

# People Don't Leave Companies They Leave Managers

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People Don't Leave Companies They Leave Managers  
Leadership Management Integrative Capstone

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**Abstract**

In a fully employed economic environment the retention of staff members becomes a critical factor for organizational success. My curiosity to understand why staff leave organizations led me to a meta-analysis of the research literature of supervisory-supervisee relationships and supervisory training programs. This study attempts to answer the question, does intentional relationship building between supervisors and staff improve the organization's retention rate? Research supports that supervisors have a significant impact on staff retention. The research also shows that there is a strong movement away from traditional staff-supervisor relationships towards an individual, or staff centric culture. Organizations that invest in supervisory training and development programs see a positive return on investment, inclusive of the reduction of turnover. My research revealed a gap in the data as there is limited data available that focuses on how to develop supervisory skills in the area of intentional relationship building. This would be a good topic for future research.

*Keywords:* supervisor, employee, development

## People Don't Leave Companies They Leave Managers

### **Introduction**

If staff are the number one asset of an organization then why, according to the Bureau of Labor Statistics, is 4.4 years the average length a staff member will stay at an organization? Why, according to a recent Gallup poll of more than one million employed United States workers, is the number one reason staff quit their jobs a bad boss or supervisor? This research paper intends to make a compelling case for incorporating intentional relationship building into organizational training and development programs.

Over the past few decades there has been a shift in the management of people. We are moving away from traditional leadership where you check your personal life at the “door” towards a more holistic approach to leadership where the individual as a whole is valued. Research is starting to show that the “whole-life” approach to leadership leads to increased retention and engagement of staff. There has also been a shift in how organizations view training and development. Previously, organizations would look to hire individuals who have already been trained and credentialed prior to joining their organizations. Now, organizations are developing training and development programs as a means to set their organization apart from others. Organizational support for the professional and personal development of staff is shown to be an important factor for staff considering joining and remaining at organizations.

Clearly, according to the research I conducted, there is a significant value in offering training and development programs to staff members. There is also a clear understanding that supervisors have a significant impact on staff engagement and retention. However, there is limited research available on how to blend these two components together to create a culture that is staff-individual centric. It is hypothesized that when leaders are trained to create a culture that

encourages the professional and personal development of staff members, the organization's retention, engagement and attraction rate increases.

## **Literature Review**

### **Introduction**

This study is a meta-analysis of the current literature on the relationship between the staff and supervisor relationship, organizational support of development programs and the development of supervisory training programs. A brief summary of the literature is described below. The research will be discussed more thoroughly in the methods and results sections of this paper.

### **The Supervisor and Staff Relationship**

Human capital management is a topic well documented throughout time. What we are seeing today is a shift from a bureaucracy role to a more participative leadership style. Studies conducted by DeMeuse, Dai & Wu and Silvia Orta show that a leader's success is based on their ability to connect with their staff. "Competencies that gained significant importance from supervisors to middle managers were related primarily to people management skills", (De Meuse, K. P., Dai, G., & Wu, J. 2011). Similar research shows that in order for organizations to remain competitive they need to attract, retain and engage all levels of staff members and supervisors need to take an active role in assisting staff members with their career development plans.

There is a body of research that demonstrates the impact the supervisor relationship can have on the employee. "Supervisors who support their employees in a professional and pleasant manner have happier employees. Supervisor support is considered a conditional variable in the relationship between emotion labour and job satisfaction", (Bulutlar, F., & Baskaya, Z. N.,

2015). Further studies support that “perceived support from organizations and supervisors is associated with employee outcomes that benefit the organization as a whole. Employees who feel supported by their employers perform better and are more committed than those who do not feel supported”, (Frear, K. A., Donsbach, J., Theilgard, N., & Shanock, L. R., 2018).

Maslow’s hierarchy of needs states that a staff member needs to have their basic physiological needs met. Supervisors are responsible for establishing a culture where staff are compensated fairly, are interested in what they do, have the opportunity for career advancement and are recognized for their efforts. “Having a culture that addresses individual goals and desires is an advantage”, (Reynolds, 2019). S & Krishnan, and Nishat Ameer’s research demonstrates the importance of organizational commitment to supervisor support and development. “It is clear that those organizations which have strong organizational culture have their employees being more efficient and productive”, (Nishat Ameer, 2017). Culture within an organization is an area that researchers have explored when trying to determine the level of staff engagement. One study conducted by Smruty Shah shows that “the level of congruence between an organization’s culture and employee's value preferences can predict employee job satisfaction and turnover”, (Shah, 2015).

There is strong movement away from separation of work and personal life towards a whole-life approach. Current research demonstrates that staff members are not only looking for professional opportunities but they are looking for a work-life balance. Litano & Major’s research on the “whole-life” approach found that “employees who stayed at one organization for ten or more years stressed the importance of having been provided with flexibility, opportunity for career and personal development”, (2016). There are emerging studies that show not only does a “whole-life” approach benefit the staff, but it also benefits the organization with increased



retention, engagement and attraction of staff members. "Perceived organizational support plays a central role in the employee-organization relationship and has important implications for improving employee's well-being and favorable orientation toward the organization", (Kurtessis, J.N., Eisenberger, R., Ford, M.T., Buffardi, L.C., Stewart, K.A., & Adis, C.S., 2017).

### **Organizational Support of Staff Development Programs**

Organizational power is shifting from a bureaucracy role to a more participative leadership style. Ultimately, "leaders must know that the exercise of power is inherent to their directing role. Leader's success will no longer depend on their personal power. Leader's efficiency will be decided by his or her ability for connecting more conscientious followers, for achieving the organizations goals", (Orta, S. I., 2015). Studies show that career development is a significant factor in determining organizational commitment. "The availability of opportunities for career development would be regarded by the employees such as that the organization values them and cares for the personal development and this will reflect in their attachment towards the organization", (S., U., & Krishnan, J., 2016).

Information on the measurement of the total return on investment is not easy to identify. Information available tends to be organization specific and may not apply across the board to all organizations. Generally speaking, current research supports that training and development opportunities have a significant impact on staff retention. "Effective training and development programs can help to retain employees and build a more stable workforce", (Khan, N., 2018). There is data available showing that one of the benefits of a strong training program is the positive return on investment, "the return rate calculated as 30% which is more than the cumulative investment", (Andrews, P., & Laing, G., 2018). Research conducted by Lapointe, É., & Vandenberghe, C. demonstrated the important implications of providing career and

development opportunities. “Job scope interacted with supervisory mentoring and career development opportunities interacted with affective commitment, such that supervisory mentoring led to more significant reduction of turnover likelihood”, (2017). Programs focused on developing supervisor’s skills in the area of relationship building, or the people side of leadership is delivering positive results. In one study, “73% of participants showed aggregate improvement in leadership performance based on pre-and post-program rater-given assessment results”, (Stillman, P., Freedman, J., & Prociuchiani, T., 2018).

Employers need to be able to attract and retain staff that has up to date knowledge and technical skills to be able to meet the demands of the job. “Employee development is one of the most significant human resource initiatives in today’s organizations. Employee development allows organizations to enhance labour flexibility, boost performance and create a sustained competitive advantage”, (Nelissen, J., Forrier, A., & Verbruggen, M., 2017). A study conducted by Seidle, Fernandez, & Perry found “that organization whose leaders received training had a 5.5 percent increase in organizational effectiveness”, (Seidle, B., Fernandez, S., & Perry, J. L., 2016).

There is a movement beginning to emerge that suggests organizations should consider looking at their training and development programs in a cross-organizational manner with an eye on succession planning. Training programs can and should include a purposeful plan for investing in the future of the organization’s leadership. Griffith, Baur & Buckley’s research showed that “organizations should work to create internal leadership pipelines that span entry-level employees to executives...the need for human capital development and replacement of key decision-making and executive personnel is critical to maintaining the stability of an organization”, (Griffith, J. A., Baur, J. E., & Buckley, M. R., 2018).

Another common theme that emerged from the research confirms my belief that when individuals are promoted “to a supervisory position, the additional competencies for supervisors are not considered... and supervisors are not provided with the essential training that is critical for the supervisory position”, (Mahlangu, S. R., & Govender, C., 2015).

### **Development of Supervisory Training Programs**

Brig General George Reynolds’s work confirms that organizations are moving away from traditional styles of management to being more staff centric. “Focusing on individuals makes organizations more competitive at attracting talent, making their workforce more productive and retaining talent. Having a culture that addresses individual goals and desires is an advantage”, (Reynolds, 2019).

Research shows that “training efforts are unlikely to result in positive changes in job performance unless the newly trained competencies are transferred to the work environment”, (Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J., 2007). In research conducted by S. & Krishnan the authors demonstrated that “organization commitment is an important determinant of retention and work environment, supervisor support and training and development are the most relevant antecedents increasing commitment towards organization”, (S & Krishnan 2016).

Information on what should be included in a supervisory development program varies in each paper. “The mission, adaptability and involvement dimensions of the culture have a positive significant correlation with job satisfaction of employees...the core values and integration to the employees in the organization must be clearly defined”, (Shah, S., 2015). Fernandez and Perry state that “self-awareness, coupled with the feedback necessary to attain heightened states of

self-awareness, may be the most important causal mechanism in turning a training and development intervention into higher levels of leadership effectiveness", (2016).

Information on how to measure the effectiveness or return on investment of training programs is also limited. One of the studies included research on the top 50 largest nonprofit healthcare organizations. The study distributed staff engagement surveys to evaluate the effectiveness of their leadership development programs. "Only one of the 16 organizations in the nonprofit healthcare research project attempted to measure effectiveness of individual improvement through pre-and post-course surveys, pre-and post-course 360 assessments, participant self-assessment, and applied research in such areas as leader communication, leader led relationship and leader trait perspective", (Hertling, M., Dennis, M., & Bartlett, R., 2018).

#### **Framework for Analysis**

As the literature shows, the relationship between the staff member and the supervisor is a key element in predicting the longevity and engagement of staff. The literature also shows that organizational support for the development of training programs and support of the staff member's personal and professional growth are factors that influence employee retention. Information previously gathered, specific to my organization, showed that dissatisfaction with supervisors – management staff was one of the top reasons that staff have chosen to leave. This information was difficult for leadership staff to accept. The research I conducted assisted me in being able to demonstrate to my organization's leadership that we are not alone in losing talent as a result of poor staff – supervisor relationships. More importantly, the information gathered and analyzed will help me to design a supervisory training program that will help my organization to develop the skills of supervisory staff so that we can engage, retain and attract staff.

The information I have gathered and analyzed will be shared in depth with the senior leaders of my organization and with the consulting group that will be assisting me in designing a “Lead with Purpose” supervisory training program for my organization. Our organization is part of a national organization. The human resources professionals from across the country participate in a national affinity group to share experiences and to learn from each other. It is my intent to share this research paper with the affinity group so that they may use the information to provide support to their organizations supervisory staff.

### **Methods**

I conducted a systematic review of published literature using Granite State College’s library. Included in my research were peer reviewed papers that focused on the staff and supervisor relationships, organizational training and development programs, organizational support for development programs, staff retention, leadership and culture impact on staff members, transference of skills from training to on the job, and the development of training programs. Key words searched include; supervisor, employee and development. Papers published between the years of 2011 and 2019 were reviewed. I excluded papers that focused solely on education, healthcare and nursing as I was looking for research that I could apply to a broader audience.

This research is a blend of quantitative and qualitative data. One part of the research was aimed at identifying the cause and effect of relationships between the staff member and their supervisor, and between organizational support and the staff member. The research also sought to utilize a qualitative approach where the information discovered can be utilized to develop training programs for organizations to yield higher satisfaction between the staff member and supervisory staff. As mentioned earlier, there has been a shift in how organizations manage staff.

There is a body of literature that available addresses the relationship between staff and their supervisors, and between organizational support and staff. There are also studies available that discuss the need for staff development programs. However, there is a gap in data when it comes to identifying on how to develop supervisor's skills in the area of intentional relationship building and the benefits that these skills can have on the organization. Based on this, this paper sought to answer the following questions in order to address the research gap.

### **Research Questions**

1. Does the relationship between the staff member and their supervisor have an effect on the retention and engagement of the staff member?
2. Does organizational support have an effect on the staff member's retention and engagement with the organization?
3. What competencies need to be included in a supervisory training program?

The first part of my research focused on the staff member and supervisor relationship. A collection of peer reviewed papers were collected and analyzed. The papers were selected on the basis of their relevance to each of the three research questions. The relationship between staff members and their supervisor and the effect of that relationship on engagement and retention are indicated in Table 1. Articles that provided research on organizational support and its effect on staff retention and engagement are reflected in Table 2. Lastly, research identified that discusses competencies that should be included supervisory training programs is listed in Table 3.

## List of Studies

<b>Study Author</b>	<b>Purpose of the Study</b>	<b>Study Participants</b>	<b>Study Results</b>
Reynolds, G.M. (2019).	Discuss how organizations can better recruit, engage and retain staff members.	Military Service Members, specifically the Airforce, other researchers and The Gates Commission.	Focusing on individuals makes organizations more competitive at attracting talent, making their workforce more productive and retaining talent.
Lapointe, É., & Vandenberghe, C. (2017).	Is job scope and supervisory mentoring a factor in predicting affective commitment, and does supervisory mentoring effect turnover of staff?	A sample of 228 business alumni, using 15-month voluntary turnover.	Job scope interacted with supervisory mentoring, and career and development opportunities interacted with affective commitment, such that supervisory mentoring led to more significant reduction of turnover.
Laschinger, H. K. S., Borgogni, L., Consiglio, C., & Read, E. (2015).	Research if authentic leadership in the area of whole life balance leads to increased retention of nurses.	Registered nurses working in direct patient care with less than 3 years of experience, a total of 1009 of 3743 surveyed new graduate nurses.	Authentic leadership had a positive effect on areas of worklife, resulting in lower burnout.
Griffith, J. A., Baur, J. E., & Buckley, M. R. (2018).	Identify if blending traditional succession planning and traditional leadership development programs together will yield higher staff engagement and retention.	Meta-Analysis of Research.	Blending succession and leadership development programs creates a larger organizational talent pool and increases retention.
Schuh, S. C., Zhang, X., Morgeson, F. P., Tian, P., & van Dick, R. (2018).	Does the relationship between staff and leaders affect work behaviors?	Two multisource studies combining self, colleague, and supervisor ratings utilizing the member exchange model.	Employees receive more favorable performance ratings when they have high-quality supervisory relationships.
Hyun Jeong Kim, Won-Moo Hur, Tae-Won Moon, & Jea-Kyoon Jun. (2017).	To examine the perceived supervisor-staff member relationship and organizational support as it relates to the staff member's job performance.	A sample of flight attendants working for one major airline company in South Korea.	The results showed the positive relationship between the staff member and the supervisor increased engagement and retention rates.
Bulutlar, F., & Başkaya, Z. N. (2015). T	Explore supervisory support's moderating effect on the relationship between emotional labour, job satisfaction and burnout.	Questionnaires were distributed in 12 universities, six public and six private universities. 310 were returned, yielding a return rate of 77%.	Supervisor support has a positive impact on job satisfaction and the reduction of burnout.
Gilson, L. L., Davis, W. D., Jo, J., & Ellington, J. E. (2019).	To compile a thorough review of research that demonstrates the effect of social relationships on turnover.	Review of current literature on social relationships and turnover.	This study reveals what is known and unknown about the association between social relationships and turnover with the goal of laying out the path for moving forward.

*Table 1. Studies included in review regarding supervisory – staff member relationships*

## List of studies

<b>Study Author</b>	<b>Purpose of the Study</b>	<b>Study Participants</b>	<b>Study Results</b>
S., U., & Krishnan, J. (2016).	To determine if organization commitment is an important determinant of retention.	416 employees working in five ceramic sanitary ware factories located in India.	The literatures surveys reported that organization commitment is an important determinant of retention and work environment, supervisor support and training and development are the most relevant antecedents increasing commitment towards organization.
Nelissen, J., Forrier, A., & Verbruggen, M. (2017).	Does organizational commitment to development programs impact retention?	A representative sample of the Flemish labour force aged between 18 and 64. 1515 respondents were interviewed.	Formal on the job training related positively to job satisfaction.
Andrews, P., & Laing, G. (2018).	Do training programs have a return on investment and if so, when does the organization realize it?	Intentionally unidentified organizations over a five year period of time.	For this specific case study, the return on investment over a five year period of time was calculated as 30%, exceeding the cost of the training itself.
Orta, S. I. (2015).	How does leadership and culture affect the relationships among supervisors and employees?	Literature review of articles regarding the impact of organizational culture on industrial relations.	The success of a leader is dependent upon the ability of the leader to connect with staff and the culture of the organization influences the abilities of the leader.
Barbars, A. (2016).	How does organizational culture affect work engagement?	A monographic method and a quantitative method as well as correlation and multiple regression analysis of 393 employees in the ICT sector of Latvia.	The research results show that the organizational culture dimensions that have the most significant impact on level of work engagement among employees are innovation, performance orientation, and social responsibility.
Ameer, N. (2017).	How does organizational culture impact employee performance?	Convenience sampling method was conducted and data collected were analyzed by correlation analysis and regression analysis. 100 bank employees responded to the survey.	The results show that organizational culture significantly affects employees' performance. Specifically, the implementation of individualistic practices yielded the highest engagement and retention.
Shah, S. (2015).	Analyze the culture of an organization and its impact on job satisfaction of employees.	One hundred and forty eight executives selected randomly from different departments of a steel plant in India.	Results of the survey show that the culture of the organization has a positive significant impact on the job satisfaction of employees.
Tafvelin, S., Stenling, A., Lundmark, R., & Westerberg, K. (2019).	To examine the alignment of job design with leadership training to see if increased retention can be gained from increasing supervisor's opportunities to support staff members.	Employee ratings, 524, of perceived supervisor support and climate for innovation collected at three time points over 2 years in the home help services in seven Swedish municipalities.	Alignment of employment practices such as training with work practices and job redesign may be a promising strategy for achieving positive outcomes at multiple levels in organizations.



<b>Study Author</b>	<b>Purpose of the Study</b>	<b>Study Participants</b>	<b>Study Results</b>
Manzi, A., Hirschhorn, L. R., Sherr, K., Chirwa, C., Baynes, C., Awoonor-Williams, J. K., &. (2017).	To determine how organizational support can bridge the gap between organizational training (knowledge) and the transference of knowledge gained can improve on the job quality.	Mentorship and coaching interventions were implemented in projects in five African countries (Ghana, Mozambique, Rwanda, Tanzania, and Zambia). Evaluation was based on a conceptual model from a cross-country evaluation.	The study found that supervision activities focused on data collection rather than learning and supporting staff members. By incorporating mentorship and coaching into organizational planning, the organization saw quality improvements.
Govaerts, N., Kyndt, E., Vreye, S., & Dochy, F. (2017).	The goal of the study was to discover what supervisor support means in practices by exploring how supervisors transfer their knowledge of training content.	A qualitative study of 16 supervisors who were interviewed about how they experience and display support in training transfer.	Findings show that the transfer of knowledge is enhanced with involvement in training selection and coaching learning.
Woznyj, H., Dunn, A., Shanock, L., Heggestad, E., Ordóñez, Z., & Urich, B. (2017).	To examine the trickle down effects of perceived organizational support and how it may lead to staff engagement and retention.	Three sources of data (from 139 human resource professionals, their 47 supervisors, and the 22 bosses of their supervisors) were assessed using multilevel path modeling.	Providing organizational support to supervisors may result in beneficial outcomes for the supervisors and the organization in terms of supervisors' enhanced emotional attachment to the company, and better performance in their job, with consequences for subordinate dedication in terms of extra hours worked and extra-role performance.
Frear, K. A., Donsbach, J., Theilgard, N., & Shanock, L. R. (2018).	To examine organizational support theory as it applies to the relationship between the supervisor and staff member and to see if the support of the supervisor extends to the engagement of the subordinate staff.	Multisource survey data from a correctional facility, with a matched sample of 51 supervisors and 283 subordinates, were collected. Multilevel structural equation modeling was used for analysis.	Employees who feel supported by their supervisor perform better and are more committed to their employer. To encourage supervisor support, organizations should both model support to supervisors and communicate the expectation for supervisor support.
Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017).	Organizational support theory proposes that employees form a generalized perception concerning the extent to which the organization values their contributions and cares about their well-being. This study looked to confirm the consequences of organizational support for employees.	A meta-analytic assessment of organizational support theory using results from 558 studies.	Organizational support theory successfully predicted the relative magnitude of different relationships and their impact on organizational success.

*Table 2. Studies included in review of organization support on engagement and retention*

## List of studies

<b>Study Author</b>	<b>Purpose of the Study</b>	<b>Study Participants</b>	<b>Study Results</b>
De Meuse, K. P., Dai, G., & Wu, J. (2011).	To determine if managers need to have a different skill set to be effective and efficient as they move up in the organizational hierarchy?	Archival data set with 1,021 participants. 360 degree feedback tool that assessed 67 leadership competencies.	Competencies that gained importance when moving to a supervisory role were primarily related to people skills, developing direct reports, motivating others, building effective teams.
Fickling, M. J., Borders, L. D., Mobley, K. A., & Wester, K. (2017).	What are the significant events across supervision modalities that supervisors and supervisees found most and least helpful for supervisee growth?	31 Supervisees and 10 supervisors during an on-campus practicum course. One hour of face to face individual or triadic supervision with an average of 1.5 hours of group supervision per week.	Overall, for supervisors and supervisees, the reported most helpful skills were in the area of attention to individual relationships and self-awareness.
Litano, M. L., & Major, D. A. (2016).	What is the best way to ensure career development in the modern workforce?	Literature review of the ways in which career paths have been conceptualized over time and how non-work factors impact careers.	Employees who stayed at one organization for ten or more years stressed the importance of having been provided with flexibility, opportunity for career and personal development.
Velada, R., Caetano, A., Michel, J. W., Lyons, B. D., & Kavanagh, M. J. (2007).	Given the financial cost of training programs, is it important to ensure that training leads to desired work outcomes such as increases in job performance?	336 employees in a large grocery organization in Portugal, across nine stores. Employees participated in a training program and then followed up with a self-report survey to assess perceptions of transfer design, and supervisor support. Three months later the surveys were sent to the employees for a second data collection.	The results demonstrate the importance of training design, individual characteristics and the influence of the work environment on transfer of training.
Khan, N. (2018).	Does Training and employee commitment predict employee retention?	124 employees working at different levels in private sector. Convenience sampling method and hierarchical regression analysis was used to assess the strength of predictors.	Effective training and development programs can help to retain employees and build a stable workforce. When proper training is provided, employees can be retained effectively.
Seidle, B., Fernandez, S., & Perry, J. L. (2016).	Does leadership training and development programs improve leader and organizational performance?	Literature review and data from the US Department of Defense.	The combination of coaching, classroom instruction, feedback, and experiential training has a significant impact on leader performance.
Hertling, M., Dennis, M., & Bartlett, R. (2018).	Do leadership development programs meet organizational intent?	This study gathers information about the types of leadership development approaches and programs being used by the top 50 nonprofit hospitals in the United States by distributing a survey.	The study demonstrates a need for coordination between individuals who develop training programs and the organizations leadership in order for training programs to be successful.
Stillman, P., Freedman, J., & Proccichiani, T. (2018).	To create a leadership development program focused on the people side of leadership; internal coaching; and integration of a pre- and post-program leadership assessment tool.	124 individuals completed a 360° assessment that was designed by a global emotional intelligence organization. The assessment required a one-to-one debrief, and the assessment was repeated at 9-10 months. Additional quantitative and qualitative feedback was solicited to measure satisfaction and identifies opportunities for improvement.	Improvement was noted in a variety of key leadership attributes, the program proved to measurably improve the people-side of leadership effectiveness for 73% of program participants.

<b>Study Author</b>	<b>Purpose of the Study</b>	<b>Study Participants</b>	<b>Study Results</b>
Sisson, J. A. (2019).	The purpose of the paper was to develop a training program for front-line supervisors to provide them with the knowledge needed to engage their teams in daily continuous improvement.	Research using qualitative methodologies was used to develop a leadership training program for supervisors at one site within the case study organization.	Employee engagement has dramatically increased since the training class began.
Mahlangu, S. R., & Govender, C. (2015).	This paper seeks to identify and verify competencies that are required for supervisory; the secondary objective is to identify the gap that must be filled with relevant training interventions to enable staff to make an effective transition to a supervisory position.	A sequential mixed method approach was used to enable the two phase data collection process: phase one was the quantitative phase and phase two was the qualitative phase.	This study confirms that there are indeed management competencies that staff needs to have training and development on before being promoted to a supervisory position.
Zhenyuan Wang, Liuxu Chen, Yongjia Duan & Jianghong Du (2018).	To determine to what extent autonomy, competence, and relatedness impact supervisory mentoring and newcomers' work engagement.	Participants were 438 work newcomers living in a large coastal city in eastern China.	This paper indicates that supervisory mentoring was positively related to newcomers' work engagement.

*Table 3. Studies included in review of competencies for supervisory training programs*

### **Results**

A total of 35 papers were reviewed and broken down into three sections to correspond with the research questions. The first grouping of papers explored the data available regarding the relationship between staff members and their supervisors and the effect that the relationship has on engagement. A broad range of organizations including military services, education, airlines and healthcare were studied. Three of the studies involved 4,281 participants and the rest of the studies were literature reviews. The results of this group of research show that a staff member's experience at an organization is enhanced when the supervisor relationship is positive. The social relationship between supervisor and staff member can increase engagement and retention rates. Additionally, focusing on individual needs inclusive of personal as well as professional growth is a significant factor for staff retention. There is new research that shows

that organizations benefit from employing a whole life approach to management where the focus is on the whole individual.

The second grouping of papers consisted of research conducted on organizational support and the effect of organizational support on retention and engagement of staff. There research includes studies conducted in India, Latvia, Belgium, Sweden, Africa, and the United States. 3,611 participants were involved in eight of the studies; there was one case study, several literature reviews and a meta-analytic assessment of over 558 individual studies. Several of the studies focused on the Organizational Support Theory and its impact on staff longevity. Each of the studies supported that staff members who feel supported by their supervisor and the organization are more likely to stay engaged with the organization. The research also shows that individualistic practices yield high levels of engagement. It is important to note that alignment between the goals of the organization and the staff is necessary for achieving positive job satisfaction.

The third grouping of papers identified competencies that should be included in supervisory training programs. Six of the studies involved 2084 participants, case studies and literature reviews were also included. 360° leadership assessment tools were used in two of the studies. One of the studies was based in China; all of the rest of the studies were based out of the United States. The most significant take-away from the research is that the competencies needed when moving from staff member to supervisor are more focused on people skills versus technical skills. It is further noted that training on people skills should be provided prior to moving into a supervisory role. Supervisory training programs, according to much of the research, should be designed with direct involvement of supervisory staff and the organizations leadership. Several

of the studies indicated that there is a significant increase in employee engagement when organizations offer career development programs.

### **Discussion and Analysis**

In this paper, I have demonstrated that there is a need for organizational support when deciding to implement a supervisory training program. The goals of the organization should be clear and align with the goals of the staff members. Ideally, staff who are interested in supervisory roles or have been identified by leadership for supervisory roles should participate in a supervisory training program prior to promotion. The research shows that there is a return on organizational investment if the training program is implemented correctly. A leadership assessment tool used by potential supervisory staff prior to the start of a training program will help to identify competencies that need further development. It would be helpful to have the results of the leadership assessment prior to the training dates so that the facilitator can be sure to incorporate skill development in areas that participants need to work on. Understanding or being self-aware of skills that need improving will allow the program participants to focus on these areas during the training program.

A key component of the supervisory training program should include the development of people skills such as developing direct reports, building effective teams and motivating others. Equally important to the development of soft skills is the changing landscape of people management. Consideration must be given to the staff member's work-family needs. The research has shown that the whole-life perspective on career development benefits not only the staff member but can also provide a competitive advantage for the organization. The training and development program should also have a mentor or coaching component. One of the studies

showed that combining experimental training, classroom instruction and coaching has a significant impact on supervisory performance.

### **Conclusions and Recommendations**

It is hypothesized that when leaders are trained to create a culture that encourages the professional and personal development of staff members, the organization's retention, engagement and attraction rate increases. This meta-analysis supported my hypothesis in both categories; the staff member and supervisory relationship and organizational support. While conducting this literature review a gap in data has become evident. There is little data that focuses on how to develop supervisor's skills in the area of intentional relationship building. The focus of this research is to use the information that is available relative to the importance of supervisory training and the importance between supervisors and employees to develop an outline to be used for a supervisory development program on intentional relationship building in the workplace. Future research could include a library of competencies that are directly related to people skills and how to incorporate the library into staff development programs.

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