Workforce Engagement:
Unfreezing
the Middle Layer

Leadership Academy Team A
July 2020

Leadership Academy
Team A

Audrey Beres

Lisa Franz

Marcus Slaughter

Peggy Smith

Joshua Vaughn

Colette Weckenborg

Travis West

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Executive Summary

Workforce Engagement: Unfreezing the Middle Layer of Management

Problem: The middle layer of management is perceived as the place where input from front-line staff stops, and where strategy from senior leaders goes to die. The middle manager role is complex and challenging, but it is critical to our ability to serve our citizens. In a survey of current middle managers, **28% would not recommend the job to others,** and **41% say their agency did not adequately prepare them for the job**.

Solution: The State of Missouri must **adopt a servant leader mindset to engage and support middle managers**. A servant leader mindset is focused on the goal of serving and developing others first. Servant leaders trade command and control for compassion, commitment, and relationships. Servant leadership is known to increase morale, loyalty, engagement, and team performance.

Senior leaders should build upon previous efforts with Engage 2.0, MO Learning, and behavioral interviewing to hire, develop, mentor, and engage middle managers to thaw the middle layer with a servant leader mindset.
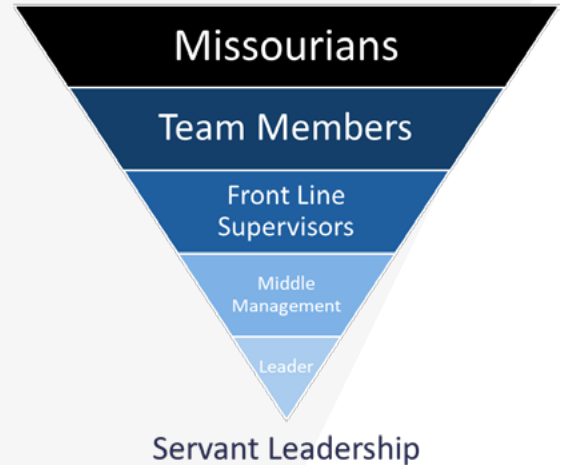
HIRE
- Assess potential managers for key traits using behavioral interview methods.

DEVELOP
- Introduce all new managers to the concept of servant leadership
- Incorporate key traits as part of the Engage 2.0 Growth Model
- Use a key traits assessment during Engage 2.0 sessions to identify gaps and map to a Personal Development Plan
- Emphasize MO Learning Course "Ken Blanchard on Servant Leadership" as part of the "New Supervisor Essentials" learning path
- Add servant leadership as a competency model per the State of Missouri Leadership Guide

MENTOR
- Establish a mentoring program for managers that spans all executive departments
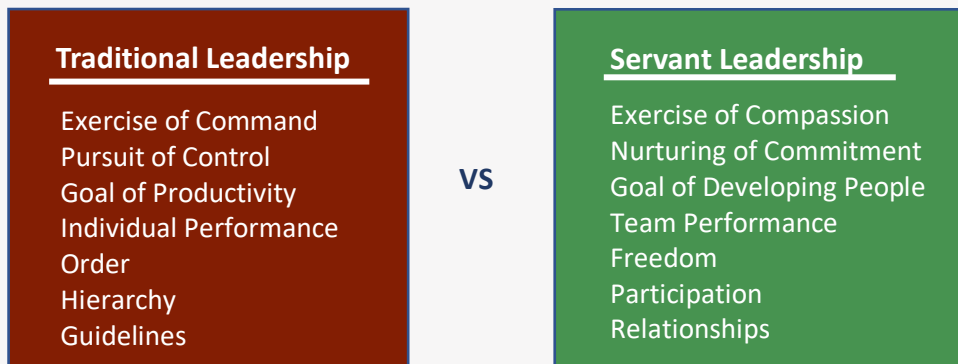
ENGAGE
- Empower and serve middle managers by providing decision-making role clarity, clear objectives, and line of sight
- Institute a servant leader model of change where senior leaders execute change initiatives that are proposed and developed by middle managers

Servant Leadership Overview

Servant Leadership is a concept that has been around for ages, however the phrase "servant leadership" is attributed to Robert K. Greenleaf, in his essay titled, The Servant as Leader (1970).

Servant Leadership focuses on the growth and well-being of others and their communities. Servant Leaders share power and put the needs of others first. They work to make people better in their professional and personal lives.

Traditional Leadership		Servant Leadership
Exercise of Command Pursuit of Control Goal of Productivity Individual Performance Order Hierarchy Guidelines	**VS**	Exercise of Compassion Nurturing of Commitment Goal of Developing People Team Performance Freedom Participation Relationships

Servant Leadership in Practice

Display Authenticity
- Be a learner
- Be transparent
- Understand yourself & others
- Be open to input; above & below
- Maintain integrity, honesty, consistency & ethical behavior

Develop People
- Provide for learning & growth
- Develop potential
- Model the behaviors you want
- Encourage the behaviors you want

Share Leadership
- Share power & empower others
- Share status in relation to position, honor & self-promotion
- Use persuasion instead of coercion
- By pushing authority down

Provide Leadership
- Envision the future
- Use intuition and foresight
- Take initiative and move out ahead
- Clarify goals & expectations

Value Others
- Believe & trust in people
- Show respect & dignity
- Put others before yourself
- Listen: be receptive & non-judgmental

Build Community
- Enhance relationships
- Promote a sense of belonging & connection for all team members
- Work collaboratively; emphasize teamwork
- Value differences in others; talents, cultures, personalities, viewpoints.

Middle Manager Key Traits

When the traditional hierarchy of management is turned upside down to focus on a Servant Leadership mindset, a key set of traits emerge to position Middle Managers for success. These traits represent a subset of the 26 competencies identified in the Leadership Development Rule. They have been chosen after careful consideration of several evidence-based models of manager effectiveness and cross-walked to those that best characterize Servant Leadership.

A leader who "Portrays a Positive Attitude", for example, creates a pleasant environment in which team members can excel. If that supervisor "Lets Employees Make Decisions," she encourages independent thinking and removes the fear of disagreement. A Middle Manager who "Is Flexible and Adaptable, Initiating and Encouraging Change," empowers staff to go beyond the status quo.

- ❑ Portrays a Positive Attitude
- ❑ Lets Employees Make Decisions
- ❑ Is Flexible and Adaptable – Initiates and Encourages Change
- ❑ Displays a Strong Work Ethic
- ❑ Stays Calm and Cool in the Face of Pressure
- ❑ Communicates Honestly
- ❑ Works with Confidence
- ❑ Recognizes When Staff do Good Work
- ❑ Is Passionate About Their Job
- ❑ Portrays a High Level of Emotional Intelligence
- ❑ Listens Well
- ❑ Makes Good Decisions

By focusing on these 12 traits, the State of Missouri can identify and develop leaders who possess the capability to be true servant leaders.

Middle Manager Key Traits Behavioral Interviewing

The Middle Manager Key Traits Behavioral Interviewing tool will help hiring teams assess whether each candidate demonstrates Middle Manager Key Traits. Borrowing from the State of Missouri playbook titled, "Implementing Interviews that Work," a set of specific questions has been assembled. These questions are designed to draw out the stories of past behaviors and provide context to explore underlying assumptions and attitudes. Using these questions to guide the interview, hiring teams can make informed decisions regarding which candidates best match Servant Leader traits.

Key Traits Behavioral Interview Questions: *Managers*

DISPLAYS A STRONG WORK ETHIC

☐ Can you describe a time when you went the extra mile at work? [1]
☐ When things are slow at work or you have finished your tasks, what do you do? [1]
☐ What does "hard work" mean to you? [1]
☐ When have you worked the hardest? Describe the situation and explain your motivation. [1]

COMMUNICATES HONESTLY

☐ Ask questions (i.e. Why did you leave your last job?) in a pre-screening phone interview and the same during an in-person interview. [10]
☐ Describe a situation when you struggled to explain something to someone. [12]

WORKS WITH CONFIDENCE

☐ Ask the candidate to introduce themselves. [2]
☐ On a scale of 1 to 10, how would you rate yourself? [12]
☐ Have you ever been confronted with a task to speak in front of a big group of people? How did you handle it? [12]
☐ Can you describe a situation when you had a different opinion than your boss, colleague or teacher and your opinion proved correct in the end? [12]

PORTRAYS A POSITIVE ATTITUDE

☐ Tell me about a time that you caused an issue with your team and how you managed it? [3]
☐ Highlight a stressful situation in which you were required to keep a positive attitude despite the odds against you? [2]
☐ During your career, you must have experienced some difficult times. If so, how did you maintain a positive attitude? [4]

MAKES GOOD DECISIONS

☐ How do you react in a situation where you need to make an immediate decision? What process do you follow for decision making in a critical situation? [4]
☐ Have you ever delayed any decision-making? What were the consequences of this on you, the agency or your customers? [4]

RECOGNIZES WHEN STAFF DO GOOD WORK

- ☐ How do you motivate your team? [5]
- ☐ How do you give feedback to employees? [5]
- ☐ How do you make decisions about the recognition of team members?

IS PASSIONATE ABOUT THEIR JOB

- ☐ What is your ideal position, your dream job?
- ☐ What motivates you? [2]

PORTRAYS A HIGH LEVEL OF EMOTIONAL INTELLIGENCE

- ☐ If a customer called to complain about a product or service, how would you handle it? [7]
- ☐ How would you resolve a dispute between two colleagues? [7]

STAYS CALM AND COOL IN THE FACE OF PRESSURE

- ☐ How well can you handle stressful situations? [2]
- ☐ Recount a time when you had to cope with a particularly stressful situation, how did you handle it? [2]

LISTENS WELL

- ☐ Provide a situation when you withheld your own opinion and tried to obtain the opinions of others and why was this action important? [4]
- ☐ Describe a time when you had to listen attentively in order to act quickly enough to meet a deadline? [4]
- ☐ Can you remember a situation when you did not pay attention to someone telling you something important? [12]
- ☐ What do you think matters more to keep a conversation going – to listen, or to talk? [12]

LETS EMPLOYEES MAKE DECISIONS

- ☐ Give me an example of a project where you successfully delegated some work tasks? How did you decide what to delegate and to whom? [8]
- ☐ Tell me about a time when you delegated a task or work that was not successful. What would you do differently next time? [8]
- ☐ In your experience, when working with a team, do you make most of the decisions or prefer to step back and follow someone else's guidelines? [6]
- ☐ How would your direct reports describe your management style? [9]

IS FLEXIBLE AND ADAPTABLE — INITIATES AND ENCOURAGES CHANGE

- ☐ How well do you adapt to change?
- ☐ Tell me about a time when you experienced a major change to your normal work practices. How did you handle it? [4]
- ☐ Tell me about a time you persuaded others to accept an idea. [11]

☐ Give me an example of when you discovered a more efficient way to perform your job. [11]

☐ Describe some changes (of methodology, business processes, or schedule) that happened to you in your current or past job. How did they changes affect your work? [12]

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Key Traits Assessment for Managers

Leaders at the State of Missouri and the Office of Development and Professional Management have made significant investments in training and development resources over the past few years. These formal structures provide a strong foundation to support Middle Managers in their pursuit of Servant Leadership traits.

The Engage 2.0 coaching framework, in particular, provides a structure for supervisors and Middle Managers to have meaningful conversations regarding opportunities for growth. The Engage 2.0 Growth Model emphasizes the four capabilities of "Know Your Role," "Learn and Grow", "Commit to the Team" and "Live the Mission." The model then breaks these themes across three levels of proficiency, "Step Into the Role," Broaden My Impact," and "Contribute at the Top of My Game."
By integrating Servant Leader key traits into this structure, the State of Missouri will empower Middle Managers to increase proficiency across all capabilities.

The Key Traits Assessment for Managers allows the supervisor to rank the associate as "beginning"," developed", "accomplished" or "exemplary" based on observed behavior. The supervisor and Middle Manager can then hold a focused discussion regarding areas of opportunity for growth.

ENGAGE 2.0

Key Traits Assessment: *Managers*

	Beginning	Developed	Accomplished	Exemplary
Displays a Strong Work Ethic				
Communicates Honestly				
Works with Confidence				
Portrays a Positive Attitude				
Makes Good Decisions				
Recognizes When Staff Do Good Work				
Is Passionate About Their Job				
Portrays a High Level of Emotional Intelligence				
Stays Calm and Cool in the Face of Pressure				
Listens Well				
Lets Employees Make Decisions				
Is Flexible and Adaptable – Initiates and Encourages Change				

Key Traits Development Curriculum Plan

Identified gaps on the Key Traits Assessment for Managers tool map to learning opportunities to be included in the Key Traits Development Curriculum Plan. The plan allows the supervisor and Middle Manager to select from a group of MO Learning courses that has been specifically chosen for development of each trait. By selecting and completing one or more corresponding courses, each Middle Manager can become immersed in content that guides development. In this manner, existing Middle Managers can become more effective Servant Leaders.

By adopting this set of key traits and weaving these tools into existing structures, the State of Missouri can hire and develop leaders who possess the capability to be true servant leaders.

DISPLAYS A STRONG WORK ETHIC

BUILD EFFECTIVE WORK HABITS
☐ Productivity Tips: Finding Your Productive Mindset (59m)
☐ Efficient Time Management (1h 58m)
☐ Prioritizing Your Tasks (37m)
☐ Improving Your Focus (56m)
☐ Time Management Fundamentals (2h 53m)
☐ Time Management Working from Home (1h 25m)
☐ Time Management for Managers (1h 8m)
☐ Improving Your Focus (56m)

FORM A TEAM OF TEAM PLAYERS
☐ Teamwork Foundations (1h 25m)
☐ Build and Manage Effective Teams (7h 29m)
☐ Ways to Build a Winning Team: Trust, Freedom and Play (25m)
☐ Building High-Performance Teams (1h 50m)

ENCOURAGE A SENSE OF ADAPTABILITY
☐ How to be an Adaptive Manager (2m 32s)
☐ Developing Adaptable Managers (44m)
☐ Why you Need to be an Adaptive Manager (3m 43s)

COMMUNICATES HONESTLY

☐ The Hard Thing About Hard Things – Honesty is the Best Policy (2m 2s)
☐ Project Management Foundations – Behaving with Honesty (2m 14s)
☐ Developing Assertive Leadership – Honesty is the Best Policy (2m 37s)

WORKS WITH CONFIDENCE

☐ Developing Executive Presence (1h 12m)
☐ The Leader's Guide to Mindfulness – Confidence and Self-Esteem (2m 19s)
☐ The Leaders Guide to Mindfulness – Summary (13m)
☐ Building Self-Confidence (18m)
☐ Communicating with Confidence (1h 16m)
☐ Complete Confidence in Minutes - Weekly (29m)

PORTRAYS A POSITIVE ATTITUDE

- ☐ Being Positive at Work (34m)
- ☐ Maintain a Positive Attitude (2m 16s)
- ☐ Behavioral Science Insights on How to Have a Great Day, Every Day (22m)
- ☐ LEARNING PATH: Staying Positive and Productive During Uncertainty (15h 41m)

MAKES GOOD DECISIONS

- ☐ Critical Thinking (1h 6m)
- ☐ Improving Your Thinking (31m)
- ☐ Critical Thinking for Better Judgment and Decision-Making (56m)
- ☐ Decision-Making Strategies (47m)
- ☐ Improving Your Judgement for Better Decision-Making

RECOGNIZES WHEN STAFF DO GOOD WORK

- ☐ Leading Through Relationships – Making Recognition a Routine (2m 39s)
- ☐ Recognizing and Rewarding Your Workers (37m)
- ☐ Motivating and Engaging Employees (46m)
- ☐ DOCUMENT: Engage 2.0 Recognition Menu (3 pgs)

IS PASSIONATE ABOUT THEIR JOB

- ☐ Finding Your Purpose at Work (56m)
- ☐ Driving Workplace Happiness – Make the Work Meaningful (4m 34s)
- ☐ Discovering Your Strengths (57m)

PORTRAYS A HIGH LEVEL OF EMOTIONAL INTELLIGENCE

- ☐ Leading with Kindness and Strength (40m)
- ☐ Holding Yourself Accountable (36m)
- ☐ Developing Your Emotional Intelligence (1h 8m)
- ☐ Learn Emotional Intelligence, the Key Determiner of Success (32m)
- ☐ Leading with Emotional Intelligence (1h 2m)
- ☐ Improving Your Emotional Intelligence (12m)

STAYS CALM AND COOL IN THE FACE OF PRESSURE

- ☐ Performing Under Pressure (56m)
- ☐ How to Manage Feeling Overwhelmed (43m)
- ☐ Building Resilience (34m)
- ☐ Decision-Making in High-Stress Situations (36m)

LISTENS WELL

- ☐ Effective Listening (1h 4m)
- ☐ Improving your Listening Skills (29m)
- ☐ Communication Foundations (1h 24m)

LETS EMPLOYEES MAKE DECISIONS

- ☐ Psychological Safety: Clear Blocks to Innovation, Collaboration and Risk-Taking (24m)
- ☐ Empower Employees (4m 26s)
- ☐ Empower the Team to Make Decisions (3m 56s)
- ☐ Empowering Individuals (2m 19s)

IS FLEXIBLE AND ADAPTABLE – INITIATES AND ENCOURAGES CHANGE

- ☐ Embracing Change (11m)
- ☐ Change Management Foundations (1h 40m)
- ☐ Developing Adaptability as a Manager (33m)
- ☐ Adapting to Change (3m 38s)
- ☐ Flexibility and Adaptability (3m 29s)
- ☐ LEARNING PATH: Manage Change and Develop Your Adaptability Skills

State of Missouri Statewide Mentoring Program

Mentoring seeks to:

- Provide interested parties with the tools and resources necessary to establish mentoring relationships.
- Connect participants with mentors or mentees across departmental lines who can teach and/or learn based on the competencies of involved parties.
- Allow participants to browse participant profiles to discover new mentors and/or mentees.
- Provide the tools to establish formal and informal mentoring relationships.

Mentoring does not seek to:

- Assign mentors to mentees or vice versa.
- Require specific documentation or forms to be completed for each relationship.
- Prescribe a specific mentoring strategy to each individual.
- Require participation.

Achieving a successful Mentoring platform includes the following:

1. The identification of a representative(s) at each executive department with the intent that this representative will champion the project within their organization and act as a liaison to project leaders.
2. The development of a statewide Web Portal through which participants can create profiles, share competencies, share growth goals, and connect with other participants in an effort to establish mentoring relationships.
3. An algorithm or other mechanism through which mentors and mentees can be connected.
   a. These connections would be determined by key knowledge, skills, or abilities identified as competencies or areas of growth by participants.
      i. Participants should have the ability to assign weights to their goals to best match with a mentor. E.g., a mentee assigns a weight of 10 (of 10) to *Public Speaking.* This mentee would be best matched to a mentor who assigned a weight of 10 (or within a threshold) to their *Public Speaking* competency to help both parties achieve their goals of learning or teaching this skill.
4. A messaging system through which participants can have conversations or other meaningful interactions to determine if a mentoring relationship will meet the goals of all parties involved.
5. The inclusion of a background rating system to ensure quality mentors and mentees are featured.
6. The availability of the Mentoring toolkit.
   a. This toolkit should be available to participants within the Web Portal for those seeking to establish a formal mentoring relationship. These documents should be uploaded to the web portal for both parties for record keeping.

Mentoring Toolkit

- Mentoring Agreement
  - A document that outlines the duration, frequency, intent, and roles of all parties involved. This agreement will ensure the relationship has clear, measurable goals and there is an agreed upon expectation between participants.
  - Use this document to…
    - Determine how long the relationship will last;
    - Determine how often participants will meet;
    - Determine how long meetings will last;
    - Determine the goals of the relationship;
    - Understand the role of the mentor; and
    - Understand the role of the mentee.
- Mentoring Activity Summary
  - A document that outlines the progress made through a planned activity or session. This document helps participants keep records of the progress being made towards achieving pre-established goals.
  - Use this document to…
    - Summarize an activity or session;
    - Outline lessons learned;
    - Identify areas of improvement; and
    - Plan for future activities and sessions.
- Mentor Application (built in to the Web Portal)
  - A document that outlines the contact information, qualifications, and expertise of a participant seeking to serve as a mentor.
  - Use this document to…
    - Identify yourself, your organization, and your contact information;
    - Describe your area of expertise;
    - Describe prior experience as a mentor in either formal or informal relationships;
    - Outline qualifications or characteristics you feel comfortable mentoring;
    - Outline qualifications or characteristics you would like to see in a mentee; and
    - Describe your competencies.
- Mentee Application (built in to the Web Portal)
  - A document that outlines the contact information, qualifications, and expertise of a participant seeking to serve as a mentee.
  - Use this document to…
    - Identify yourself, your organization, and your contact information;
    - Describe areas in which you wish to grow;
    - Describe prior experience as a mentee in either formal or informal relationships;
    - Outline qualifications or characteristics you seek to attain or learn;
    - Outline qualifications or characteristics you would like to see in a mentor; and
    - Describe your goals.

- ➢ Midway Evaluation
  - ○ A document that serves to help participants evaluate the progress and success of a mentoring relationship halfway through the relationship.
  - ○ Use this document to…
    - ▪ Document what has been achieved thus far;
    - ▪ Document what knowledge, skills, and abilities have been impacted by the relationship thus far;
    - ▪ Outline other benefits gained from the relationship; and
    - ▪ Identify areas for improvement to keep the relationship on track.
- ➢ Final Evaluation
  - ○ A document that serves to help participants evaluate a mentoring relationship after its conclusion.
  - ○ Use this document to…
    - ▪ Evaluate the efficacy of the frequency of activities and sessions;
    - ▪ Evaluate the efficacy of the transfer of knowledge and/or ideas relevant to the goals of the relationship;
    - ▪ Provide feedback to your mentor/mentee; and
    - ▪ Rate your overall experience.

RAPID DECISION-MAKING FRAMEWORK

RAPID is a tool that can be used at every scale of an organization to clarify roles during the steps of making decisions

WHEN TO USE RAPID
There is a shared sense of frustration with decision making across the organization
Your leadership is otherwise prepared to address decision making (foundations of trust, shared values, and alignment around vision are established)
Leaders are comfortable with making their power explicit
You have time to decide how to decide

WHAT DOES RAPID STAND FOR?
R – **Recommender**— who initiates or drives the process
I – **Input** – who must be consulted on a recommendation before a decision is made
A – **Agree/Approve** – who needs to agree with or approve a recommendation
D – **Decide** – who has final authority and is the only individual who can commit to action
P – **Perform** – who carries out the decision once it has been made

HOW TO USE RAPID
Start with a handful of decisions that are causing the most pain
Make plan to implement the results of the tool
Help people adjust to the roles they are assigned in the process
Determine how decisions will be communicated – RAPID is not a communication tool
Establish a rhythm of regular review and update of your RAPID results
Look for other ways to utilize the RAPID framework

RAPID DECISION-MAKING MATRIX TEMPLATE																			
R	RECOMMEND: Person(s) who recommends an option																		
A	AGREE: Person(s) who must agree with the recommendation																		
P	PERFORM: Person(s) who will implement the decision																		
I	INPUT: Person(s) providing input to the recommendations																		
D	DECIDE: The single decision maker																		
WORK AREA	Decision/Task Description																		

RAPID DECISION-MAKING MATRIX TEMPLATE															
R	RECOMMEND: Person(s) who recommends an option					Leadership Team				Project Team				External Resources	
A	AGREE: Person(s) who must agree with the recommendation														
P	PERFORM: Person(s) who will implement the decision														
I	INPUT: Person(s) providing input to the recommendations														
D	DECIDE: The single decision maker														
WORK AREA	Decision/Task Description	AB	JF	ID	KD	All	JF	SL	EJ	KD	KF/KW	HY	KI	FL	
Planning	Project budget														
	Determine the scope of the project	D	I	I	A		I/P	P	R/P	R/P		I	I		
	Outsource or insource?														
Execution	Produce deliverable 1														
	Produce deliverable 2														

https://expertprogrammanagement.com/2018/04/rapid-decision-making-model/

Missouri Leadership Academy
Workforce Engagement: *Unfreezing* **The Middle Layer**
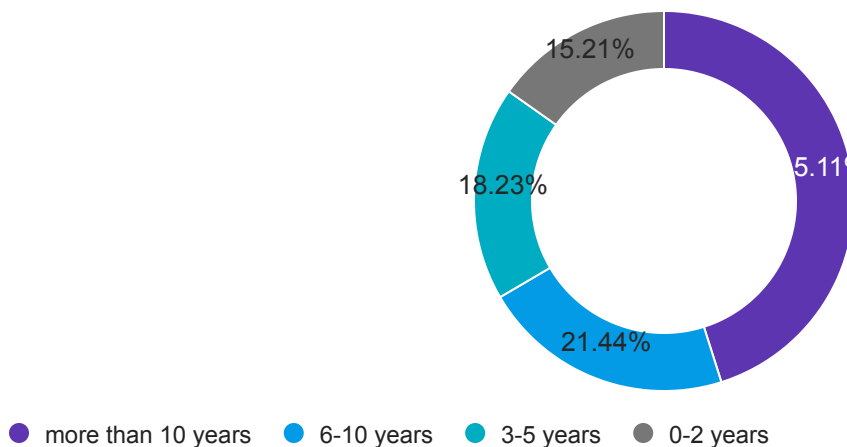
Middle Manager Survey
June 2020

Response Summary

A survey was sent to over 8,000 supervisors in MO executive agencies, excluding directors and deputy directors. 3,661 responses were received. This report summarizes 1,525 filtered responses for "middle managers," defined as respondents who reported that their direct reports also have direct reports (43% of all supervisor respondents).
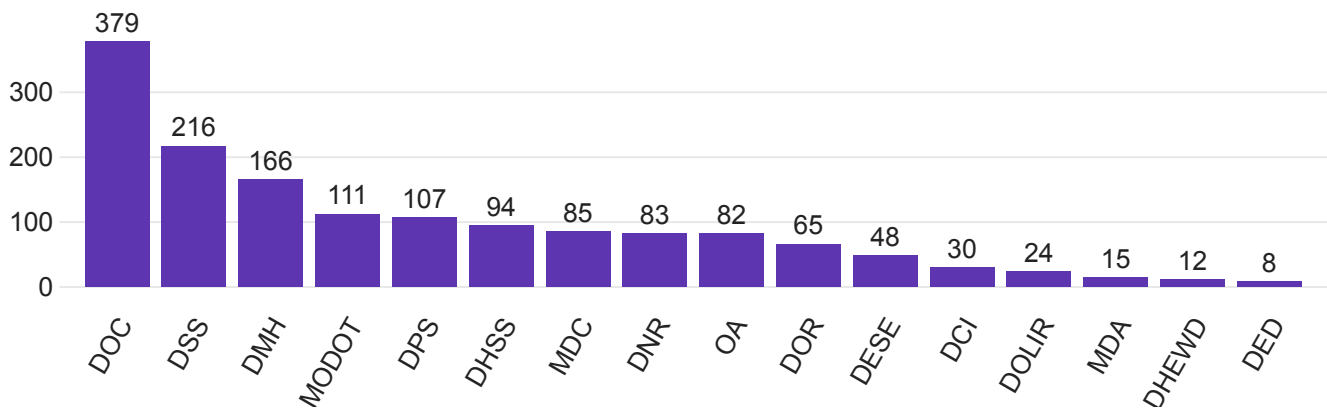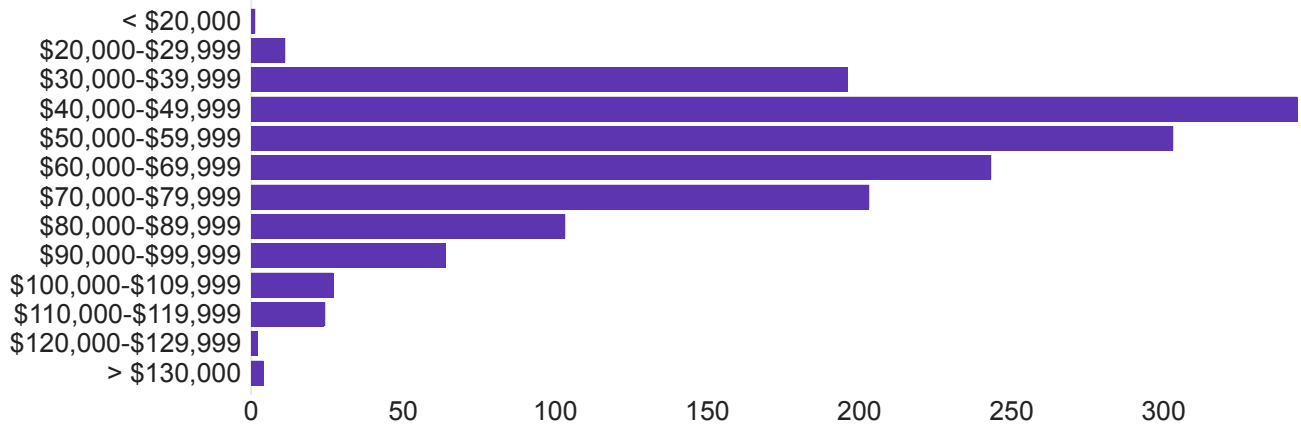

Experience of Middle Manager Survey Respondents

- more than 10 years
- 6-10 years
- 3-5 years
- 0-2 years

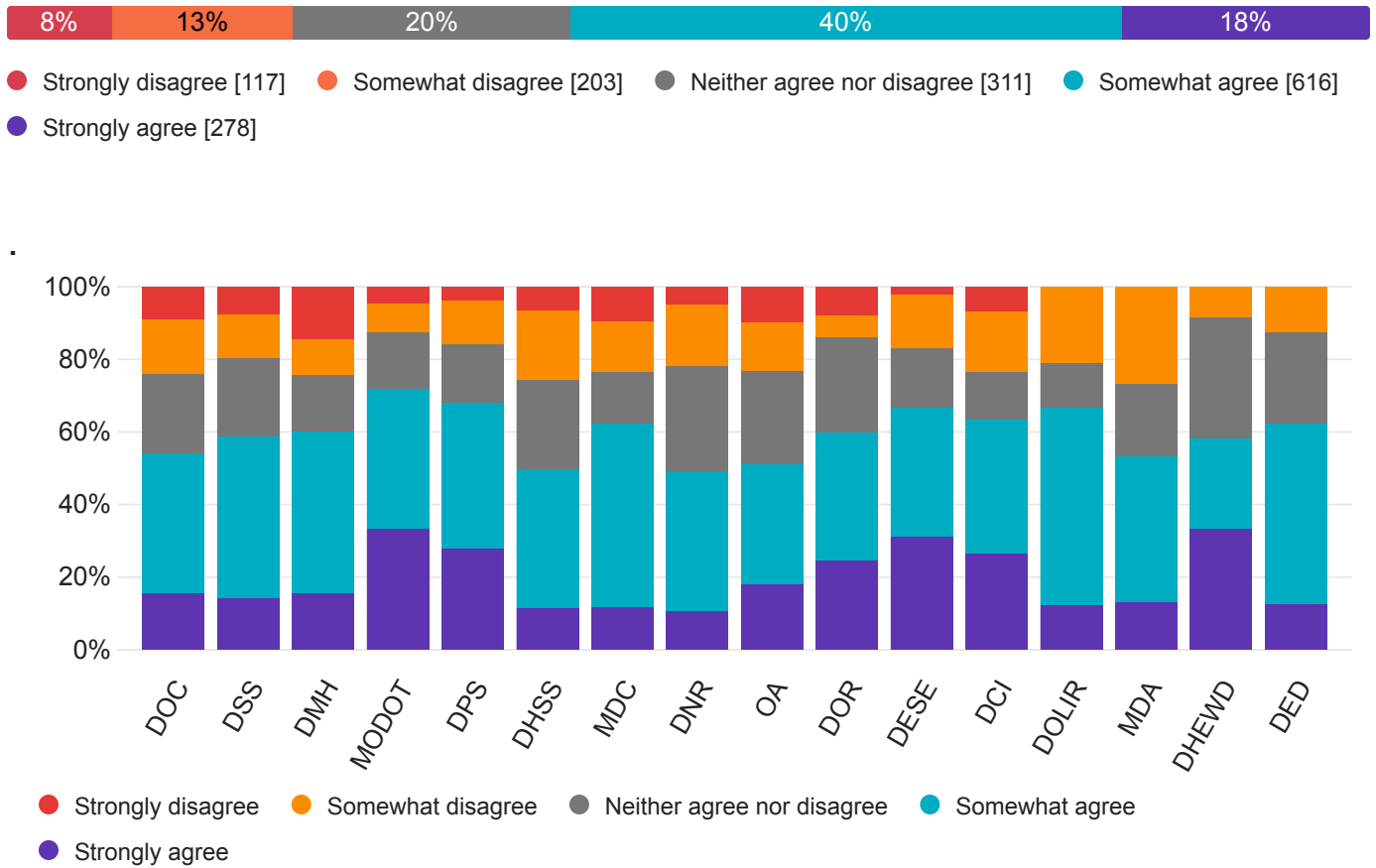Incomes of Middle Manager Survey Respondents

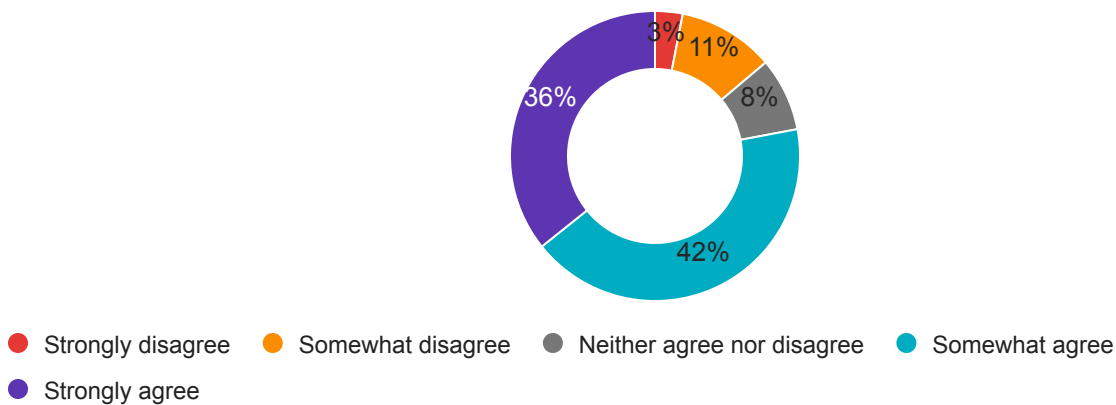## IncomeBracket

Results

When you think about your experience as a manager/supervisor at the state of Missouri, what 3 words come to mind?

My agency successfully prepared me for the role of manager/supervisor.

| 8% | 13% | 20% | 40% | 18% |

- Strongly disagree [117]
- Somewhat disagree [203]
- Neither agree nor disagree [311]
- Somewhat agree [616]
- Strongly agree [278]

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

I have a clear understanding of what decisions I am allowed to make as a manager/supervisor.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

I recommend a management/supervisory role at the state of Missouri to others.

33%	39%	20%	6%	

- Strongly agree [498]   ● Somewhat agree [592]   ● Neither agree nor disagree [302]   ● Somewhat disagree [95]
- Strongly disagree [38]

Why or why not (optional)? *(the following is a sample of responses)*

Allows you to help fellow citizens and grow as a person.

It's a good way for individuals to develop their skills for future roles.

Supervisors get so much more responsibility and not very much more pay. The amount of pay increase is not anywhere close to equal the amount of responsibility increase.

there is training available but not encouraged. No support from higher ups to encourage policies. Depends on the clique you are in

lack of support, guidance, and communication from upper management and HR

There are so many resources available. Why not grow?

You can make a difference in peoples lives.

Some people do not have what the job requires, and at the same time others do not realize the level of responsibility.

To the right personnel, I recommend how promoting will improve the facilities efficiency.

It is difficult to be a manager/supervisor for the State when you have under-performing or non-performing staff. HR/Legal prevents the manager from taking action beyond completing a never-ending series of corrective action plans. It does not take the employee long to realize that the manager cannot penalize the employee.

To better improve your leadership role.

Some areas are more advanced in this area than others. I would highly recommend some and not so much others.

If an individual show's a desire to be a leader I will assist them in reaching their goals, there are some individuals content with doing what they were hired for and not promote.

I think it is important for the park system to hire, retain, and promote qualified team members for the long term sustainability of the park system for future generations to enjoy.

Managing is not an easy job to do and for some people it is not the job for them. For the right person, it is a job they can excel at and make a big difference in our agency and state. However, for some it is not a good fit so I would not recommend it.

Even though it is challenging and stressful at times. It is rewarding to work with such great staff.

It depends on what the individual's goals are. If they are expecting to be compensated for the responsibilities, I would say no to anything higher than a supervisor. If they enjoy being a leader and mentor, I would say yes.

pay vs stress levels/work load don't balance

I always encourage others to try to be the best they can. Sometimes the pay isn't worth what the job fully entails to be a successful supervisor. Definitely a lack of support at times.

There is so much change right now across the state, it isn't for everyone. I think it takes the right person for the opportunity.

Well, I think the person has to desire to be in a leadership role, but assuming they are, I believe the state provides a lot of great resources and training for supervisors. If your desire is to advance into a leadership role, this is a good place to do it.

My current role as a manager has been the most rewarding of my career. If an individual is suited for a management position, it can be pretty terrific for the manager and their direct reports. The State of Missouri is committed to giving managers the tools they need to be successful.

There are many things that are positive about being a manager. In my Department being an upper level manager often requires a commitment to the job that may be to the detriment of a personal life. I think it is difficult for people with school age children to meet their work demands and be there for their kids. I think there is also something of a prejudice against people who take much sick leave or annual leave for their family needs. Obviously there is also variation according to one's work setting.

Management/supervisory roles encourage continuous personal growth as well as the growth of your team.

As a trainer for the organization, I have to give my trainees and fellow employees a realistic view of what it is like to be a manager/supervisor.

There are many types of people, not all will thrive in this environment. I would recommend this role to someone who has the temperament to be successful.

It would be dependent upon the person's expectations. Often it is challenging to move from a private sector environment to government. You have to be willing to be understanding of rules that are in place to ensure efficiency of tax payer dollars and transparency to all citizens. I would want this person to be understanding of this. It takes a special type of person to work through that and still know that you can get the job done.

It is tough to manage when you can't reward high performers and it is very difficult to deal with low performers.

On average, how do you allocate your time at work with the state of Missouri? (Total must equal 100%)
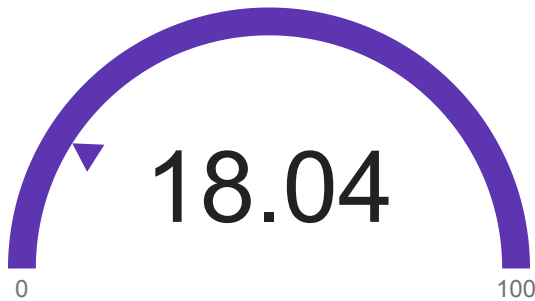
Planning how my team will operationalize the organization's mission and vision

16.33

0   100
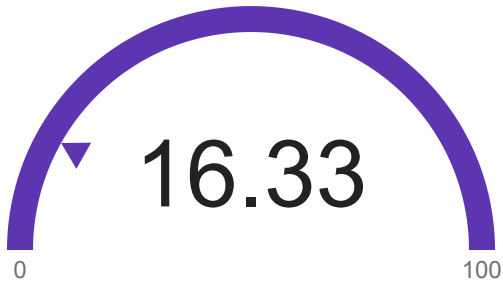
Coaching/mentoring staff

20.21

0   100

Reviewing/approving my team's work

18.04

0   100

Day to day operations

41.65

0   100

Other

3.77

0   100
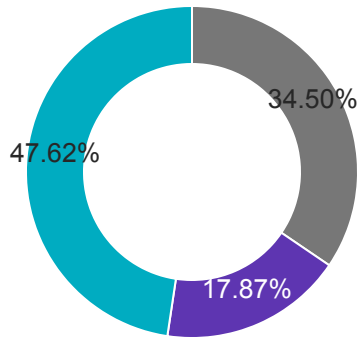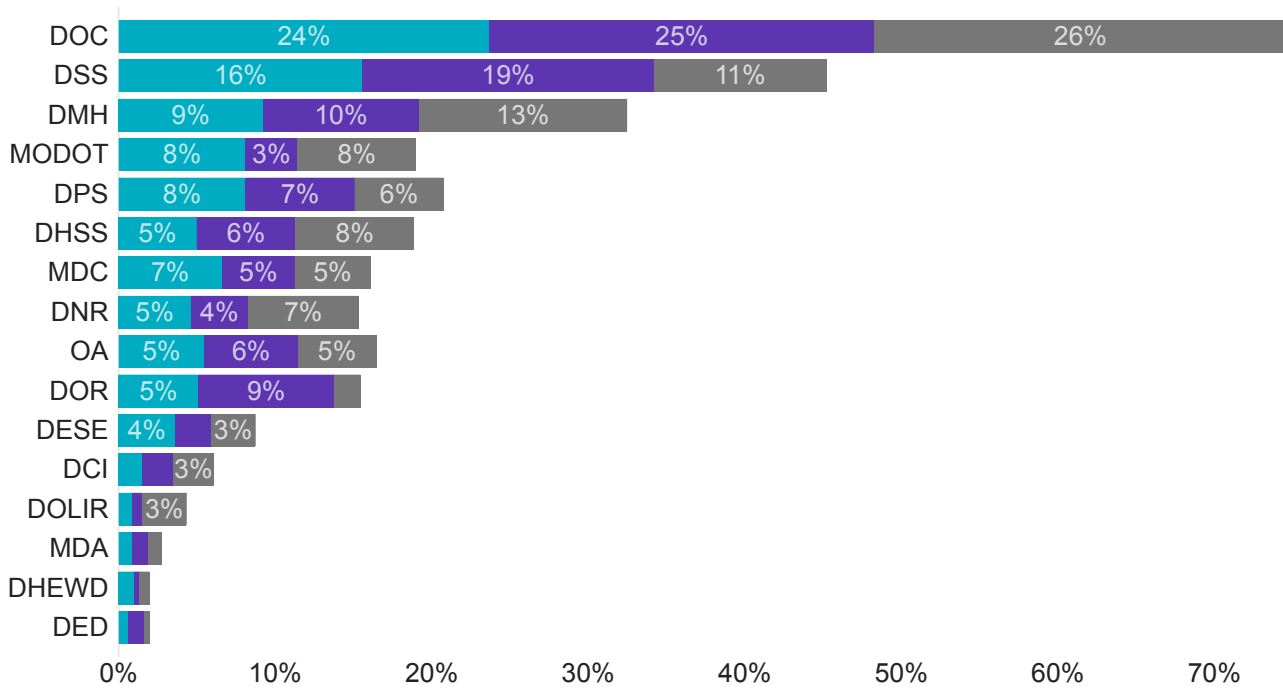
# Have you had a mentor at the state of Missouri related to being a manager/supervisor? (choose all that apply)

34.50%

47.62%

17.87%

● No ● Yes, I currently have a mentor ● Yes, I have had a mentor at some point in the past

DOC	24%	25%	26%
DSS	16%	19%	11%
DMH	9%	10%	13%
MODOT	8%	3%	8%
DPS	8%	7%	6%
DHSS	5%	6%	8%
MDC	7%	5%	5%
DNR	5%	4%	7%
OA	5%	6%	5%
DOR	5%	9%	
DESE	4%	3%	
DCI		3%	
DOLIR		3%	
MDA			
DHEWD			
DED			

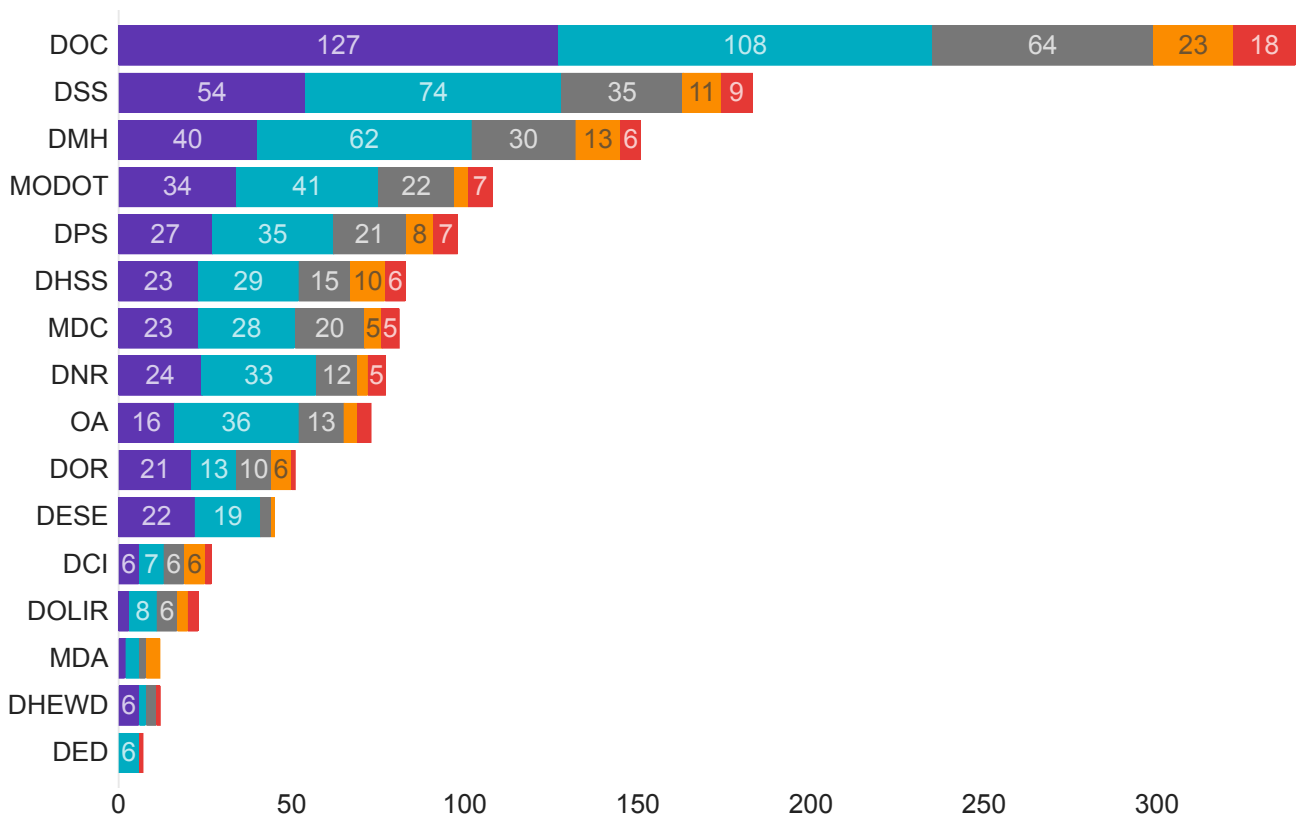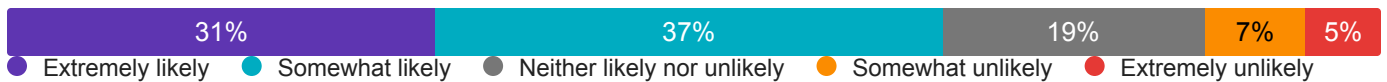0%   10%   20%   30%   40%   50%   60%   70%

● Yes, I have had a mentor at some point in the past   ● Yes, I currently have a mentor   ● No

## My mentoring experience contributed to my success as a manager/supervisor.

94%

● Negative Impact [12] ● No Impact [49] ● Positive Impact [895]
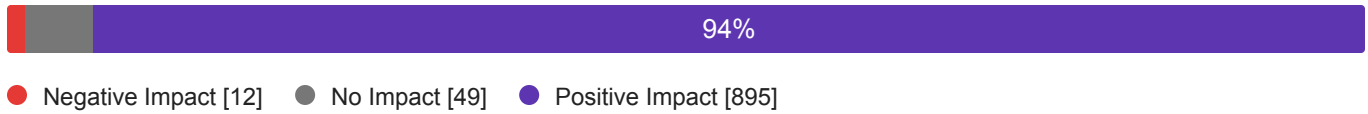
How likely are you to participate in a mentoring program intended to help you be a successful manager/supervisor?

31%	37%	19%	7%	5%

● Extremely likely ● Somewhat likely ● Neither likely nor unlikely ● Somewhat unlikely ● Extremely unlikely

Agency	Extremely likely	Somewhat likely	Neither likely nor unlikely	Somewhat unlikely	Extremely unlikely
DOC	127	108	64	23	18
DSS	54	74	35	11	9
DMH	40	62	30	13	6
MODOT	34	41	22	7	
DPS	27	35	21	8	7
DHSS	23	29	15	10	6
MDC	23	28	20	5	5
DNR	24	33	12	5	
OA	16	36	13		
DOR	21	13	10	6	
DESE	22	19			
DCI	6	7	6	6	
DOLIR		8	6		
MDA					
DHEWD	6				
DED	6				

● Extremely likely ● Somewhat likely ● Neither likely nor unlikely ● Somewhat unlikely ● Extremely unlikely

Leaders in my organization effectively role model (choose all that apply):
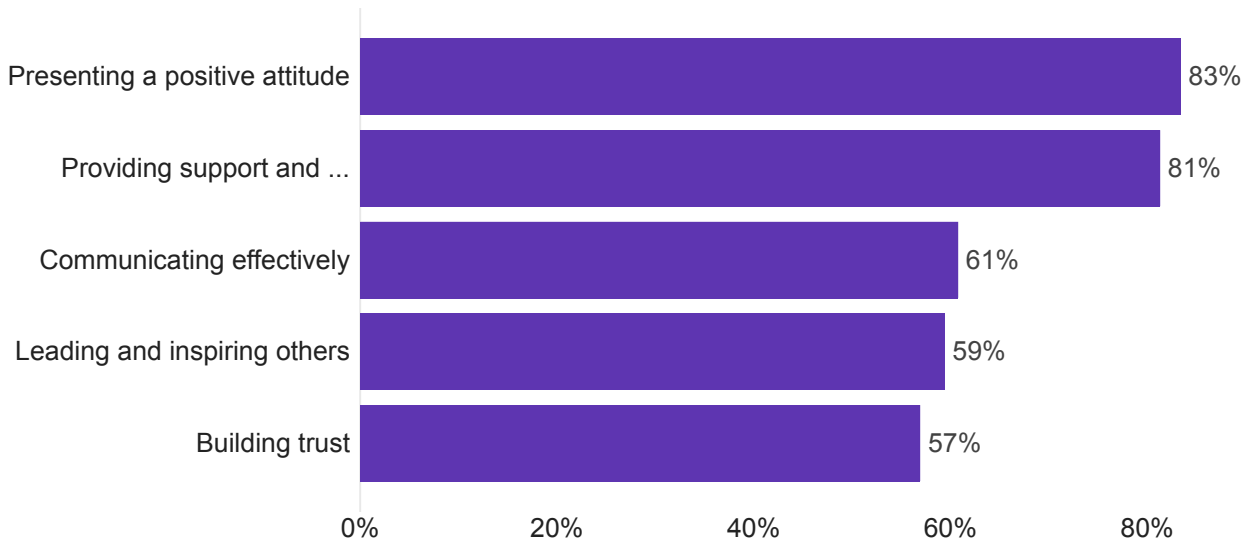
Regarding implementing continuous improvement efforts through formal approaches such as lean or six sigma, I have done the following as a manager/supervisor with the state of Missouri (choose all that apply):