

S u p e r v i s i o n

Being a
Supervisor at
UCSC

Supervisor As Agent of the University and Steward of
the Public Trust

Supervisors....

- Represent the University to staff
- Represent their staff to the University
- Balance staff needs with University's needs

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Best and
Worst
Supervisor

Best and Worst Supervisor

Think about supervisors that you have had in the past. What qualities made them effective and ineffective?

Best Supervisor:

Worst Supervisor:

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Supervising at UCSC

Characteristics of an Ideal Supervisor at UCSC (From the Campus Controller's Office)

The ideal supervisor at UCSC.....

- Contributes to setting the tone of the organization
- Acts ethically in undertaking the business of the university
- Continually improves the competencies of staff and provides for career advancement opportunities
- Engages in the organizational planning and goal setting process
- Values constructive and open communications upward, downward and sideways
- Candidly and constructively evaluates performance of staff in both a formal and informal manner
- Deals with conflict promptly
- Continually monitors processes. Looks for and advocates for the implementation of improvement opportunities

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Supervising
at UCSC

Characteristics of an Ideal Supervisor at UCSC
(From the Campus Controller's Office)

The ideal supervisor at UCSC.....

- Constructively collaborates with others inside and outside immediate organization
- Makes decisions consistent with UC mission
- Values maintaining a safe workplace
- Understands how to implement University policies
- Stays current with industry changes/developments and best practices
- Creates environments where people can do their best work and where individuals are treated respectfully, fairly and consistently
- Contributes to the development of a diverse workforce
- Understands how to supervise in a union environment

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Supervising
at UCSC

Case Study

About Supervising at UCSC

Case Study: Sam Smith

Sam Smith is a perfectionist and highly regarded within the dining department for his expertise and good judgment. In addition to having “saved” the dining department from some potential losses and client catastrophes on a few occasions, Joe also proposed several administrative and food production improvements to increase the department’s efficiency and to reduce cost. These ideas were successfully adopted. On each occasion, Sam was recognized publicly with various performance awards.

Sam enjoys going to conferences and workshops to learn the latest cooking techniques. He recently had a recipe published in a local culinary newsletter.

Sam was promoted to supervisor six months ago. Since then, he has exercised close oversight of the work in the kitchen. He says, “it’s my job to get my staff to stay focused on the job, to get the work out, and to make sure it’s right. We have to be careful to follow guidelines and to give the right advice. We’re a high production unit. If my staff is doing a job wrong, I tell them what to do. I’ve learned to size up a problem quickly to get to the heart of things.”

“My biggest headache occurs when mistakes get by, especially during our peak meal periods when there are mistakes on food production, and it seems like people don’t know how to do a job. In each case, I either have to give them more work, or return products to them to be corrected, or give them work they don’t know how to do with no time to learn. When I’ve done this in the past, the staff seemed unhappy. And then they complain! Some of them even became argumentative with me and with each other. On one occasion, when a project that two of my staff were working on fell through the cracks, they almost ‘duked it out’ on the floor, and I had to intervene. Why go through the hassle? I’ve learned I can just save us all a lot of grief if I just do a lot of these projects myself. My staff is much happier now, and I can do the job right and faster.’

(continued)

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Supervisor Skills Model

Supervisor Skills Competencies

To be an effective supervisor at UC Santa Cruz, there are four primary competencies to focus on. These are:

Technical Competence:

The ability to apply specialized knowledge or expertise. Having thorough knowledge of what your work unit does and the ability to apply it.

Interpersonal Competence:

The ability to work with, understand, communicate with, influence and motivate other people, both individually and in groups.

Conceptual Competence:

The mental ability to analyze and diagnose complex situations. "Seeing the forest and trees."

Political Competence:

The ability to enhance power, build power base, and establish the effective connections in the organization. The ability to get things done through the application of resources and influence.

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Definition of
a Supervisor

What is a Supervisor at UCSC?

**Definition of a “statutory” supervisor under HEERA
(Higher Education Employer-Employee Relations Act):**

“Supervisory employee” means any individual, regardless of the job description or title, having authority, in the interest of the employer to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees, or responsibility to direct them, or to adjust their grievance, or effectively to recommend such action, if, in connection with the foregoing, the exercise of such authority is not of a merely routine or clerical nature, but requires the use of independent judgment.

Employees whose duties are substantially similar to those of their subordinates shall not be considered to be supervisory employees.

The University refines the definition by requiring the supervision of at least two employees, and it looks at how closely aligned the supervisor is with management.

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What is the Role of the Supervisor?

Role of the Supervisor

- Act as agent of the University
- Provide a safe work environment
- Establish a positive climate within the work unit
- Apply policies and work requirements consistently and fairly
- Plan and conduct a successful recruitment process
- Orient new employees to the workplace
- Train, instruct, and encourage all staff to work effectively
- Plan and maintain time and work schedules
- Coordinate the activities of the unit to meet fiscal goals
- Initiate or recommend personnel actions such as promotions, transfers, pay increases and discharges
- Communicate performance expectations, provide feedback and conduct performance evaluations
- Respond to concerns and complaints
- Counsel and discipline staff according to University policy
- Promote quality products and services for the unit
- Adjust and improve work processes
- Establish a climate that promotes cross-cultural competency

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Mistakes Made by Supervisors at UCSC

Common and Costly Mistakes Supervisors Make at UCSC

According to the UCSC Auditor's office, the following mistakes have had costly effects in terms of wasted time, resources and money, and even lawsuits:

- Lack of clear unit goals and objectives
- Poor delegation of work
- Lack of training in supervising "difficult" people
- Failure to orient staff
- Failure to train staff to do their jobs; yet spend an enormous amount of time correcting errors
- Poor hiring practices
- Failure to communicate effectively in a multicultural context
- Lack of training in ethics

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What's
Important to
a Supervisor

Focus Areas for Supervisors

At UC Santa Cruz there are critical areas of focus for supervisors. Supervisors are expected to provide oversight, leadership and compliance in the following areas:

- Diversity
- Cultural Competence
- Safety
- Equal Employment Opportunity / Affirmative Action and Fair Hiring
- Risk Management
- Title IX / Sexual Harassment

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Principles of
Community

We Strive to Be:

- Diverse
- Open
- Purposeful
- Caring
- Just
- Disciplined
- Celebrative

The Principles of Community work together to
Support Diversity

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Cultural
Competence

Multicultural Competence

Multicultural competence requires asking the right questions. Have you **asked** yourself the right questions to determine your level of competency? To identify what you need to learn?

To what extent am I....

A ware of my and others' identities?

S killed in learning to work effectively with Cultural differences?

K nowledgeable of best practices?

E nergized to seek out diversity?

D esiring to commit to ongoing learning?

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Cultural Competence and the Principles of Community

Principles of Community

UCSC's Principles of Community and the components of multicultural competency complement and reinforce each other

Components of Multicultural Competency	UC Santa Cruz Principles of Community
Awareness	Embrace Diversity
Skills	Open Just
Knowledge	Purposeful Caring
Energy	Disciplined Celebrative
Desire	

- Practicing UCSC Principles of Community requires a balance of awareness, skills, knowledge, energy and desire to integrate these values in our daily operations
- If we value and practice the UCSC Principles of Community, we enhance and improve our ability to be multiculturally competent
- Multicultural competency recognizes cultural diversity in ALL of its forms:

Gender
Race & Ethnicity
Religion
Age

Physical Ability/Appearance
Nationality & Language
Sexual Orientation
Socio-economic class

Multicultural competency recognizes the ethical and practical reasons for working towards social equality and justice. If we only pay attention to achieving cultural diversity without paying attention to responding to social justice/equity issues, we will undermine our efforts.

Source: EEO/AA

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Principles of
Community
in Practice

Principles of Community in Practice

Activity Listening, Feedback & Guidelines for Dialogue

Essential skills and tools for effective cross-cultural communication include:

- **Activity listening**
- Exact **repeating** and/or **paraphrasing**
- Giving & receiving **feedback**
- Establishing & adhering to **guidelines for dialogue**

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Diversity

Making Diversity Relevant For Me

In making diversity relevant for you, consider and answer the following questions:

1. As I think about my job responsibilities, how do issues of cultural diversity and/or workplace equity impact me daily/weekly/monthly?
2. When is the last time I experienced an achievement and/or challenge related to cultural diversity?
3. As I think about future trends and/or changes in my profession or workplace, how aware and/or prepared am I to deal with issues of cultural diversity?

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Safety

The Supervisor's Role in Creating a Culture of Safety

- Stay engaged and model safety as a core value
- Start staff meetings with safety and injury inquiry
- Solicit employee input regarding safety issues, solutions and improvements – then follow through
- Demonstrate in your daily interactions a willingness to reward good safety behavior and the courage to correct safety problems
- Do not sacrifice personal safety for convenience, production, or to save time

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Equal
Employment
Opportunity/
Affirmative
Action

Equal Employment Opportunity / Affirmative Action (EEO/AA)

As a UCSC Supervisor, you are charged with observing and promoting the goals of the EEO/AA office. The objectives of the EEO/AA office are:

- To assist, advise, and educate the campus on ways to institutionalize diversity
- To assist, advise and educate the campus on ways to provide a positive climate for all to succeed
- To ensure that UCSC's employment policies and practices are in compliance with all Federal, State, and University requirements for equal employment opportunity, non-discrimination, and affirmative action.

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Environ- ental Health and Safety

Environmental Health and Safety (EH&S)

About EH&S:

Administratively located within the Business and Administrative Services (BAS) division, our primary duties are to promote, facilitate, and provide expert consultation for EH&S programs in support of both academic and non-academic campus functions. We are responsible for monitoring compliance with environmental, health and safety programs intended to minimize or prevent occupational injuries and illnesses in the workplace and to protect the quality of the surrounding environment. EH&S advises the campus community of responsibilities with respect to health, safety and environmental issues; recommends appropriate corrective actions; and helps implement new health and safety programs. EH&S also acts as liaison between UCSC and various external agencies and regulatory bodies. Our actions and decisions have the potential for high visibility and serious consequences to the campus and the community.

EH&S programs include a broad and complex range of disciplines including areas such as laboratory and research safety, industrial hygiene, environmental management, radiation, hazardous materials, information technology, ergonomics, bio-safety and emergency management.

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Risk Management

Risk Management

Risk is the likelihood of an undesired event adversely affecting the university's ability to achieve its mission. UCSC's **Office of Risk Services** supports the campus by helping departments identify their risk exposures, recommending strategies to reduce identified risks, and administering the campus's insurance programs to facilitate maximum recovery from loss events.

Risk Management and Campus Life Units

- Workplace Injuries
- Workers Compensation
- Insurance
- Risk Assessment

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Title IX/
Sexual
Harassment

Introduction to UCSC Sexual Offense Policy

The University strongly reaffirms the values of free and open exchange of ideas and the creation and dissemination of knowledge. We recognize the constitutionally protected right to free speech enjoyed by all members of our community and especially uphold the principles of academic freedom for our faculty and students. To sustain such freedom and openness requires of members of the university community the highest standards of objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The standards of conduct within our community require that all of its members understand that there is no legitimate place for sexual offenses of any kind (sexual harassment or sexual assault) in this environment. Such behaviors are inimical to achievement of the objectives of a university, and therefore have no place at UC Santa Cruz.

Students, faculty, and staff have the right to work and learn free from unwanted sexual advances. Advances made by faculty toward students or by supervisors toward subordinates unfairly exploit the power inherent in those relationships. Unwelcome sexual conduct between students interferes with the ability to participate in and benefit from University programs. In both obvious and subtle ways, the very possibility of sexual assault or harassment can be deeply destructive to individual members of our community and can poison their academic and career relationships. Members of our university community have the right to work and learn in an environment that is free from verbal or physical sexual conduct which might either interfere with an individual's performance, or create a work or educational climate that is hostile, intimidating, or offensive, whether that conduct originates with an instructor, a supervisor, or a peer.

Primary responsibility for maintaining high standards of conduct resides especially with faculty and supervisors, since they exercise significant authority and power over others. If the highest standards of professional conduct are to be maintained, however, all members of the campus community should understand that sexual advances or sexual comments by a teacher or supervisor toward a student or employee may be unprofessional conduct.