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Supervise for Success

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Executive Summary

Purdue University Calumet implemented the "Supervise for Success" program to assure that all supervisors receive consistent and systematic training in understanding their leadership role and responsibilities. This program specifically focused on supervisors' roles and responsibilities related to interpretation and implementation of University policies and procedures. The urgent need to be addressed was to remedy supervisory mistakes related to not understanding employment laws and critical University policies and procedures.

This initiative is aligned with one of the campus' strategic goals to "support faculty and staff excellence" and was adopted as an AQIP (Academic Quality Improvement Program) Action Project, which required periodic status reports to and feedback from the Higher Learning Commission of the North Central Association of Colleges and Schools.

The main goal associated with this project was to systematize supervisory training and assessment to ensure all new and existing supervisors understand what leadership entails and how to apply leadership concepts to their daily responsibilities. Additionally, focusing this training on University policies and procedures ensures new and existing supervisors receive consistent messages and make decisions aligned with University policy.

Supervise for Success, a nine-module training program required of all Purdue Calumet employees in a supervisory position, was developed, piloted, implemented and assessed over an eighteen month period. Participants' understanding of module content was evaluated via post assessments. In addition, supervisors' ability to apply learned concepts in a work setting is currently recommended as evaluation criteria in their upcoming annual performance evaluation.

Although the driving force behind Supervise for Success was to remedy policy and procedure errors, it soon became apparent that leveraging leadership to become a better organization was the greater goal.

Introduction of the Organization

Purdue University Calumet emerged from humble beginnings as a convenient location for Purdue University to train students through its extension service, to become a regional campus, and eventually a comprehensive university in its own right. Today, Purdue University Calumet is a Public Comprehensive Master's Medium University, and the largest institution of higher education in northwest Indiana, serving nearly 9,600 students in an immediate geographic area of 500,000 culturally diverse people. In the fall of 2005, Purdue University Calumet opened student housing and transformed itself into a residential campus.

Known for its undergraduate programs in traditional Purdue University strengths such as engineering, technology, education, nursing, and business management, Purdue Calumet offers 18 associate degree programs, 26 certificate programs, 86 bachelor's degree programs and 12 master's degree programs.

Purdue University Calumet has approximately 800 regular employees in faculty, administrative and professional staff positions, and an additional 900 employees in student, temporary and limited term lecturer positions.

Purdue University Calumet is located in northwest Indiana, 30 miles southeast of Chicago, on a rectangular plot of some 160 acres. The campus has 14 buildings for instruction, administration, and maintenance. Off-campus buildings include (1) the Entrepreneurship Center, which serves to stimulate economic growth in the region by collaborating with business owners (2) the Academic Learning Center, which enabled the university to consolidate courses taught at four different South Lake County locations; and (3) the Purdue Technology Center of Northwest Indiana, which houses eight technical companies in incubation.

The Supervise for Success project touches every faculty and staff member with supervisory responsibilities housed in every location of our campus.

Statement of the Initiative

The Supervise for Success Program was initiated to identify core competency requirements for Purdue University Calumet supervisors and implement consistent and systematic training for these supervisors in understanding their leadership role and their responsibilities in interpreting and executing key University policies and procedures.

Prior to this initiative, there were no specific standards or expectations of supervisors that had been communicated, trained, or evaluated consistently or systematically across campus. Reports from Human Resources and Senior Leadership indicated that supervisors were making mistakes related to employment laws and critical University policies and procedures. Some of these mistakes were resulting in the loss of talented employees. <u>One major goal of this initiative was to inform and educate supervisors on their very important people management role.</u> It was the University's hope that supervisors would handle employment issues more proactively and consult Human Resources on the front end of situations. The mantra of the program quickly became "When in Doubt, Call HR." The thought was if everyone could walk away from the experience knowing whom to contact when faced with certain issues and knowing where to find documentation on these critical concepts, the initiative would be a success.

The Supervise for Success program currently consists of the following nine modules: 1) Orientation to the Supervise for Success Program, 2) Your Role Supervisor and Leader, 3) Harassment and Discrimination, 4) Employment Law, 5) Listening and Giving Feedback, 6) Hiring Talented People, 7) Managing Performance, 8) Building Relationships, and 9) Understanding Conflict. This program has been successfully implemented twice and is scheduled to be experienced by new supervisors once each semester.

Design

The design of the program was carefully crafted only after significant benchmarking, research and employee/supervisor input activities were conducted. Listed below were the steps taken during the research phase of the project. These steps commenced in April 2006, and the design phase concluded in October 2006.

April through July 2006

1. Hired Associate Director for Staff Training and established this project as this individual's primary short-term goal

2. Conducted research to identify core supervisory competencies:
   a. Benchmarked with best practice organizations to determine management programs offered in their organizations
   b. Met with each Senior Leadership Team member to determine goals for the program
   c. Conducted focus groups and one-on-one interviews with supervisors and employees of Purdue Calumet to determine the characteristics, skills and knowledge required to make one a successful supervisor
   d. Reviewed previous Purdue Calumet training needs assessment data to determine key supervisory and management skill needs
   e. Reviewed competency models to determine key supervisory and management skills

3. Identified eight competency areas for PUC supervisors based on research conducted

August thru September 2006

4. Submitted proposal to Senior Leadership Team and secured approval to move forward with design of training

5. Determined target audience (all supervisors with administrative supervision authority)

6. Secured Senior Leadership Team approval to mandate the training

7. Developed approach for assessing learning for each module

8. Developed process to evaluate the effectiveness of training

9. Develop module topic descriptions and module objectives for each of the nine modules. (1 orientation module, 8 core competency modules)

10. Established a pilot group of supervisors to participate in experiencing the learning modules

11. Wrote content outlines for each module and secured Senior Leadership Team approval

12. Prepared a draft of the project budget. Final Project Budget is below. Note - Staffing, Capital Equipment and Software costs are spread across many training projects. The direct costs associated with the program appear near the end of the budget.

<u>Staff</u>
Assoc Dir Staff Training -- $62,000/year
Admin Asst (10 hours per week) -- $7,500/year
Instructional Designer/Technician -- (20 hours per week) -- $20,000/year

<u>Capital Equipment</u>
Laptop Computer for Assoc Dir -- $5,000

<u>Software Utilized</u>
Pathlore Learning Management System – software in place, no add'l cost
Blackboard Vista Online Course Delivery System – Software in place, no add'l cost
Microsoft Office Suite – Software in place, no add'l cost
Adobe Creative Suite 3 Web Premium -- $400.00
PhotoShop Elements -- $70
Convert Movie Software -- $30.00
Movie Maker – free download
Photo Story – free download
Audacity – free download
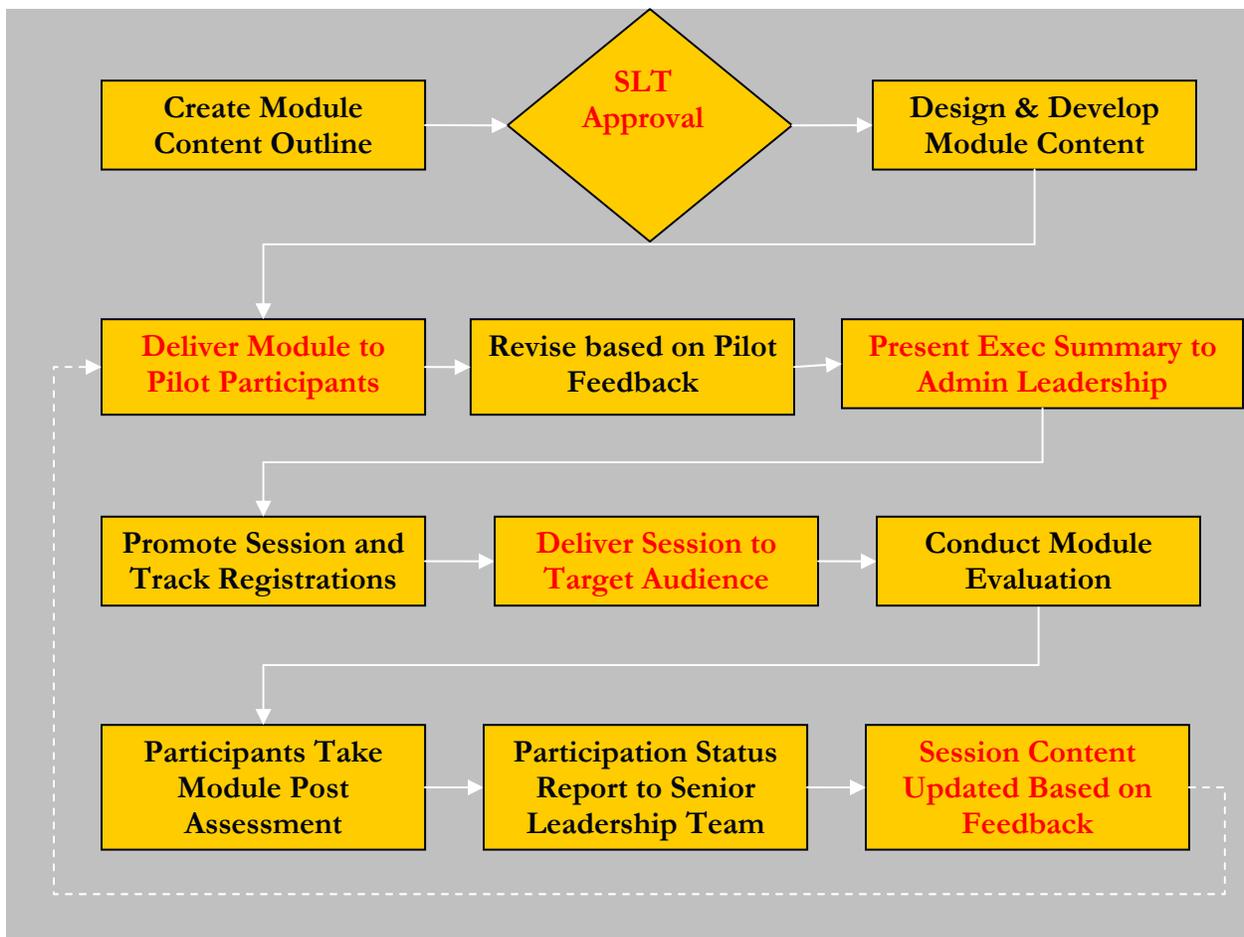
<u>Direct Costs -- Malls, Catering, Recognition, Etc.</u>
Off the Shelf Leader and Participant Training Malls – $15,000 - $98/participant
Duplicating & Masc. Mel Cost (binders, tabs, etc.) – $3,500 - $23/participant
Recognition Events -- $4,200.00 - $28/participant
Refreshments -- $5,400 - $35/participant

Total Direct Cost per Participant = $185/participant

With the content outlines approved by the Senior Leadership Team, pilot participants identified and ready to experience the program and the budget in place, the real work was just beginning.

Implementation

The pilot and implementation phase began in September 2006 and commenced in October 2007 with a recognition event. One unique characteristic, and one of the more challenging aspects of the project, was the multi-task approach to deliver the modules as soon as they had been pilot tested and approved, even if this meant that delivery of one module would occur at the same time pilot and development of another was in process. See diagram below for a visual of the design/implementation methodology for each module.

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┌─────────────────┐      ◇SLT          ┌──────────────────┐
│ Create Module   │ ──▶  Approval ──▶  │ Design & Develop │
│ Content Outline │                    │ Module Content   │
└─────────────────┘                    └──────────────────┘

┌─────────────────┐   ┌──────────────────┐   ┌────────────────────────┐
│ Deliver Module to│──▶│ Revise based on  │──▶│ Present Exec Summary to│
│ Pilot Participants│   │ Pilot Feedback  │   │ Admin Leadership       │
└─────────────────┘   └──────────────────┘   └────────────────────────┘

┌─────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Promote Session │──▶│ Deliver Session  │──▶│ Conduct Module   │
│ and Track        │   │ to Target        │   │ Evaluation       │
│ Registrations    │   │ Audience         │   └──────────────────┘
└─────────────────┘   └──────────────────┘

┌─────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Participants Take│──▶│ Participation    │──▶│ Session Content  │
│ Module Post      │   │ Status Report to │   │ Updated Based on │
│ Assessment       │   │ Senior Leadership│   │ Feedback         │
└─────────────────┘   │ Team             │   └──────────────────┘
                      └──────────────────┘
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The following table provides an overview of the key activities involved in the implementation and the associated timeframes. Module 7 was moved ahead on the

implementation plan to ensure delivery of this module coincided with our annual evaluation
process.

Topic	Pilot	Exec Summary	Train Target Population
Module 1 – Orientation	September 2006	September 2006	November 2006
Module 2 – Leadership	September 2006	September 2006	December 2006
Module 3 – Harassment & Discrimination	October 2006	November 2006	January 2007
Module 7 – Managing Performance	January 2007	February 2007	February 2007
Module 4 – Employment Law	November 2006	November 2006	March 2007
Module 5 – Listening & Giving Feedback	November 2006	November 2006	April/May 2007
Module 6 – Hiring Talented People	January 2007	February 2007	April/May 2007
Module 8 – Building Relationships (MBTI)	February 2007	February 2007	May/June 2007
Module 9 – Understanding Conflict	March 2007	March 2007	June 2007

The pilot and implementation phase of this project again intentionally involved many
people from multiple departments across campus and multiple levels of authority. The pilot
group consisted of individuals representing all major areas of the campus and all levels of
supervision. Pilot group members consisted of one member of the Senior Leadership Team, one
Dean, four Assistant Vice Chancellors, one academic Department Head, three directors from
administrative and student support areas and four frontline supervisors from administrative and
student support areas. Involvement continued by presenting executive summaries of each
module to the Administrative Leadership (a group of approximately 50 individuals) to provide
them an opportunity to "preview" the module and offer feedback prior to participating in the
implementation. This high involvement approach to the design and implementation of the
training contributes to the strong support this project continues to realize today from Senior
Leadership and supervisors all across the campus.

The nine modules were delivered to the target audience over a period of nine months. In
order to accommodate the schedules of the 120 people in the target audience, ten sessions of

each module were offered. This also enabled class size to be kept to a maximum of twelve, which allowed for an interactive and discussion based approach to the sessions versus lecture. Smaller class sizes also enabled hands on activities, case studies, and role-plays.

One session of each module was videotaped and digitized for electronic media delivery. All module materials and the associated videotape were made available in Purdue Calumet's online course delivery system, Blackboard Vista. Although attendance at the classroom-based session was preferred, the availability of the online modules provided a self-study alternative for those with scheduling conflicts.

Upon completion of each module, participants completed a session evaluation and then expected to take a post assessment to measure their ability to respond correctly to scenario-based questions. Participants needed a score of 80% or better on the post assessment to successfully complete the module. In the event that a participant did not reach 80% on the first attempt, multiple attempts were allowed. Some may argue that this defeats the purpose of the post assessment, but Purdue Calumet has found that requiring participants to review their materials and repeat the assessment enabled the correction of mistakes and served as another learning opportunity, embedding the concept even further. Successful completion occurred when a participant attended all modules either in the classroom or online and passed all module post assessments with an 80% or better score.

Participants in the first implementation were given a deadline of October 2006 to complete the program. In October 2006, the first recognition event was held for those who successfully completed the program. Certificates of Completion, Supervise for Success Portfolios and Pens were awarded to all recognized. Pilot participants, Senior Leadership Team, and facilitators were recognized for the extra support, time, and effort they contributed to the program with Supervise for Success business card holders. Special awards were given to the

participant with the highest average post assessment score, the most engaged participant, and the participant with the most perseverance in their strive to complete all requirements.

With the first implementation of the program completed, round two began in October 2007 with thirty-four more participants targeted to participate. Two sessions of each module were offered to accommodate schedules. The second implementation of the program occurred much more quickly since pilot delivery and content development were not required. This enabled a different module to be offered each week over a nine-week period. As with the initial implementation, the Senior Leadership Team required regular participation status reports and at the completion of the second implementation, another recognition event was held.

Participants that have modules to attend or post assessments to take may participate in future offerings of the program. Supervise for Success is scheduled to be delivered on a regular basis once each semester. The Associate Director for Staff Training tracks new hires and internal promotions so that candidates for the program can be identified and scheduled for participation.

Future plans to expand the program include:

1. Adding a tenth module on the topic of emergency preparedness

2. Developing a "jump start" program for supervisors which will be delivered in a self-paced, online format that new supervisors will complete during their first 30 days, and

3. Implementing a Supervise for Success "Plus" Program, which will address additional helpful topics for supervisors. Three topics will be offered each semester. Initial plans for spring 2008 include sessions on Emergency Preparedness, Business Continuity Planning and Budget and Financial Management.

Challenges

Limited resources in higher education always seem to be an issue. Due to funding limitations, all module materials were developed in house with the exception of a few inventories and some supplemental reading pieces. Additionally, the Associate Director for Staff Training

and several members of the Human Resources staff handled all facilitation in house. During the second implementation, graduates of the program volunteered their time to facilitate a few modules. Although limited by funding, the program has received feedback from participants who indicate that the program quality and facilitation is exceptional.

Reaching 100% participation by all supervisors across the campus has proven to be a challenge. The program has an awesome participation rate and the successful completion rate is rising, but participation is not yet at 100%.

Measuring the true impact the program has had on business results will be an ongoing challenge.

Benefits

As is true with any training event, it is difficult to link improvements in business results to any single training or education event. We do have some very positive results to share, however, including plans to collect data and make comparisons to determine if the program is having a positive impact on the operations of the business over time.

As of January 28, 2008, these statistics relate specifically to the delivery of the training:

1. One hundred eight (108) two-hour module sessions in total have been conducted

2. 95% of the 154 targeted participants have participated in one or more modules

3. 67% of the 154 targeted participants have successfully completed the program

4. The overall average post assessment score is 91.4%, indicating supervisors have acquired the knowledge intended.

5. The overall participant feedback evaluation rating is 4.56 on 5-point scale, indicating participants are very satisfied with the content and delivery of each module and would recommend the program to their colleagues.

The decision to measure effectiveness of the training based on baseline versus comparison measures was discussed at the beginning of the implementation. It was determined that measures would be taken annually with the baseline measures covering January – December 2007 and comparison measures collected each year thereafter. Following are the measures we will be tracking:

1. Number of substantiated complaints of harassment and discrimination filed against individuals in supervisory positions.

2. Number of poor hires (defined as retention less than 6 months)

3. Number of employees terminating employment for reasons that could have been corrected with proper and timely supervisor intervention

4. Increase in employee agreement ratings on faculty and staff survey questions

5. Number of incidents of improper application of Purdue policy or procedure (no hard data benchmark available)

6. Number of incidents of proactive supervisor to HR contact in effort to properly apply a Purdue policy or procedure (no hard data benchmark available)

7. Performance evaluation ratings on Supervise for Success competencies (no hard data benchmark available)

Even though improvements in business results supported with data do not exist at this time, ad hoc reports based on perception and opinion indicate that there is a very strong sense across the campus that this program has been beneficial to the University and to the participants.

Human Resources reports an increase in proactive approaches by supervisors when dealing with a variety of employment issues. Recruiters report that supervisors are using a behavior-based interviewing approach and are more aware of what can and cannot be asked in an interview. The Associate Director for Affirmative Action and Equal Employment Opportunity indicates that supervisors are more aware of their behaviors that could be considered harassing or discriminatory in nature.

Faculty and staff satisfaction with the performance evaluation process improved with 99% of survey respondents indicating they received a one-on-one, face-to-face performance evaluation after the training on the performance management module.

Hard data related to improvements in other areas of faculty and staff satisfaction will be available upon completion of the fall 2008 faculty and staff satisfaction survey. Hard data related to the application of the learned skills will be available at the conclusion of the faculty and staff performance evaluation process in April 2008.

Although results at this time are ad hoc and mainly perception based, Purdue Calumet believes the Supervise for Success program has been very beneficial. The recognition events that follow each implementation of the program build excitement and energy. Participants at the recognition event receive praise from the Chancellor for their commitment to the program and

hear from him and the other members of the Senior Leadership Team how important it is to embrace this knowledge and apply these supervisory concepts in their daily work lives.

In years past, it has been difficult to engage Academic Deans and Department heads in training at Purdue Calumet. The feedback from Deans and Department Heads has been very positive and supportive. In fact, at the most recent celebration event, an Academic Dean received the award for the highest post assessment score and an Academic Department Head received the award for the most engaged participant. The department head stood up and in front of an audience of 60 individuals with supervisory responsibilities reported, "The program was excellent and all department heads should attend."

More and more people are hearing about supervise for success and are excited to be a part of future implementations. Graduates of the program are facilitating module sessions and recommending participants for future implementations. The program is being openly promoted by the participants that have previously experienced the program, indicating that the training is providing value.

One vice chancellor feels so strongly about the value of the program that an expectation has been set for all supervisors in his area – completion of the program is mandatory. Failure to do so by the agreed upon deadline results in consequences that are tied to one's performance evaluation. To date, 100% of all targeted individual's in this vice chancellor's area have completed the program.

Finally, another benefit Purdue Calumet realized from the implementation of this program was recognition from the Higher Learning Commission that significant progress has been made on this AQIP action project. A final review of this project by a panel of peer reviewers representing the Higher Learning Commission revealed the following feedback.

> *"Purdue University Calumet has done a phenomenal job of taking a comprehensive, systematic approach to developing supervisor training processes that are meaningful and effective. Not only have you placed a*

directed focus on AQIP Category 4 (Valuing people) in implementing this action project, you have examined carefully key stakeholders' needs – considering various delivery methods—and you have ensured broad-based involvement. Designing the modules with assessments built in reflects a learning organization's approach, since this will allow you to modify the trainings based on results. In addition, integrating assessments from the start ensured the modules and training sessions were carefully developed with specific outcome goals in mind. The use of pilot groups and post assessments allows you to measure effectiveness of the new program and will allow you to celebrate achievements."

"The far reach of this project and the high priority given to it makes clear to all internal stakeholders that supervisors' knowledge of and consistent use of institutional policies and leadership skills are vitally important to the organization. The program can be used to highlight PUC as a learning-centered institution that respects and is willing to invest in its employees – both characteristics of high performance organizations."

"The additional, very ambitious future plans will also lead to significant progress in this project. You have planned for fact-based, systematic information-gathering and have wisely integrated a number of measures throughout the development and implementation of the training to allow for modifications and adjustments along the way."

"PUC should celebrate the tremendous work accomplished to date in developing the training modules and launching the initiative. You have developed a comprehensive program that would undoubtedly prove useful to others."

AQIP Review Excerpt
10-01-07

Retrospect

      The design, development, pilot delivery, and implementation of the first round all occurred at the same time. When one module was being piloted, another module was beginning development, and yet another module was being implemented to the target audience. This approach was taken due to the rapid implementation timeline associated with this project. Staff had eighteen months to hire staff, conduct research, secure approvals, develop materials, conduct pilot sessions, conduct executive summary sessions, and implement all nine modules to 120 individuals. Although stressful, this approach seemed to work fine. The only drawback is that from the participant perspective, it took nine months to get through all the modules. The second implementation, however, was purely an implementation. Everything was already developed and piloted. This implementation occurred over a 9-week period with participants attending one module each week for 9 weeks. This approach from the participant perspective proved to be the preferred method.