Best Practices for

Supervisors

A Self-guided Flip Deck with
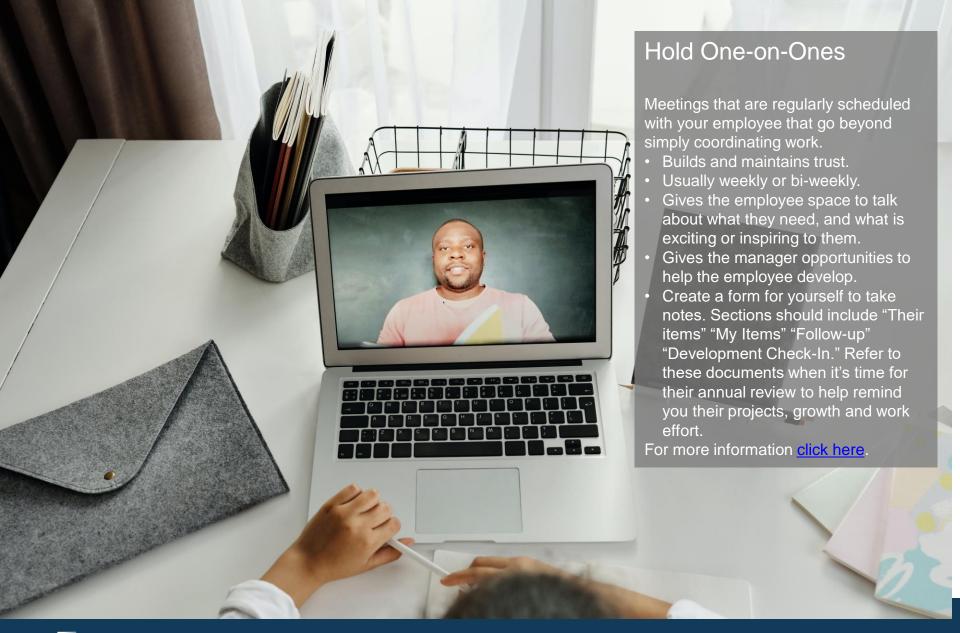Additional Resources
Time to complete: 10 Minutes

Hold Regular Team Meetings

Meetings held weekly or every other week that are productive and focused on creating team dialogue, building positive team culture, and moving work forward.

- Have a process for how the meeting should go so that it begins and ends on time.
- Use an agenda and consider involving the team in designing the agenda as well as contributing to it.
- Begin with a check in. If the team is large (over five or six) consider using react emojis in chat to see how people are doing, by using the thumbs-up or thumbs-down or clapping hands reactions. Otherwise take a minute or two per person to see how they are doing. (Make sure to use the whole group view in Zoom so people don't feel so singled out).
- If the team is able to make some decisions together, consider coming up with your decision-making process as a team. Then, immediately find a way to put the process to use so that it gets reinforced.
- Consider devising some rules for team meetings together (Should people be able to turn off video? Keep themselves muted? Have side conversations going through chat or other means? Can people opt-out of the meeting?).
- Team meetings can also be a place to do some short activities for team building, recognizing great work, and giving the team kudos from customers.
- Some people who don't like meetings or feel that meetings don't add value may need help understanding how team meetings help make for a more cohesive team.
- For additional team understanding, [click here for a team guide.](#)

Hold One-on-Ones

Meetings that are regularly scheduled with your employee that go beyond simply coordinating work.

- Builds and maintains trust.
- Usually weekly or bi-weekly.
- Gives the employee space to talk about what they need, and what is exciting or inspiring to them.
- Gives the manager opportunities to help the employee develop.
- Create a form for yourself to take notes. Sections should include "Their items" "My Items" "Follow-up" "Development Check-In." Refer to these documents when it's time for their annual review to help remind you their projects, growth and work effort.
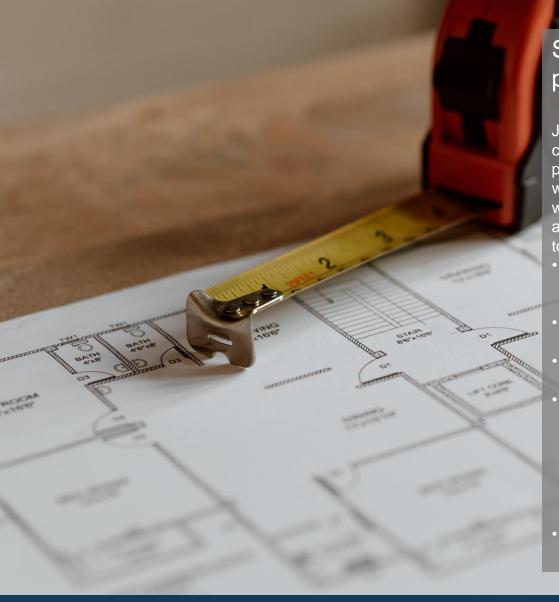
For more information [click here](#).

Provide Regular Feedback

Builds greater trust and develops your employee at the same time
- Positive and Corrective feedback is best provided on a daily or weekly basis.
- If this is a new practice for you or your employee is new, focus mainly on positive feedback.
- Deliver feedback in private.
- Consider a phrase like "when you are ready, let me know and I will share some feedback with you" or "can I give you some feedback?" Use this for both Positive and Corrective feedback.
- Focus on concrete behaviors.
- Deliver it in a timely manner—within a week of behavior.
- Use their development goals as a guide to keep people motivated and growing.

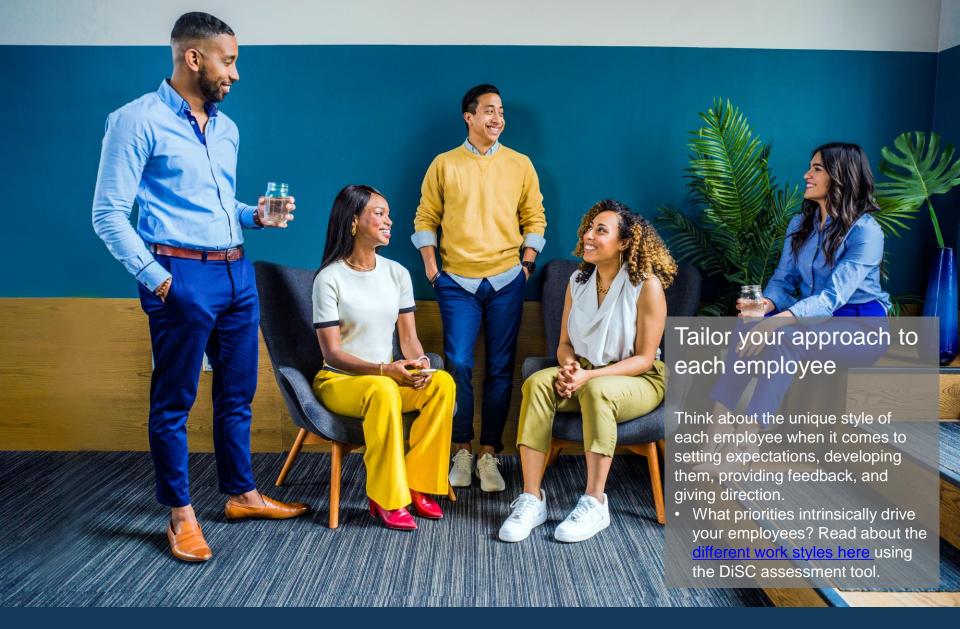For more information on trust click here.

Set annual professional and personal development goals

Just as if you and your employee were constructing a building you would have a plan, thinking about what skills the person will need to grow in the next year, and in what areas the employee wants to grow, are equally as important to plan out together.

- Set monthly and quarterly goals with small action steps that are geared towards how the person likes to learn.
- The goals should be SMART and challenging.
- Check in on their progress at your one-on-one.
- Presentation skills, networking skills, data visualization skills, and project and program management skills are some areas that most administrative employees need, but remember to include growth areas that your employee wants as well.
- For more information on SMART goals, [click here.](#)

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Tailor your approach to each employee

Think about the unique style of each employee when it comes to setting expectations, developing them, providing feedback, and giving direction.
- What priorities intrinsically drive your employees? Read about the [different work styles here](#) using the DiSC assessment tool.

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Supervisor Behavior Rubric

Behavior	Ideal	Acceptable	Needs improvement	Unacceptable
Team meetings (building high performance teams)	Held **every week or fortnight**, adapted to the needs of the team. **Always** productive and valuable with team dialogue and input (more than just "status updates") **Always** starts and stops on time.	Held **once a fortnight**. **Usually** productive and valuable with team dialogue and input (more than just "status updates") **Usually** starts and stops on time.	Held **once a month**. **Sometimes** productive and valuable with team dialogue and input (more than just "status updates") **Sometimes** starts and stops on time.	Held **less than once a month**. **Rarely** productive and valuable with team dialogue and input (usually just "status updates") **Rarely** starts and stops on time.
One-on-ones (managing performance)	Regularly scheduled and occurs **every week**. Prioritized and **never/rarely** canceled or rescheduled. **Employee-focused** with them mainly driving the agenda and topics covered.	Regularly scheduled and occurs **every fortnight**. Prioritized but **sometimes** canceled or rescheduled. **Employee-focused** with them mainly driving the agenda and topics covered.	Regularly schedule and occurs **once a month**. **Sometimes** canceled or rescheduled. **Supervisor-focused** with them setting the agenda and topics covered.	**Not regularly scheduled** and/or occurs **less than once a month**. **Frequently** canceled or rescheduled. **Supervisor-focused** with them setting the agenda and topics covered.
Feedback, both positive and negative (managing performance)	Given **weekly or daily**, tailored to the needs of the employee or project. **Always** focused on concrete behavior. **Given within one week** of the behavior being reinforced or corrected.	Given **1-2 times per month**. **Always** focused on concrete behavior. **Given within one week** of the behavior being reinforced or corrected.	Given **1-2 times a quarter**. **Usually** focused on concrete behavior. **Given longer than one week** of the behavior being reinforced or corrected.	Given **1-2 times a year**. **Rarely** focused on concrete behavior. **Given longer than one week** of the behaviors being reinforced or corrected.
Employee professional development (managing performance)	**Once or twice a year helps** employees develop professional development goals based on their career goals. Check ins occur **1-2 times a month**. **Always** asks about employee's progress on professional development goals **Always** asks what employees have been learning and how they can apply it to their work.	**Once a year helps** employees develop professional development goals based on their career goals. Check ins occur **once a month**. **Usually** asks about employee's progress on professional development goals **Usually** asks what employees have been learning and how they can apply it to their work.	**Once a year has employees develop** their own professional development goals. Check ins occur **1-2 times a quarter**. **Sometimes** asks about employee's progress on professional development goals **Sometimes** asks what employees have been learning and how they can apply it to their work.	**Does not** have their employees set professional development goals. Check ins occur **1-2 times a year**. **Rarely** asks about employee's progress on professional development goals. **Rarely** asks what employees have been learning and how they can apply it to their work.
Tailoring your approach to employee's style/preferences (improved communication)	**Always** thinks about and/or plan how to approach or talk to an employee based on their needs or style. After interacting with an employee, **usually** reflects on how to improve their approach to that employee for next time.	**Usually** thinks about and/or plan how to approach or talk to an employee based on their needs or style. After interacting with an employee, **sometimes** reflects on how to improve their approach to that employee for next time.	**Sometimes** thinks about and/or plan how to approach or talk to an employee based on their needs or style. After interacting with an employee, **rarely** reflects on how to improve their approach to that employee for next time.	**Rarely** thinks about and/or plan how to approach or talk to an employee based on their needs or style. After interacting with an employee, **never** reflects on how to improve their approach to that employee for next time.

This Rubric is adapted from CWRU's Performance Review Document for Managers and Supervisors, and provides an understanding of the expectations for being a supervisor here at CWRU.