers pay high costs for mental health problems. On the low side, it's about \$70 billion a year. Absenteeism, reduced productivity, and increased health care are the three big cost areas. If employers can influence mental wellness in ways that reduce these exposures, they can improve productivity and have a healthier bottom line. So mental wellness is not about intrusiveness in employees' lives but about creating work environments that have a positive impact on wellness. As a supervisor, you have significant influence on promoting mental wellness. Here are three examples. (1) Don't praise the employee who comes in early and stays late. This practice eventually erodes productivity and leads to burnout. (2) Encourage or insist that employees take regular vacations to recharge and refresh. (3) Don't expect employees to answer the phone, email, or engage in work around the clock. (4) Be a model for these behaviors yourself.

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