How to be an *Effective* Supervisor

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San Mateo County Community College District

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1

What are we going to discuss?

▶ What it means to be an effective supervisor

▶ Workplace Communication

▶ Employee Discipline

▶ Employee Evaluations

An effective supervisor is . . .

- Honest
- Competent/Knowledgeable
- Fair
- Consistent
- Open-minded
- Straightforward, but Discrete
- Humble
- Receptive to Feedback/Criticism
- Approachable
- Fallible

HOW WOULD YOU RANK THESE IN ORDER OF IMPORTANCE?

3

An effective supervisor must be able to:

- ☐ Listen
- ☐ Observe
- ☐ Set Goals
- ☐ Delegate
- ☐ Resolve Conflict/Impose Discipline
- ☐ Provide <u>Constructive</u> Feedback/Evaluate
- ☐ Motivate/Engage
- ☐ Communicate

HOW WOULD YOU RANK THESE IN ORDER OF IMPORTANCE?

What the administration will say about an *effective* supervisor

The supervisor:

▶ Is loyal and supports the administration's goals

▶ Enforces policies/follows directions

▶ Solves problems

▶ Manages the workload/knows how to prioritize

▶ Evaluates employees fairly and on time

▶ Manages the budget

▶ Keeps the administration informed

▶ Keeps employee morale up

▶ Delegates tasks and develops employees

▶ Takes responsibility for his entire team's work product

▶ Imposes discipline when necessary

Think Different.
But not different from me.

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Excerpted from "One Minute Manger" by Kenneth Blanchard

What employees will say about a *good* supervisor

My supervisor:

- Challenges me to do my best

- Works as hard or harder than anyone else
- Gives credit where credit is due
- Corrects my performance in private

- Nevers says "I told you so" or flaunts authority
- Wants me to be successful and celebrates successes

- Is calm under pressure
- Admits when he does not know something*

Excerpted from "One Minute Manger" by Kenneth Blanchard

How far should you go to make your employees like *you*?

1. Do you try to cover up the poor performance of workers in the belief that your loyalty to them is greater than your responsibility to the organization?

2. Do you defend and explain policies and procedures (with which you disagree) to employees who question them? Or do you tell employees when you disagree with a policy decision or "pretend" to go along with it?

3. Do you believe that employees are not hurt by what they don't know?

4. Do you have a clear understanding of your responsibility and authority? Do your employees share that same understanding?

Your goal is to manage, not be friends with, your staff

Setting Goals and Expectations

▶ Set specific, reasonable and positive expectations for employees – in terms they can understand.

▶ Collaborate on goals for individuals and the team – don't just impose them.

▶ Explain why goals/expectations exist to help employees understand why they are working towards them

▶ If you expect success from your employees, you are more likely to get it.

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How to tell if your employees are engaged at work

12 INDICATORS OF ENGAGED EMPLOYEES

Ideally, employees always check "True," but the "False" answers are more revealing.

T   F

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the past seven days, I have received recognition or praise for good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions seem to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My associates or fellow employees are committed to doing quality work.
10. I have a best friend at work.
11. In the past six months, someone at work has talked to me about my progress.
12. In the past year, I have had opportunities at work to learn and grow.

Shortcut to Success:

Figure out what your boss wants and deliver it!

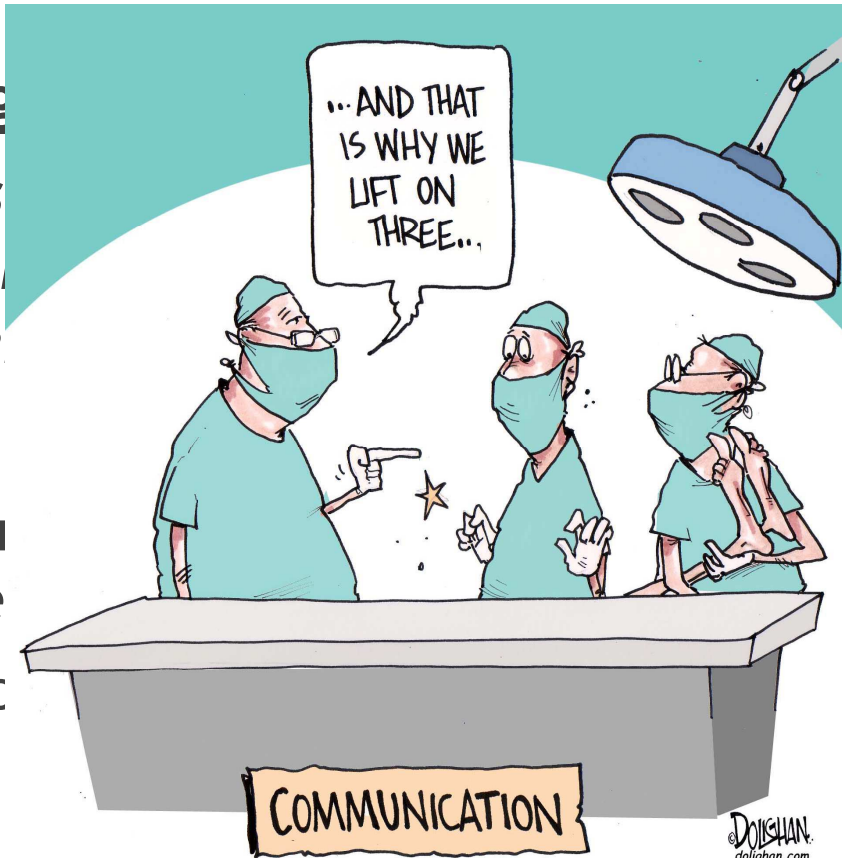# Communication Basics

Basic Communication Skills

▶ **<u>Listening</u>**

"The mos... he need to understa... st way to unde... em."

  ▶ You mu... also *willing* to liste...

  ▶ Focus o...

From AALRR Presentation

Basic Communication Skills

▶ **Talking**

  ▶ Express yourself honestly while conveying respect for the other person's opinion.

  ▶ Explicitly acknowledge what the other person has said/feels before stating your position.

  ▶ State your position without confrontation: "This is what I think/feel/believe", "This is how I see the situation"

  ▶ Remember, you are the boss. Model the behavior you expect from your employees.

15

From AALRR Presentation

Basic Communication Skills

- **<u>Body Language</u>**
  - Your movement, posture, and facial expressions tell others how willing you are to listen and how interested you are in what you have to say.
  - Lean in and make eye contact – this conveys interest and builds trust.

From AALRR Presentation

GOOD LISTENING

VS.

BAD LISTENING

17

Managing Conflict

Maintaining Good Workplace Relationships

▶ When there is conflict in the workplace, you have to do something about it. If you ignore problems, you risk:

  ▶ Breach of a legal duty to ensure health, safety or welfare

  ▶ Exposure to charges of discrimination

  ▶ Negative impact on morale and productivity due to the appearance of favoritism

  ▶ Higher absentism and turnover

  ▶ Damage to the District's reputation and ***YOUR*** reputation.

▶ Avoiding the conflict will only make things worse.

19

From AALRR Presentation

Common Sources of Conflict

- Harassment(Sexual or otherwise)/Bullying
- Favoritism/Discrimination
- Demotions
- Negative employment evaluations/discipline
- Rejection of an idea/project
- Public criticism/humiliation
- Unfair evaluations or criticism
- Office romance
- Lack of teamwork
- Unreasonable expectations
- Failure to keep promises
- Poor communication
- Feedback that is mostly negative and not constructive
- Absentee leadership, i.e. a failure to lead

How to Respond to Conflict

▶ Get to the source of the conflict: "what" and "why" rather than "who."

▶ Identify the cause of the problem and frame the discussion around an opportunity for improvement.

▶ Help each employee understand the perspective of the other employee.

▶ Explicitly state the District's expectations for behavior and performance.

▶ If you issue an action plan follow through and follow up. *Everyone* is watching.

▶ Keep your promises.

21

Keys to Successfully Resolving the Conflict

▶ Get involved at the first sign of trouble. Don't allow things to fester.

▶ Meet with the employees involved separately, then meet with them together.

▶ Allow each party to identify specific actions they want the other party to take in order to resolve the conflict. Guide the parties to their own solution.

▶ Put a final deal in writing, set a time to check progress and hold the parties to it.

22

Discipline

Grounds for Discipline

"Your employee is either guilty of "gross misconduct" or "gross negligence" ...you can't start disciplinary procedures on the basis that he is just "plain gross".'

Progressive Discipline

'Where's the fun in being an employer if you can't spontaneously sack someone anymore.'

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War

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25
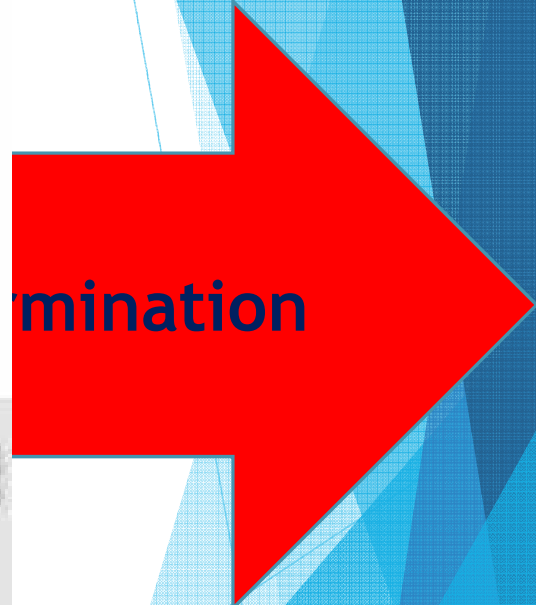
Progressive Discipline

▶ Generally begin with the lowest form of discipline:

1. Verbal Warning/Counseling

2. Written Reprimand

3. Suspension

4. Demotion

5. Termination

▶ Disciplinary actions are intended to be corrective, not punitive.

▶ The level of discipline should correspond to the severity of the issue.

▶ Some steps can be repeated, no requirement to move to the next level.

The Appropriate "Amount" of Discipline

▶ When deciding how much discipline to impose, consider the following factors:

   ▶ **Intent**: What was the employee's intention when the violation was committed?

   ▶ **Number of Occurrences**: How many times has this type of problem occurred?

   ▶ **Previous Corrective Measures**: What past measures have been taken in an attempt to correct the problem?

   ▶ **Frequency**: Has the problem occurred frequently within a relatively short time?

F.R.I.S.K. Approach to Discipline

▶ **Facts** - of employee's unsatisfactory conduct

▶ **Rule** - violated by the conduct

▶ **Impact** – of the unsatisfactory conduct on the District

▶ **Suggestions/Directions for Improvement** – to assist the employee in understanding proper conduct expected in future

▶ **Knowledge** – of employee's right to respond to derogatory information placed in the personnel file (Education Code Section 87031) and have union representation

▶ In other words…

    ▶ Make sure to spell out to the employee exactly what the problem is with his/her job performance or conduct;

    ▶ Make sure the employee understands what to do to fix the problem; and

    ▶ Ensure the employee understands the consequences of repeated misconduct.

An Employee's right to representation

▶ In *NLRM v. J. Weingarten, Inc.* (1975), the U.S. Supreme Court established that an employee who reasonably believes that an investigatory meeting may lead to a disciplinary or adverse action has the right to Union representation.

▶ An employee cannot be penalized for exercising this right.

▶ *Weingarten* Rights are not applicable in routine discussions involving normal work instructions or procedures.

▶ **Managers should advise employees of this right to avoid later complications, e.g. the reversal of discipline.*(Depends on the District)**

▶ It can often be helpful to have union representation present to reinforce management's message to a problematic employee.

"Skelly" Hearing

▶ Based on a 1975 California Supreme Court case: *Skelly v. State Personnel Board*.

▶ An employee is entitled to <u>due process </u>prior to being deprived of a constitutional property right. A public employee has a constitutional right to his job.

▶ An employee must be afforded (1) notice of the proposed action; (2) the reasons for the proposed action; (3) a copy of the charges and materials on which the action is based; and (4) the right to respond orally or in writing.

▶ It is not an evidentiary hearing, but an informal conference.

▶ The *Skelly* officer listens and gets clarification on any confusing statements and considers mitigating factors, then decides whether or not there was a reasonable basis to believe that the misconduct occurred and whether or not the level of discipline was justified.

▶ The *Skelly* Officer is not there to answer questions.

Final Thoughts on Discipline

▶ Managers must be consistent and fair in the application of discipline.

▶ A employee cannot be terminated if there is no record of misconduct.

Performance Evaluations

Why Evaluate?

▶ Measure and Recognize Individual Performance and Contributions

▶ Bring attention to any areas of job performance that need improvement

▶ Help set goals and build opportunities for professional/career development

▶ Provide a chance for employees to communicate with supervisors about their goals and performance

▶ The Collective Bargaining Agreement requires it

Performance Evaluations

"I don't have time to write performance reviews, so I'll just criticize you in public from time to time."

How to Evaluate: Gather Information throughout the evaluation period

▶ Keep notes from on-going meetings, assignments, observations, performance discussions and professional development programs attended and other accomplishments.

▶ Keep Letters of appreciation and feedback from "customers", co-workers, others.

▶ Note the good things you want to remember for the evaluation, as well as areas for improvement.

▶ Make folders for each employee, set up electronic files or email messages to yourself.

How to Evaluate: Planning for the Evaluation

▶ Review the employee's job description

▶ Review the previous Performance Evaluation, especially the goals that you and your employee established

▶ Seek input from others who interact frequently with the employee

▶ Ask the employee for a self-evaluation, provided to you in advance

▶ Identify variances between your evaluation and the employee's self-evaluation and be prepared to discuss these differences

▶ Plan for career development opportunities for the employee

▶ Develop questions that can be used to engage the employee in the review session so it's a two-way conversation

▶ Plan for a positive close to the review

How to Evaluate: What to write

- Write clearly and concisely.
- Encourage areas of strength, express appreciation for contributions.
- Identify and communicate areas for improvement, growth and development.
- Describe the employee's behavior and how it compares to the job expectations/requirements.
- Describe the impact of the employee's behavior on the job, students, colleagues, department, the university.
- Explain clearly the behavior/results that you expect going forward.
- Be Consistent: use similar information and level of detail for each person evaluated.
- Include sufficient details and specific examples to back up conclusions on performance.
- Includes examples of positive incidents and any opportunities for development

How to Evaluate: Pitfalls to Avoid

▶ **The Halo Effect:** Allowing one good aspect of a person's character or performance to influence the entire evaluation.

▶ **The Horns Effect:** Allowing one negative aspect of a person's character or performance to influence the entire evaluation.

▶ **Partial Rating:** Basing the rating on the most recent period of time, not the total evaluation period.

▶ **Similar to me:** Evaluating more favorably those who are similar to the rater

▶ **Favoritism:** Evaluating friends higher than other employees.

▶ The "**error of central tendency**" in which all employees are rated about average

▶ Evaluations at that are too "nice"

  ▶ Impacts <u>the person</u> being evaluated: loss of full potential, professional development, motivation

  ▶ Impacts <u>the work group</u>: communicates that people are not held fully accountable or that there is preferential treatment

  ▶ Impacts <u>you as a manager</u>: effectiveness, management decisions

  ▶ Impacts <u>overall performance</u> of work group, department, divisions, the college/district

How to Evaluate: Samples (1 of 3)

- **STRENGTHS** (Summarize the employee's most significant strengths on the job.)

  - *John is always working very hard, he should keep it up!*

  - *John arrives to work promptly every day and gets to work immediately. In addition, John has been willing to assist his colleagues whenever the Department has needed it and has regularly worked overtime. For example, John stayed late routinely in the month of June to help his peers complete the grant application on time. John's positive attitude and "can do" approach to work is infectious and motivates everyone to contribute their best to the team effort. For example, several of John's peers informed me that they felt excited about working, and even staying late, because John made them feel included and important. This is a great leadership skip and will enable John to move up in the College.*

  - *Jane is a great communicator, it seems like she knows everyone.*

  - *Jane works well with both her peers in the Department and her colleagues outside of the Department. Her ability to communicate well with others has enabled her to create a strong network that can support her and the Department in accomplishing Departmental goals. Jane is also able to leverage these relationships to further new and/or challenging initiatives, such as how she used her relationship with the Food Services Department to push forward the initiative to get free lunches for all employees. This relationship-building skill will enable Jane in her effort to move up in the College.*

How to Evaluate: Samples (2 of 3)

- **TRAINING** (Since the last evaluation, what training or personal development has taken place?)

  - *Jane is making a good effort to learn more about how her job fits in with the mission of the College.*

  - *This past year, Jane made several appointments with me to learn more about her role within the College and how she can better serve the college. At these meeting I suggested that Jane meet with her counterparts at the other colleges to learn more about how she can expand her role. Jane met with Joe at College 2 and Jennifer at College 3 and then reported back to me what she had learned and made suggestions as to how she could modify her job – within its classification – to improve service delivery at the College.*

  - *John is always taking classes and learning new stuff.*

  - *John took three classes this year: Basket Weaving, Underwater Hockey, and Pottery. Each of these classes is directly related to his job skills and will enable him to better perform his job and meet the needs of the College.*

How to Evaluate: Samples (3 of 3)

▶ **AREAS FOR GROWTH AND/OR IMPROVEMENT** (Highlight areas of potential growth which may add to the employee's value to the District. Does the employee show ability to learn and retain new concepts? Summarize any needed improvement. If appropriate, specify recommendations.)

> ▶ *Jane should be getting more work done given her tenure at the District.*

> ▶ *Jane has been in her current position at the District for 7 years and I would expect a person with that tenure to have mastered the basic skills required for her job, such as the completion of Form 101 and the stuffing of envelopes. Whereas most people with Jane's experience can complete 10 Form 101s per week, Jane is only completing 5 forms. And whereas most people can stuff 10 envelopes per hour, Jane is only stuffing 3. I have discussed these issues with Jane during the year, and Jane indicated that she understood, but her performance has not noticeably improved. I have suggested to Jane that she minimizes the distractions at work, such as listening to music and chatting around the water cooler in order to improve her output. With these changes in place, I expect to see dramatic improvement in the upcoming year so that Jane can move her performance up to the Departmental average for her level.*

> ▶ *John needs to focus better on his assignments.*

> ▶ *When John turns in assignments, they are often incomplete and do not fully reflect the work that he was assigned to do. For example, in June I asked John to build a paper airplane for the August Departmental picnic. In July, John came and asked me to remind him of his assignment. It should not have taken John 1 month to realize that he had forgotten the assignment and in the future he should write assignments down so he does not have to rely on his memory. When John did turn in his assignment, he had made a paper car instead of a paper airplane and the team was not able to compete in the paper airplane competition at the picnic. Again, writing down assignments will enable join to keep better track of what he needs to do.*

How to Evaluate: Goals

▶ Goals should be specific to the person and position. They identify the aspirations of the individual, the areas in which the employee wants and/or needs to grow, as well as identifies the role the individual takes in meeting work group or departmental goals.

▶ Avoid using numbers in goals unless you actually intend to count the behavior

　▶ Consider the cost/benefit of gathering data on performance

▶ Both the employee and supervisor should agree on the goals.

▶ **SMART Goals**

　▶ Specific, Measurable, Achievable, Relevant, Time-bound

Examples of unclear goals:

▶ Continue to work on cross-training manual.

▶ Work toward becoming the MS Word expert for your work group.

Examples of clear goals:

▶ Create a new cross-training manual so that the Green Widget People and Blue Widget People are interchangeable by November 15, 2009.

▶ Become work group MS Word expert by attending at least 15 hours of training and provide a mini-training session for co-workers by the end of the fiscal year.

42

Final Thoughts on Evaluations

▶ Managing people means involvement in an individual's work performance and professional development.

▶ Performance Evaluation is an ongoing process - don't wait for the formal evaluation to let your employees know how they are doing. **The content of the formal appraisal should not be a surprise.**

▶ Constructive Feedback should be specific, honest, timely, helpful, and ongoing.

  ▶ Progress and contributions

  ▶ Improvement areas and goals

  ▶ Department needs and expectations

  ▶ Professional Development opportunities

▶ Constructive feedback improves employee morale, builds employee confidence, and encourages two-way communication.

Hypotheticals:
Challenging Employees

What we are going to do

Arrange yourselves in to groups.

1. Read the scenario assigned to your group.

2. The group decides on the steps to follow to correct what might be a problem.

3. Choose a spokesperson to present your response to the scenario.

4. Feedback.

Scenario 1

You have a front line employee in admissions and records. You have heard rumors that he is revealing information about student schedules and grades to other students. You have also heard that the employee is providing this information in exchange for Giants tickets.

▶ What are the issues that potentially need to be addressed?

▶ What steps would you take to correct the problem(s)?

Scenario 2

Your Head Payroll Clerk sends out rude and curt emails to other managers and employees. You have read these emails yourself and received several complaints about them.   You go to check the last performance evaluation and it was excellent, but is from 5 years ago.

▶ What are the issues that potentially need to be addressed?

▶ What steps would you take to correct the problem(s)?

Scenario 3

The accounts receivable clerk often comes to work with very low cut tops and very short skirts. She is an officer in the union and attends many campus meetings. You have heard jokes and comments about her attire on many occasions. She is also very good friends with the Chancellor.

▶ What are the issues that potentially need to be addressed?

▶ What steps would you take to correct the problem(s)?

Scenario 4

You discover, quite accidentally, that your Director of Business Services is having an affair with the Vice President of Instruction, his immediate supervisor.

▶ What are the issues that potentially need to be addressed?

▶ What steps would you take to correct the problem(s)?

Scenario 5

You have been told that your Textbook Buyer in the Bookstore does not come in to work sometimes up to twice a week. He does not mark the absence on his timesheet. The Bookstore employees always cover for him and by all appearances he is keeping up with his work.

▶ What are the issues that potentially need to be addressed?

▶ What steps would you take to correct the problem(s)?