



THE UNIVERSITY of TEXAS SYSTEM

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Management Training Recommendations Based on UT Best Practices

Professional Results in Dedication to Excellence in Management and Development Committee

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Rationale

For any organization, there is no more valuable resource than its employees. A common adage is “employees don’t leave companies, they leave managers.” Most employee satisfaction survey tools include questions that speak to the satisfaction of the employee with their direct supervisor for this reason. As U. T. System and its institutions grow and develop to meet the ever-changing needs of its stakeholders, the management and leadership of its staff becomes even more crucial to its success as a system. The Professional Results in Dedication to Excellence in Management and Development Committee of the Employee Advisory Council understands that management training can greatly impact the productivity, engagement, and success of employees across the UT System. As such, we advocate for a closer look at the management training opportunities offered across the System, the identification of new ways to develop our current and future leaders, and methods to assess and hold managers accountable for their management skills. Among the many reasons top organizations across the country choose to invest in management training, a few include:

- **Employee Engagement:** One of the most important factors in employee engagement is the employee’s relationship with his or her direct manager.
- **Employee Retention:** Managers directly control a majority of the most effective drivers of employee retention. A study published by the Center for American Progress in November 2012, found that it costs businesses about one-fifth of a worker’s salary to replace that worker.
- **Litigation Protection:** Training managers to effectively manage their staff and to appropriately handle situations with potential litigation risk can provide reputational and monetary savings.
- **Leadership Development:** The front-line managers of today are the organizational leaders of tomorrow. While it’s important to bring new people and ideas into the organization, it’s also important to retain institutional memory and provide development paths for high performers.

As the UT System continues to advance higher learning and the quality of life for every Texan, it is crucial to recruit, retain and develop a high-quality team of leaders. The Committee reviewed this issue and recommends the following:

- **Management Skills Assessment:** Institutions provide assessment tools to new and current managers to help them assess their management skills.
- **Management Skills Training:** Institutions offer training to help develop the management skills of their managers.
- **Accountability:** Incorporating the assessment of management skills into the performance evaluations of managers.

Assessment

To measure the reach and impact of this initiative, we recommend using two assessment tools to help campuses identify the best way to address manager training needs and performance. First, a simple survey to all current managers/supervisors to determine their training needs and their opinions on how well prepared they were to assume a managerial role. Our recommended questions are below:

- Are you a first time supervisor?
- In preparation for your current role, rate your level of preparedness in managing staff on a scale of 1 to 5 where 1 is least prepared and 5 is most prepared.
- Does your institution provide supervisory/management training?
- Is adequate time and/or resources allotted for supervisory/management training?
- Do you have a colleague, either formal or informal, to assist with management issues?
- Were you prepared to lead your team when you began your management duties? Why or why not?

Second, we recommend using the following rubric or a similar rubric, for self-evaluation by managers/supervisors on key managerial skills. The results of this rubric can help each individual manager identify any weak spots or areas of improvement he or she would like to focus on in the coming year. The manager may also choose to share the results of this rubric with his or her own supervisor, to help identify opportunities to work on key areas throughout the year.

Levels/Criteria	Emerging (1)	Approaching (2)	Meeting (3)	Exceeding (4)
Respect <input type="checkbox"/>	Is not respectful of others or differences.	Demonstrates a developing understanding of respect in a professional work.	Demonstrates ability to respectfully interact with all colleagues. Accepts feedback and follows directions.	Demonstrates sensitivity, honesty, ethical consideration, and respect for the culture, language, gender, socio-economic status, and exceptionalities.
Communication <input type="checkbox"/>	Demonstrates ineffective oral and/or written communication skills. (Ex. Uses improper grammar or slang)	Selectively demonstrates effective oral and/or written communication.	Demonstrates effective oral and/or written communication skills.	Demonstrates professionalism in all situations, conversations and documents
Professionalism & Appearance <input type="checkbox"/>	Does not wear proper attire or fails to display professional grooming in accordance with dress codes and policies.	Seldom wears proper attire or seldom displays professional grooming in accordance with dress codes and policies.	Wears proper attire and displays professional grooming in accordance with dress codes and policies.	Always wears proper attire and displays professional grooming in accordance with dress codes and policies.
Professionalism & Demeanor <input type="checkbox"/>	Does not engage with others or listen respectfully to varying ideas.	Listens to ideas. Demonstrates emerging understanding of creating positive professional relationships.	Receptive to varying ideas, relates well to others, and demonstrates respect for differences.	Receptive to varying ideas, relates well to others and demonstrates respect for differences. Is ethical and maintains confidentiality at all times.
Collaboration <input type="checkbox"/>	Does not offer ideas, ask questions, or participate in discussions and/or meetings.	Shares some responsibility for completing tasks. Offers ideas or asks questions sporadically.	Shares responsibility for the creation and application of ideas activities, and projects.	Equitably collaborates on projects, planning, discussion and meetings. Demonstrates ability to work with colleagues at all levels.

<p>Self- reflection</p> <input type="checkbox"/>	<p>Minimal reflection on experiences, learning, practices, and understandings.</p>	<p>Seeks out and reflects on experiences and practices from various sources.</p>	<p>Demonstrates ability to reflect, understand and make connections between past experiences and future planning.</p>	<p>Demonstrates learning and growth from self-reflection on experiences, learning, practices and understandings.</p>
<p>Facilitation</p> <input type="checkbox"/>	<p>Is not able to lead or empower a group to develop a consensus which results in the members' commitment/satisfaction regarding their responses within a specified time limit.</p>	<p>Requires significant assistance in leading and empowering group members in collaborative solutions resulting in group satisfaction with agreed responses after an extended time period.</p>	<p>Is hesitant but able to lead and empower group members in collaborative solutions resulting in group satisfaction with agreed responses within a specific time limit.</p>	<p>Leads and empowers group members towards collaborative solutions which maximize members' commitment to and satisfaction with agreed upon responses within a specified time limit.</p>
<p>Feedback</p> <input type="checkbox"/>	<p>Appears uninterested and does not demonstrate or share curiosity and passion. Is defensive about feedback and suggestions.</p>	<p>Limited demonstration of interest, passion, and curiosity. Is sometimes defensive about feedback and suggestions.</p>	<p>Demonstrates, interest, passion and curiosity. Asks questions and seeks information related to improving departmental and managerial effectiveness. Willingly incorporates suggestions and responds appropriately to feedback.</p>	<p>Openly contributes to and seeks feedback on the work environment. Listens to new ideas encourages constructive feedback and creates a culture of openness.</p>
<p>Total:</p> <input type="checkbox"/>				

Management Skills Training

Managers are significant drivers of success because they have to be simultaneously strategic, tactical and operational. Managers must understand team dynamics, develop top talent, delegate and motivate, and make informed decisions that positively impact the university.

The Committee recommends that institutions offer training to help develop the management skills of their managers. Engaging employees is one of the most valuable and powerful investments but it doesn't always come naturally. This is especially true for employees making a transition from a "doer" to a manager of doers. The skills of being a great staff person are different from those required to manage a team. This transition can be difficult because the new manager must let go of their previous role, learn to delegate those tasks to others, and gain the confidence and respect of their former peers.

New and current managers must be able to:

- Be a coach, facilitator, mentor, and project manager
- Challenge and motivate others, reward employees and discipline when appropriate
- Build a culture of immediate and open feedback
- Cultivate trust
- Create an environment that is welcoming to new ideas.
- Appreciate and value diversity
- Act as a coach, facilitator, mentor, and project manager

It is important to understand the needs of employees and of the future workforce of Millennials so that U. T. System institutions will attract and retain tomorrow's leaders. We need to ensure that all university managers and supervisors, both the new and the current, understand what is expected in his/her new role. Required courses need to be completed within a certain timeframe. A certificate of completion, signed by the President, should be presented upon completion of the basic training.

Managers and supervisors must be familiar with EEO laws and university policies and procedures to protect U. T. System and its employees from exposure to litigation. Provide an online Crash-Course Guide or Quick Reference Guide that managers and supervisors are required to review periodically.

Professional trainers can be pricey. Rather than hiring someone from outside the university, offer in-house training lead by the university's best managers.

Course Offerings

Some training should be required and some optional, strongly recommended. There are current managers, new to the university managers and promoted to manager categories that we need to focus on. Required training should be completed by current managers as well as new managers to make sure that all university managers have the necessary skills to recruit and retain the best employees in Texas.

Required Basic Training – Stepping into leadership

There are three categories of personnel to consider for required training, specific to: 1) new hire managers to acclimate individuals to the university and department, 2) assist promoted individuals in the transition from a staff member, 3) current managers to ensure consistency in management training throughout each institution.

- **Complete within 30 Days:**
 - Transition Training.
 - Management Essentials & Dealing with Adversity.
 - Policy and Procedures.
 - Quick Reference Guide – Crash Course Guide.
- **Complete with 90 Days:**
 - Understanding a Manager's Role.
 - Succeeding as a First-time Manager – How to succeed – Measurement of Success.
 - How to delegate and let go of certain favorite tasks.
 - Performance Appraisal Essentials: Planning for Appraisals - Explore benefits of conducting appraisals.
- **Optional Training**
 - Leadership Skills
 - Project Management Skills
 - Coaching Skills
 - Dealing with Common Meeting Problems.
 - Buddy Programs and Onboarding – Explore benefits of buddy programs in onboarding
 - Performance Appraisal Benefits –Following Up and Managing the Impact – Discover follow-up activities after a dismissal.

Accountability

Over 77% of organizations who hold middle managers accountable for helping employees meet goals have above-average results. Areas of accountability – Employee engagement, coaching, motivation, conflict resolution, policy & procedures, project management, communications and recognition. Empower our managers and supervisors to succeed. Required training should be reviewed and tied to the probationary periods of 30 days and 90 days with a follow up annually to re-evaluate for possible additional training or mentoring.

- U. T. Manager/Supervisor Certification
 - Develop a certification program encouraging *all* managers to become a valuable asset at U. T. System by achieving both the basic and recommended training for managers and supervisors. The certification will be awarded to individuals upon completion of the basic courses and some selected optional training. This University certificate would be recognized at all U. T. institutions and it certifies that the individual has the desired skills necessary to be a better manager at The University of Texas.
 - Train-the-Trainers: Sessions enabling university certified managers to become trainers of the certification program, thereby enabling institutions to provide required and optional training with minimal time away from the office for managers in training.
- Course Certificates of Completion
 - Every course offers a certificate to be presented to each attendee upon completion of the training. A copy will be provided to the manager's direct supervisor or director.
- Evaluations – Annual and Probationary Reviews
 - Training should be tied to 30 and 90 day reviews of the employee's probationary period, as well as annual evaluations. These evaluations will improve communications between managers and directors encouraging directors to recognize managers as they improve their skillsets. This will also identify areas needing improvement and to establish set goals.
- Personal Accountability - Rubric
 - In order to be accountable it is important for managers and supervisors to understand the needs of employees and of the future workforce of Millennials so every U. T. institution will attract and retain tomorrow's leaders. We suggest a self-analysis using the Rubric designed by the committee.
- Management Peer Groups
 - It is a proven benefit that a valuable resource for all managers is the support they can provide for each other. Communication via online collaborations, maintaining a group distribution list for messages, book/magazine club, set up meetings to share experiences and seek advice from peers. Establish a forum accessible when needed...kind of "pay it forward".

Delivery Options

Although blended learning for continued education would be optimal, many of the managers interviewed suggest that the required basic training should be done in a classroom setting. Exposure to one-on-one interactions, role playing, along with the networking opportunity with peers will give employees the practical management skills they need to become accomplished leaders.

- *Online – Learning Resource / Management System*
Available as self-paced, at any time training
Earn and print certificate upon completion
 - Lynda.com
 - SkillSoft (<http://www.skillsoft.com/>) – Skillport cloud-based LMS with formal, informal and collaborative learning for people who want to learn.

- *Classroom*
Courses that encourage individual participation, role playing, interaction and provide hands on training.
 - In-house group courses – both on and off site
 - In-house one on one training for a more personalized training experience
 - Out sourced contracted training – both on and off site

- *Committee on Management – Peer Group*
Semi-regular meetings of managers and supervisors as a safe haven to discuss matters of importance regarding personnel and business matters with the intent of sharing results based outcomes and best practices. Participation in a book and/or magazine club will encourage Networking opportunities will enable managers to become a resource for each other.

- *Mini Sessions, Series of Sessions And Brown Bag Seminars*
 - Topic specific to enhance management experience.
 - Quarterly seminars using in-house speakers and experts.
 - One day sessions or multi-session courses offered as needed.

Don't let your employees learn how to be a great manager by doing it wrong!
Empower managers and supervisors to succeed!

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