



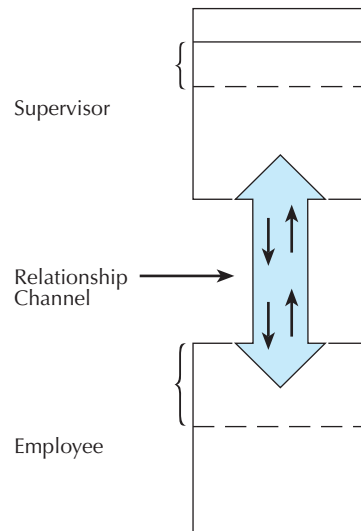
and you will not reach your potential as a manager. Building interpersonal relationships is the key to success as a team leader.

What is the all-important relationship that exists between the supervisor and each employee? What is its function? How can a productive relationship be built?

## THE RELATIONSHIP CHANNEL

Perhaps a supervisor–employee relationship is best perceived and understood as a line that exists between the two, a kind of psychological channel through which all communications, reactions, and feelings must flow back and forth.<sup>1</sup>

Through this relationship channel, each party views, interprets, and reacts to the other. The openness—the amount of freedom or naturalness—of this line contributes to the quality or tone of the relationship, which, in turn, is the essence of the working arrangement. Here are three characteristics found in most relationships, which apply to the relationship itself and do not describe the individuals themselves.



1. *Two-way communication.* This is the lifeblood of the relationship line. You keep a relationship alive and healthy through an input of words and nonverbal signals from both ends. Just as all parts of the human body must receive a constant supply of fresh blood to survive, a relationship is kept alive with an exchange of ideas, given strength by words, and kept in good repair through talking. Parties at both ends of the line must contribute. An open dialogue keeps the relationship healthy. In management parlance, the operative word is *feedback* and both parties in the supervisor–employee relationship need it—continuously, even desperately at times. To repeat: *feedback is two-way*, including employee to supervisor, and not just supervisor to employee as is commonly assumed.
2. *Mutual Reward Theory (MRT).* MRT states that the relationship between supervisor and employee is enhanced when a good reward exchange occurs between them. For example, the supervisor may provide the employee with the freedom to work with minimum supervision, personal recognition, and involvement in decision making. In return, the employee



may provide high personal productivity, dependability, and cooperation with co-workers. When such an exchange takes place, both parties benefit. The employee is happy with his or her job, and the supervisor's reputation is enhanced due to his or her ability to direct and support employees. Without a reasonably good reward exchange, a healthy, productive, long-term relationship is difficult to achieve. Trust is also violated when either person in the relationship fails to honor his or her part of the agreement in the exchange.

3. *The presence of emotion.* The relationship line can become emotionally charged. Extreme emotional feelings of either the employee or the supervisor can sometimes enter the line and make it difficult to handle. Therefore, you must often take special care in dealing with a highly charged situation. You must go about the work in a quiet, sensitive way. Sparks generated by uncontrolled emotions are dangerous to the supervisor–employee relationship. Although both parties share this responsibility, it is the supervisor who must keep the line under control, managing to control his or her own emotions and responding appropriately when employees' emotions run high.

You, as the supervisor, are primarily responsible for the condition of any given employee relationship. You must take the initiative to keep it healthy. If it fails, you cannot blame the employee. You need the cooperation of the employee and must assume the responsibility for getting it.

What happens when, despite your best efforts, the employee doesn't meet his or her end of the agreement to build a workable relationship? You may have a problem employee. When faced with this situation, you have at least three possible solutions: (1) Involve the employee by asking for suggestions on how to improve the relationship. Perhaps some aspects of the relationship concern the employee, and you can manage differently if you better understood these concerns. Perhaps there are differences in learning or communication styles or in your personalities that you can address. If nothing comes of this approach, you may have to (2) initiate action to transfer the individual to another supervisor who has a different leadership style and personality, which might be more successful than yours. This action should be

taken in all cases where the employee has made a sincere effort to be productive. If neither of the two previous suggestions solves the problem, you may have to (3) consider ending the employment relationship. This option should be utilized only when it becomes clear that the employee is unable or unwilling to hold up his or her part of the agreement with you or another supervisor to which he or she was transferred. This option may be the most difficult thing you are called on to do as a supervisor, but sometimes it is inevitable. More often than not, such action is best for both the employee and the organization. If you choose to take this action, be sure that all company procedures and policies are honored. In most cases, this means checking with the human resources department to make sure that the rights of the employee have been protected and that no laws have been violated.

A variety of supervisory jobs are available. Some supervisors direct large numbers of employees, others only a few. Some work with highly technical equipment, others with customer services. But no matter what the supervisor's scope or the complexity of the job, a supervisor faces no greater challenge than building and maintaining healthy relationships with those who look to her or him for leadership. To accept the challenge fully means to plunge deeply into human relations. It means taking a deep, clear look at your own behavior, for one thing is certain: You get back the kind of behavior you send out.

## BUILDING SOUND RELATIONSHIPS

Now that you see why you must build and maintain good employee relationships, how will you do it? Listed here are some suggestions.

1. *See the relationship first and the employee second.* The previous discussion invited you to view the employee through a relationship channel in order to become more objective and professional in dealing with employees. By concentrating more on the relationship, you will become less involved in the personality of the individual and will probably be less motivated by any unconscious prejudices that you may have. You will also be more scientific in your approach to problems, more aware of your own responsibilities, and more successful in achieving the productivity you seek. This approach also provides insulation against unwise personal investments.

*When Sylvia first took over the department, she dealt only in personalities, attempting to understand and deal with the individual traits of her staff. Resentment developed because her employees thought she was prying into their private lives. Later, Sylvia backed away and started to view each worker through the relationship channel for which she had primary responsibility to keep open and healthy. Not only did this more professional approach result in more respect from her staff, but Sylvia felt better about herself because she knew she was more objective and fair.*

2. *Don't play games with relationships.* A relationship is not a toy or game with which the supervisor is free to experiment. Relationships should be honored and treated with deep respect and sensitive consideration. If you hurt the relationship between you and your employee, you may lower productivity. The employee may at times seem too far away to be hurt by your actions, but she or he will certainly be aware of your attitude.

3. *Keep all relationships on a business basis.* In most cases, it is best to keep your business and personal lives balanced. You may find it hard to have both a working and a personal relationship with the same person (regardless of gender) without losing your objectivity and hurting both your careers. For some people in some situations, a working and a social relationship can be combined. However, if either you or those you supervise cannot handle this kind of closeness without a distortion of the on-the-job relationship, do not try to blend the two.
4. *Don't build one relationship at the expense of another.* The goal of the supervisor should be to build and keep relationships with all employees equally. Like the parent of several children, the supervisor should show no favoritism, despite the fact that one employee may need more help than another. In building one relationship, it is easy to neglect others, resulting in increasingly negative reactions from the other employees. It is similar to the problem faced by the stagecoach driver who attempts to get each of six horses to pull an equal share of the weight at the fastest possible speed over the long haul. It is difficult to hold the reins with just the right touch. To avoid imbalances, the supervisor must occasionally review the state of relationships with all employees in the department. If one relationship has been built at the expense of another, immediate repair work should be the first priority.

The following checklist can assist you in equalizing communications and rotating assignments.

#### SUPERVISOR'S CHECKLIST

- Talk to employees with the same frequency.
- Pay as much attention to employees whose interests are different from yours as those with whom you have more in common.
- Find *something* to appreciate about each employee.
- Rotate less desirable tasks.
- When assigning new tasks, follow criteria clearly defined and known to your employees.
- When assigning new tasks, keep in mind opportunities for cross training and skill building.
- Communicate your expectations of what is a fair workload for all employees.

5. *Build your relationship with a new employee quickly and carefully.* When a new employee comes into your department, you have a good opportunity to build a healthy, lasting relationship from scratch. Take time for this task. Do what is necessary to make new employees feel at home, give them the confidence needed to be productive, and help them build sound working relations with the other employees. Orient new employees to their new surroundings, taking time to introduce them to their co-workers. If you move in quickly and build the right kind of relationship with new employees, especially those

from different cultures, they will respond with quick productivity, and the relationship itself will last through the many demands made on it later.

6. *Relationships require daily maintenance.* Just like certain pieces of complex machinery, relationships need daily maintenance. They need to be constantly lubricated with recognition, oiled with attention, and polished with kindness. A good relationship must be protected, nurtured, and closely observed lest it fail because of neglect. Experience shows that the productivity payoff is more than worth the attention.
7. *Repair damage quickly.* No matter how skillful you become in building relationships, a break now and then is likely to occur. When such disturbances surface, you should quickly make whatever repairs are necessary. Sometimes it means readjusting workloads, schedules, or procedures, or perhaps it requires an apology from you. Whatever it takes, you must move quickly. If the break is beyond repair or requires an outsider, take the problem to your supervisor or human resources director.

In addition to building and maintaining good relationships with employees, you must not neglect relationships with fellow supervisors.

## FIVE IRREPLACEABLE FOUNDATIONS

Supervisors can employ many relationship-building techniques, depending on their styles and environments, such as the following:

- *Good listening skills.* Only through listening can supervisors discover the special rewards their employees seek as part of the bargain under the Mutual Reward Theory (MRT), or identify problems and their solutions before they grow into major conflicts.
- *Flexibility.* Supervisors should remain flexible enough to accommodate harmless personal requests (like leaving early to take care of important personal business) when productivity is maintained and problems with other employees can be avoided.
- *Consistency in style.* Employees do not respond well to supervisors who are unpredictable in their behavior or in their expectations of others.
- *Being a good one-on-one counselor.* Without playing psychologist, providing timely support and understanding sends a message that you care and want your employees to succeed.

The list goes on, but nothing—absolutely nothing—is more important than application of the five foundations. These can literally make or break you as a supervisor.

### 1. Give Clear and Complete Instructions

As a supervisor, you have a certain amount of *knowledge power*. You know more about how to perform certain tasks than most of your employees. How effectively you transmit this knowledge is the key to your relationships. When instructions are clearly and completely given, the employee knows exactly what to do and feels good about it; however, when instructions are hazy and incomplete, the employee loses confidence in the supervisor, and their relationship deteriorates. To feel secure, the employee must know what is expected and possess the skills to do his or her job.



As a supervisor, take time in giving instructions. When possible, use visual illustrations. Follow the basic teaching techniques of keeping things simple and logical and providing examples. When you give instructions, make sure they are clear and complete by asking for feedback. Then, follow up by checking the following day to see whether the instructions were put into practice correctly. Provide further clarification as needed.

*With many important problems facing him, Jake nevertheless took time to demonstrate patiently to Mary, an insecure new employee, how to operate a complicated and dangerous machine. Jake gave Mary more than two hours of his time, including two follow-ups, so that all errors were eliminated. On her second day at work, Mary felt completely competent and her productivity was almost up to average. This training happened more than a year ago, and Mary has yet to have an accident. Furthermore, Jake has had a strong, sound relationship with Mary from the very start.*

## 2. Communicate: Let People Know How They Are Doing

To keep supervisor–employee relationships in good repair, take time to let employees know how they are getting along. Most employees (especially new ones) want to know how to do their jobs better and will welcome help if it is provided in the right way. They also want to know when things are going well and when you are pleased with their performance. Don't let them feel that they are working in a vacuum and that you do not care. Tell them.

Employees respond quickly to any stimuli created by you, and can also sense the reaction of fellow employees. But the thing that hurts them most is neglect. They want to feel that they are an important part of the department, and they know that their future depends on your training and support. An excellent way to keep the relationship in good working order is to provide both training and support. Being open to the needs of your employees will help create effective two-way communication.

*Mrs. Browne is a highly capable night supervisor of nurses in an Atlanta hospital. She does not, however, believe in letting people know how they are doing. She almost never tells a nurse when she or he does well, but she comes down heavily when a violation occurs. As a result, she has more personnel problems than any supervisor on the staff. Nurses are constantly asking to be transferred to other wards. Mrs. Browne has been passed over for a promotion for three years in succession.*

### 3. Give Credit When Due

Employees need positive reinforcement now and then if they are to keep their personal productivity at a high level. They need the compliment you intend to give before you get too busy with something else; they need recognition. Look for extraordinary quality performance from those who work for you. Sometimes it is best to give credit in front of the entire department. More often, however, it is best given privately. Praise should be given freely, sincerely, and most important, when it is due. To achieve this goal, you must constantly have your “radar” turned on to observe behavior that is deserving of credit. Supervisors who fail to give credit when it is due, or who are stingy about it, often have standards that are far above levels the employee is capable of reaching and are afraid that giving credit would be misinterpreted as undeserved flattery. This attitude leaves the employee feeling small and insignificant, and usually results in lower productivity. It is necessary to be sincere in giving credit, and it is wise to be generous with giving it.

*Karen handles certificates of deposit for her bank, which means she frequently deals with senior citizens who have accumulated enough money to purchase them in amounts of \$10,000 or more. Many of these people become extremely nervous when making decisions. A few are overly talkative and difficult to send on their way. Others have hearing impediments. Last week at a staff meeting, Karen’s supervisor complimented the entire staff on the improvements they had made in dealing with these customers and singled out Karen for special mention. The following day, Karen told her supervisor that she had been thinking of leaving because she did not feel appreciated. She thanked the supervisor.*

### 4. Involve People in Decisions

Certain problems may arise that only the supervisor can solve. The wise supervisor knows, however, that many problems can be solved with employee participation. When you involve employees in departmental problems that concern them, you accomplish at least three goals:

1. You give them a chance to learn about the operations of the department, thus preparing them for future promotions.
2. You build their confidence by providing decision-making opportunities, and as a result, their productivity increases.
3. You improve the departmental climate by bringing people closer together, thereby reducing friction and misunderstandings.

Often the benefits of letting employees come up with solutions can prove more helpful than the solutions themselves. When employees help make decisions, they grow and you gain. Involvement makes people feel important, challenged, and stimulated. It can release talent and increase productivity as nothing else can.



Make it a practice to turn over appropriate problems to the people who work for you. Let them struggle with solutions even though you could easily find the answer alone. Once they have an answer, accept it gracefully, giving their solution your full support. Employees often give greater support to their decisions than to those handed down by the supervisor. Do not, however, come up with your own answer and just wait for someone to match it, intending to do what you planned all along. Tricking employees into thinking that they are helping you find a solution to a problem that you have already picked is manipulative. Employees find out quickly that you cannot be trusted.

*Marla, the owner of a successful boutique in an enclosed shopping center, had been paying a freelance window trimmer to change the front display twice each month. Her three full-time salespeople were so critical of the displays that she asked them to decide whether to keep the professional or to rotate the job among themselves. They said they would like to do it themselves. After two months, Marla had to agree that not only were the displays better, but all three salespeople were better motivated.*

## 5. Maintain an Open Door

The supervisor who is easy to approach builds better relationships than the aloof supervisor who is hard to see and difficult to talk with. Encourage your employees to come to you freely with suggestions, with complaints, or for counsel. To allow this communication to happen, you must avoid building physical or psychological barriers between yourself and each employee. Rather, try to establish and practice an open-door policy through which free, open, and healthy communication practices can be built. Fear or distrust can prevent good communication and hurt relationships. Merely keeping the door to your office open and telling employees to drop by is not enough. You must work to create a nonthreatening, welcome atmosphere that will cause employees to come to you. Seeking them out by walking around and visiting them is an effective strategy for opening doors.

*Tricia was the supervisor of an office staff of twelve. Unfortunately, her office was enclosed in glass and visible to all employees. They could not hear her conferences, but they could observe them. As a result, despite her best efforts, no one wanted to be made conspicuous while talking over problems in the supervisor's office. Her solution was to schedule and conduct short discussions once a month with each employee at a special location in the employee cafeteria. These meetings took time she could ill afford, but it greatly strengthened relationships, and productivity increased.*

## USING THE FIVE FOUNDATIONS

These five irreplaceable foundations, then, serve the supervisor in building and keeping healthy, productive relationships with employees. Obviously, it doesn't take a mental giant to understand them, nor does it take a supervisor with twenty years of experience to put them into practice. Why, then, are they so frequently taken for granted and so seldom used? Following are three possible reasons:

1. Some ambitious supervisors spend their time seeking more sophisticated replacements instead of realizing that these five foundations will serve them well.

2. Some supervisors give these foundations lip service by claiming to use them when, in fact, they do not. They say one thing and do another, but the people they supervise know the truth.
3. Some supervisors accept the foundations at face value and honestly try to use them, but fail because they do not use them consistently day after day.

How can you tend to these five foundations and use them naturally in your daily contact with employees? First, you must make a personal commitment to the five foundations, convincing yourself of their value. You must believe they are sound human relations principles. Second, you must incorporate them into your way of working with your employees, integrating them into your daily routine. You must practice what you believe. The more you practice these five foundations, the better you become at using them.

## DEALING WITH A DEMANDING SUPERIOR

And you thought, as a new supervisor, that developing effective relationships with the employees you manage would be challenging! Indeed, your most difficult supervisor–employee relationship challenge may be the one you have with your boss. It is one thing to deal with a superior as a regular employee; it is another ballgame when you as a manager must build and maintain a strong, open relationship with another person in management. Upper-management people can often be more demanding (with vastly different behavioral patterns) than those at the beginning supervisory level. This distinction does not mean you should be intimidated by a powerful person. Three suggestions might assist you in this respect.

- Your new supervisor is more of an equal because you are both members of the management team.
- You can initiate communications more easily because the traditional employee–boss barrier has been eliminated.
- You can often be more assertive (express greater leadership) because you represent the welfare and productivity of your own team.

Your responsibility to your employees in no way means that you have less of a responsibility to build a stronger relationship with your supervisor. Just the opposite! In building these relationships, the following tips may be helpful:

1. Keep in mind that the more you act like a manager, the more you will be treated like one by other managers.
2. Be concerned with the relationship between you and your boss, and not with her or his personality. If you concentrate on the relationship, you can (with experience) get along with almost any personality your supervisor may possess, including those with unusual quirks, mannerisms, and styles of leadership.
3. Demonstrate productivity and quality performance first and good human relations second. You want your department to excel, but you do not want disruptive employees to go over your head by jumping the chain of command.
4. Don't be a problem supervisor. As a supervisor, you do not want problem employees in your department; by the same token, your superior does not want problem supervisors. He or she may be less apt to intervene and counsel

you on your behavior than you would one of your own employees because it is expected that you have outgrown the need.

5. The more effectively you handle your own departmental problems, the more you will be appreciated.

Hopefully, your new superior will become a mentor and show you the “ropes” of upper management. Your challenge is to give her or him a reason to help you learn and succeed.

## PERFORMANCE CHECKLIST

1. The three characteristics of effective supervisor–employee relationships are two-way communication, the proper exchange of rewards between the parties, and the presence and ability to manage emotion.
2. When, despite your best efforts, an employee fails to hold up his or her end of the exchange in the Mutual Rewards Theory, you have three alternatives: (1) Seek input from the employee on concerns that may affect your relationship that you can address and hopefully correct; (2) Transfer the employee to work with another supervisor, where a more effective relationship may be possible; (3) End the employment relationship. The third alternative should be utilized only when the employee is unwilling or unable to build a good relationship with you.
3. To build a strong relationship with an employee, separate the relationship from the personalities involved, keep the relationship on a business basis, don't play games with the relationship, don't build one relationship at the expense of another, maintain the relationship on a daily basis, and repair damage quickly.
4. The most effective relationship-building methods are encompassed in the Five Irreplaceable Foundations, which are: (1) Give clear and complete instructions; (2) Let people know how they are doing (communicate); (3) Give credit when due; (4) Involve people in decisions; and (5) Maintain an open door. You must make a personal commitment to these five foundations, convincing yourself of their value, and practice applying them in your relationships with employees on a consistent, daily basis.
5. Your most challenging supervisor–employee relationship may not be with the employees you manage, but with your boss. Use similar techniques as described in this chapter, but also remember that your boss' concerns will lessen when you demonstrate your productivity and commitment to quality, that you are not a problem supervisor to which your boss must always attend, and that you are capable of managing your departmental issues without need to continually seek his or her direction.

## TEST YOURSELF

For each of the following statements, check true or false.

- | True                     | False                    |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. A beginning supervisor would be wise to master the five foundations quickly and supplement them with other management skills later. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Generally speaking, you get back the kind of behavior you send out.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Breakdowns in working relationships should be given time to mend themselves.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Many relationships require daily maintenance.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. One employee relationship should never be strengthened at the expense of another.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. See the employee first, the relationship second.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Those who accept the five foundations as irreplaceable automatically integrate them into their behavioral patterns.                 |

- \_\_\_\_\_ 8. The easiest and most productive time to build a relationship is when an employee first joins a department.
- \_\_\_\_\_ 9. Supervisors should never take significant action regarding an employee before they are certain the action is in compliance with organizational policies and procedures and does not violate individual rights.
- \_\_\_\_\_ 10. A failed working relationship between a supervisor and employee can become successful by asking the employee for suggestions on how to improve the relationship.

Turn to the back of the book to check your answers.

Total Correct \_\_\_\_\_

## DISCUSSION QUESTIONS

- How important is the Mutual Rewards Theory (MRT) in maintaining good relationships between supervisors and employees? Use your personal experiences as both a supervisor (if any) and an employee to support your answer.
- In a work context, why is it important to separate the people from the personalities involved when managing interpersonal relationships, either your own or between two or more employees you manage? What are the advantages in doing this?
- Why do the authors claim that the five foundations are irreplaceable? Do you agree? If not, what would be your “top five” irreplaceable foundations? Why? (Note: Having a personal list that exceeds five is acceptable.)
- Which of the five foundations would you give top priority? Which one would you give the lowest? Why?
- List some reactions you would have if your supervisor practiced these five foundations with you.
- How much time should the new supervisor devote to building relationships with their supervisors and peers? What precautions, if any, should be taken?

## CASE 1: INTERVENTION

### OBJECTIVE

To discover the dangers of intervening when an employee’s attitude becomes highly negative.

### PROBLEM

Marty showed up this morning with a dramatic change in his attitude. Normally positive and pleasant, he is sullen and uncooperative today. Already indications are that his attitude may hurt the productivity of others. Bill is certain that this problem is personal and not connected with the job. Bill feels he has three possible alternatives for dealing with the situation, and he would like your advice. Which should he choose?

- Immediate intervention through a private talk. Nip the problem in the bud by moving in before group productivity suffers.
- Give Marty two or three days to solve his problem before intervening. Even if productivity suffers, he has a right to solve his own problems. He has been an excellent employee. Why take the risk of offending and possibly losing him?
- No intervention. Marty will eventually solve his own problem, and Bill should do nothing in the

meantime. Managers have no right to invade the privacy of employees, no matter what happens to productivity.

### PROCEDURE

Each student selects his or her intervention choice among the three alternatives provided and writes at least three reasons for this choice. Also, consider any side factors that should be taken into consideration when the intervention takes place. Assume that the problem Marty faces is personal and not connected with his job. Then, engage in the discussion and be prepared to defend your answers vigorously.

### CASE DISCUSSION AND QUESTIONS

Follow-up discussion should center on the way Bill might intervene without offending Marty. A key consideration is how Marty might feel about the intervention selected. What kind of intervention would he have accepted? When would he be most receptive to intervention? Why and how would each possible intervention work or not work under the circumstances? Are there any other interventions beside the three identified that you would suggest?

## CASE 2: REQUEST

Bill walked into his office yesterday morning and found a special letter in his in-basket. It reads as follows:

Dear Bill:

Yesterday I received a big shock. My boss, Gerald, told me he was preparing the necessary papers for my dismissal. I was so upset that I hardly remember what else he said.

When I finally got around to asking him why, he told me that I was habitually late for work in the morning, that I had been warned a number of times, and that he would not tolerate any further lateness. I hate to go over his head to you, but I am desperate. It is true that I'm late about fifteen minutes two days a week, but let me give you some background.

I was hired three years ago, after my husband died. I am forty and am the sole support of my three children, the oldest of whom is fourteen. My reason for being late is that I must get my three children off to school. It's not easy. This whole thing never bothered Yolanda when I was in her department. In fact, she often complimented me and simply asked me to do the best I could about my lateness.

The company has been good to me, and in appreciation I am really dedicated to this job. I work faster and more accurately and waste less time than anyone else in the department, despite the fact that I never receive credit and am not told how I am doing. I'd like to talk with Gerald about my personal situation so that he might understand my concerns and how I want to work things out, but I don't feel he is that approachable. He is so focused on just getting the job done. I often work through coffee breaks and even part of my lunch hour to make up any time I owe the firm because of occasional lateness. I don't think he recognizes that fact.

Would you please review the situation for me?

Sincerely,

Jane Pitts

Assuming you are Bill, how would you deal with this problem? It appears that Gerald may not be practicing the five irreplaceable foundations, or do you have the full story? Should he be reminded? Should you

intervene on behalf of Jane Pitts? Outline the steps you would take.

(Turn to the back of the book to compare your thoughts with those of the authors.)

## COMMUNICATION EXERCISE

Assume that management has selected you to talk to your peers about the five irreplaceable foundations. You decide that the best approach is to present appropriate examples from your own work environment (production, service, retailing, banking, and so on). In preparing for your talk, you decide to improve on the textbook by writing out your own personal definition of each foundation and to illustrate it with the best specific application you can think of. (See the author's comments in the back of the book.)

My personal definition of giving clear and complete instructions is:

My example is:

My definition of letting people know how they are doing is:

My example is:

My definition of giving credit when due is:

My example is:

My definition of involving people in decisions is:

My example is:

I intend to communicate what is meant by an open-door policy as follows:

My example is:

## PERSONAL GROWTH EXERCISE

Identify three things that your supervisor does that lead you to believe that you are an important contributor to

the goals of your organization. How would you model these behaviors as a new supervisor?

## TO LEARN MORE

To learn more about building relationships with employees and providing feedback and appropriate rewards and recognition, refer to the following references:

Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster, 1990.

Hiam, Alexander. *Motivating and Rewarding Employees: New and Better Ways to Inspire Your People*. Holbrook, MA: Adams Media Corporation, 1999.

Kaye, Beverly, and Sharon Jordan-Evans. *Love ‘Em or Loose ‘Em: Getting Good People to Stay*. San Francisco: Berrett-Koehler Publishers, 1999.

Kouzes, James M. and Barry Z. Posner. *Encouraging the Heart: A Leader’s Guide to Rewarding and Recognizing Others*. San Francisco: Jossey-Bass, Inc., 1999.

Maurer, Rick. *Feedback Toolkit: 16 Tools for Better Communication in the Workplace*. Portland, OR: Productivity Press, 1994.

Nelson, Bob. *1001 Ways to Reward Employees*. New York: Workman Publishing, 1994.

Nelson, Bob. *1001 Ways to Energize Employees*. New York: Workman Publishing, 1997.

## NOTE

1. Elwood N. Chapman. *Your Attitude Is Showing*, 9th ed. Upper Saddle River, NJ: Prentice Hall, Inc. 1996, p. 46.