Welcome!

Michigan Tech Supervisor Training

Part Two: Day-to-Day Supervision
Supervisor Training Purpose

• Equip participants with management/supervisory resources
• Develop leadership competencies and skill sets
• Why?
  – Proficiency in both technical and leadership skills is important for success
  – Effective supervisors increase employee motivation, communicate expectations, and ultimately increase organizational performance
Supervisor Training Sessions

• Part One: Services and Function of Human Resources and the Office of Institutional Equity
• Part Two: Day to Day Supervision
• Part Three: Maximizing Performance
• What supervisory skill(s) do you want to improve upon or develop?
  – 65.9% - Encouraging people with different skills to work together
  – 48.8% - Encouraging open communication
  – 46.3% - Involving employees in changes or decisions that will affect them
Today’s Agenda

Part Two: Day-to-Day Supervision
• Generational Differences
• Maximizing Schedules and Flex Work Options
• Safety Responsibilities
• Workspace & Accommodations
• Unprofessional Workplace Behavior
• Discipline Guidelines
• Professionalism
• Relationship Building and Trust
Today’s Presenters

Renee Hiller – Director, Human Resources

Theresa Coleman-Kaiser – Assistant Vice President for Administration

Heidi Reid – Employment Services Representative

Jill Hodges – Director, Institutional Equity

Beth Lunde – Associate Director, Institutional Equity and University Title IX Coordinator

Catherine Burns – Manager, Staff Employment
GENERATIONAL DIFFERENCES
**Generation Timeline**

<table>
<thead>
<tr>
<th>Period</th>
<th>Generation</th>
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<tbody>
<tr>
<td>1922-1945</td>
<td>Silent Generation, Veterans</td>
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<tr>
<td>1946-1964</td>
<td>Baby Boomers</td>
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<tr>
<td>1965-1980</td>
<td>Generation X</td>
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<tr>
<td>1981-2000</td>
<td>Generation Y</td>
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Which generation do you identify with most?

What characteristics would you use to broadly describe your generation?
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<tbody>
<tr>
<td><strong>Work Ethic and Values</strong></td>
<td>Hard work, Respect authority, Sacrifice, Duty before fun, Adhere to rules</td>
<td>Workaholics, Work efficiently, Crusading causes, Personal fulfillment, Desire quality, Question authority</td>
<td>Eliminate the task, Self-reliance, Want structure and direction, Skeptical</td>
<td>What’s next, Multitasking, Tenacity, Entrepreneurial, Tolerant, Goal oriented</td>
</tr>
<tr>
<td><strong>Work Is ...</strong></td>
<td>An obligation</td>
<td>An exciting adventure</td>
<td>A difficult challenge, A contract</td>
<td>A means to an end, Fulfillment</td>
</tr>
<tr>
<td><strong>Leadership Style</strong></td>
<td>Directive, Command-and-control</td>
<td>Consensual, Collegial</td>
<td>Everyone is the same, Challenge others, Ask why</td>
<td>*TBD</td>
</tr>
<tr>
<td><strong>Interactive Style</strong></td>
<td>Individual</td>
<td>Team player, Loves to have meetings</td>
<td>Entrepreneur</td>
<td>Participative</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>Formal, Memo</td>
<td>In person</td>
<td>Direct, Immediate</td>
<td>E-mail, Voice mail</td>
</tr>
<tr>
<td><strong>Feedback and Rewards</strong></td>
<td>No news is good news, Satisfaction in a job well done</td>
<td>Don’t appreciate it, Money, Title recognition</td>
<td>Sorry to interrupt, but how am I doing?, Freedom is the best reward</td>
<td>Whenever I want it, at the push of a button, Meaningful work</td>
</tr>
<tr>
<td><strong>Messages That Motivate</strong></td>
<td>Your experience is respected, You are needed</td>
<td>You are valued, You are needed</td>
<td>Do it your way, Forget the rules</td>
<td>You will work with other bright, creative people</td>
</tr>
<tr>
<td><strong>Work and Family Life</strong></td>
<td>Ne’er the twain shall meet</td>
<td>No balance, Work to live</td>
<td>Balance</td>
<td>Balance</td>
</tr>
</tbody>
</table>

*As this group has not spent much time in the workforce, this characteristic has yet to be determined.*
Who Are the Millennials?

- Fastest growing generation entering today’s workforce (even growing as fast as 20% to 40%)
- Why focus on this generation?
  - Focal and influential
  - More going into management positions
  - Leading indicator of trends in the workforce

Fun data story on millennials [Millennials - who are they](#)
Administrative Procedure

MAXIMIZING SCHEDULES
Supervisor’s Tips for Maximizing Scheduling

• Change the way you think about the day and the work week
  – Think outside of traditional schedules….doesn’t have to be 8am-5pm all the time
  – Think outside of the traditional work week….can the work happen on Sunday or Saturday
  – Can it be a win-win for employee and employer?

• Great opportunity to consider collaboration!
Supervisor’s Tips for Maximizing Scheduling

• What is your business need?
  – Adjust for seasonality
  – Plan days off on slow days to compensate for busy days coming up
  – Prioritize critical work - DO/DELAY
  – Don’t be in autopilot
  – Don’t automatically replace
Overtime (O.T.)

- Planning is key to managing O.T.
- Goal is to provide needed services but avoid unnecessary costs
- Pre-approval responsibilities
- Overtime vs. Compensatory Time
- Tactics for managing O.T.
FLEXIBLE WORK OPTIONS (FWO)
Flexible Work Options (FWO)

- Website: [www.mtu.edu/worklife/](http://www.mtu.edu/worklife/), [http://www.mtu.edu/hr/forms/](http://www.mtu.edu/hr/forms/)
  - Toolkits, Checklists, Agreements
- Supervisor should be open to consider FWO
- Employee should provide the benefits and value to their FWO request
- Win/Wins are possible...increased productivity
- Supervisor Responsibilities
SAFETY RESPONSIBILITIES
Supervisor’s Responsibilities for Safety

• Roles Defined in Safety Manual
  – Occupational Safety & Health Services (OSHS) Website: http://www.mtu.edu/oshs/safety-programs/required/safety-manual/

• Managers and Supervisors
  1. Integrate safety, health, and environmental protection into the daily activities of students, employees, and any other persons they supervise.
  2. Provide training and information to those they supervise as required under University programs and policies.
Supervisor’s Safety Responsibilities

1. The first stop for employee safety & health information
2. MIOSHA requires safety orientation & basic safety training
3. Evaluate jobs to determine hazardous tasks and training needs
   - Resources: OSHS and HR Benefit Services
4. Fill out incident & injury report form within 24 hours
5. Identify the cause(s) of any accident and correct
6. Doctor’s Report Form/Worker’s Compensation Report
7. A Guide to Emergency Procedures
Safety Training

• **Who Needs Training?**
  - All regular, part-time, and student employees

• **Who Provides Training?**
  - Supervisor, Faculty, or Department Appointee or University Training System-OTIS

• **Mandatory University Trainings**
  - Employee Safety overview
  - Anti-Harassment Training
  - Annual Data Safety Training
University and Departmental Training

• University required training (all employees)
  – Employee Safety Overview
  – Anti-harassment/Discrimination/Retaliation
  – Data Security

• Job/Department Specific Training
  – Conflict of Interest
  – Human Subject
  – Animal Research
  – Biosafety Training
  – Bloodborne Pathogen
  – Other

• Other training
  – Supervisor Training (3 part series)
  – Staff Search Committee Certification
Building a Safety Culture

• A genuine and serious approach.
• Incorporate into meeting agendas.
• Include as a daily team meeting topic.
• Develop and display regular metrics for training compliance.
• Include safety competencies in job descriptions.
• Encourage employees to surface safety concerns.
BREAK – 10 MINUTES
WORKSPACE & ACCOMMODATIONS
Thinking About Our Workspace:

- Is it ergonomically correct?
- Michigan Tech’s Occupational Safety & Health Services (OSHS) Page
  - Link to Office Ergonomics Guide
    http://www.safetyoffice.uwaterloo.ca/hse/ergonomics/ergoguide.htm
- Would you like a personal workspace evaluation from Aspirus Keweenaw?
  - Contact Benefit Services to request a Workstation Ergonomic Assessment
American with Disabilities Act (ADA) Accommodations

- Title I of the ADA (Americans with Disabilities Act) requires an employer to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, except when such accommodation would cause an undue hardship.
Determining accommodations must be an interactive process (employee, supervisor, and OIE)

We will ask you the supervisor the following questions:
- What are the “essential functions” of the position?
- Determine job-related limitations imposed by the disability.
- Evaluate possible accommodations.
- Equally effective accommodations.
“Undue hardship” means significant difficulty or expense and focuses on the resources and circumstances of the particular employer in relationship to the cost or difficulty of providing a specific accommodation.

Undue hardship refers not only to financial difficulty, but to reasonable accommodations that are unduly extensive, substantial, or disruptive, or those that would fundamentally alter the nature or operation of the business.

Does the employee have to request accommodations?
ADA Accommodations

For more information:

- **Office of Institutional Equity (OIE)**
  - [http://www.mtu.edu/equity/need-know/ada/](http://www.mtu.edu/equity/need-know/ada/)
  - equity@mtu.edu

- **Equal Employment Opportunity Commission (EEOC)**

- **Job Accommodation Network (JAN)**
  - [http://askjan.org](http://askjan.org)
UNPROFESSIONAL WORKPLACE BEHAVIOR
Intervention & Prevention

• Steps for Supervisors:
  – Let employees know that you have a zero tolerance for disrespectful workplace behavior
  – Take complaints seriously
  – Look for underlying problems
  – Don’t dismiss the allegation
  – Don’t wait for the situation to get out of hand
  – Have good documentation (if possible)
  – Address the disrespectful behavior (nip it in the bud!)
  – Document and report the behavior to stop it from escalating
Reporting

• Duty to Report – Who do I report unprofessional workplace behavior to?
  – Duty to keep a pulse on your environment and be proactive.
  – Any information is “enough” information
  – Ombuds Office

• Duty to Report – Who do I report sexual harassment/discrimination to?
  – Your Supervisor (Supervisors have the obligation to stop behavior and/or report)
  – Human Resources
  – Office of Institutional Equity – If based on protected class
  – Sexual Harassment (Title IX) – OIE
  – Pregnancy Discrimination (Title IX) – OIE
DISCIPLINE GUIDELINES
Disciplinary Guidelines

- Disciplinary Procedures
  - Union Employees
  - Non-Union Employees

- Progressive Approach
  - What does this look like?

- Importance of Documentation
  - Burden of Proof
  - Risk Management
Employee Complaint Process

• Complaint process for non-union staff positions
  – Purpose of Policy
  – Who It Applies To

• Six Steps
  1. Employee works with Supervisor: If unable to resolve, then…
  2. Employee works with Next Highest in Chain of Command: If unable to resolve, then…
  3. Employee contacts Executive Team Member.
  4. Executive Team Member consults with Director of Human Resources and possibly appoints review committee.
  5. If applicable, committee reviews and recommends action.
  6. Executive Team Member reviews recommendation and issues a decision.

For policy information please visit www.admin.mtu.edu/admin/policy/pers/6013.htm.
Employee Discipline

- **Discipline**
  - Progressive
    - What is this?
    - Does it have to be?
  - Reasons
Employee Discipline

**Steps:**

1. Supervisor contacts Employment Rep/Director of HR

2. They discuss steps in discipline considering:
   a. Severity
   b. Frequency
   c. Previous discussions with employee

3. Together they develop a plan for discipline
   a. Informal vs formal
   b. Talking points for conversation
   c. Issues, Expectations and Consequences (“ICE”)

4. Supervisor delivers message to employee
   a. Document meeting and talking points
   b. Send any talking points, letters or documents of meeting to Human Resources
PROFESSIONALISM
University Competency Model

http://www.mtu.edu/hr/current/performance/University%20Competency%20Model.pdf

• 5 Standard Competencies
  – Confidentiality and Sensitive Information
  – Diversity, Cultural Competence, and Inclusion
  – Ethics
  – Service Excellence
  – Fiscal Stewardship

• 6 Competencies with Varying Proficiency Levels
  – Leadership
  – Knowledge
  – Accountability
  – Communication
  – Continuous
  – Safety and Risk Management
Professionalism

• Professionalism in the workplace is based on many factors, including how you dress, carry yourself, your attitude and how you interact with others. A professional is courteous, conscientious, and has respect for self and others.

• Characteristics of Professionals:
  – Character
  – Attitude
  – Excellence
  – Competency
  – Conduct
What Is Professionalism

• Character - Take responsibility, maintain accountability, arrive on-time, be fair and truthful
• Attitude - Good humor, willingness to work or take on projects, helpfulness, have the best interest of others
• Excellence - Strive to be your best, exceed expectations, life-long learning
• Competency - Display and develop leadership, team work, and decision making skills; seek out resources, stay competent
• Conduct - Reflect your profession, maintain confidence, dress appropriately for your work environment
RELATIONSHIP BUILDING AND TRUST
Characteristics of Good Working Relationships

• Trust – the foundation – will help all work and communication to be more effective

• Respect – the value of work and ideas is shared mutually

• Open Communication

• Diversity - broadens the number of potential solutions and enables people to learn from one another
Character and Competence Behaviors

• 13 Behaviors of a High Trust Leader, Covey

Tips for Building Trust

• **Accountability and Follow-Through** – do what you say you’ll do, commit to changing the things you can change, keep your promises and don’t make ones you cannot keep

• **Spend Time and Be Available** – create an environment that people are comfortable to drop in for questions or support, reserve time for this

• **Honesty** – Tell the truth, admit when you are wrong, share what you know
Tips for Building Trust

• **Avoid Micromanaging** – trust others to make good decisions and support their problem solving as a coach

• **Involve employees in changes that will affect them** – ask for input and/or encourage them to ask questions or share their concerns, play up employee strengths and help them succeed

• **Encourage Open Communication** – encourage ideas, questions, and suggestions; share information
Definition of Trust
Building Trust

What do you find most meaningful as an employee in your work relationships?

What would your employees say is needed of you?
Questions & Answers

Please complete an online evaluation of today’s event.
The evaluation link will be emailed out to you soon.