Supervisory Excellence: A Unified Approach to Supervisory Development

Recent Employment Practices Review findings:

• Policies are compliant with federal and state law but would benefit from clarification
• No inequitable treatment based on protected class but there are areas to improve
• Recommended training for supervisors, search committee members and employees
Supervisor Training@Iowa

Synergies:
• Campus wide DEI action plan-build leadership skills and embed DEI in all HR Practices
• Working@Iowa survey results-enhance supervisor skills
• Stakeholders such as shared governance groups and HR Leaders- call for increased access to supervisor development
Supervisor Training@Iowa charge

Develop campus wide training to include:

- Creating an equitable and inclusive culture
- Engaging employees to maximize performance
- Performance management and coaching, documentation
- Ensuring consistent HR practices in hiring, onboarding, compensation, development, etc.
- Leveraging the Employee Value Proposition
Scope

Phase one (August 2019-Dec 2020):
• Permanent faculty and staff administrative staff supervisors (current and new)

Phase two (pending approval):
• Leadership competency development and implementation

Phase Three
• Sustainability and improvement of the training
• Continue to train new supervisors
• Encourage leader development as appropriate
• Consider other populations as appropriate
# Project structure: roles and responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Sponsors</td>
<td>Most senior members of the project who are responsible to the University for the success of the project and ensures continuity of project sponsorship. The Project Sponsors act as a champion, keeps the project aligned with UI’s strategy and direction, is responsible to maintain the project funding, and governs risks escalated by the Steering Committee.</td>
</tr>
<tr>
<td>Project Steering Committee</td>
<td>Responsible for content development in all modules as well as oversight of all aspects of the project including coordination of five subcommittees. Escalates concerns to the Project sponsors when necessary.</td>
</tr>
<tr>
<td>Senior HR Leaders/T@I Governance council</td>
<td>Provide input, participate in pilot training where possible and give feedback on all aspects of the project including content and delivery quality. Champion the training in own orgs and units</td>
</tr>
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<td>Online module development subcommittee</td>
<td>Creates engaging and interactive online course modules based on the content developed by the Steering Committee. The committee chair serves on the Steering Committee.</td>
</tr>
<tr>
<td>CQ workbook subcommittee</td>
<td>Maps existing training to compliances. Creates and monitors the compliance and qualifications workbook and makes adjustments as needed. The committee chair serves on the Steering Committee.</td>
</tr>
<tr>
<td>Communication and change management subcommittee</td>
<td>Creates and implements a change management plan and communication plan for the project. The committee chair serves on the Steering Committee.</td>
</tr>
</tbody>
</table>
Project structure: Leadership

Shared Governance

Senior HR Leaders

Talent @ Iowa Governance Council

Project Sponsor
Cheryl Reardon, Joni Troester,
Jan Waterhouse, Jana Wessels,
Kevin Kregar

Project Steering Committee
Teresa Kulper, Bria Marcello, Jan
Waterhouse, Danielle Allen;
Kevin Zihlman, Staff Council, Jeff
Banas, Faculty Senate,
Sub Committee Chairs
Project Structure: working groups

Project Steering Committee
Teresa Kulper, Bria Marcello, Jan Waterhouse, Danielle Allen; Kevin Zihlman, Staff Council, Jeff Banas, Faculty Senate, Sub Committee Chairs

Subcommittees

Online module development
Chair: Sean Hesler

CQ workbook
Chair: Sean Hesler

Communication and change management
Chair: Blair Wagner
Call to Action

Staff council reps can get involved:
• Send your content ideas to Kevin or Teresa
• Send your communication/change management ideas to Blair Wagner
• Spread the word about the opportunity to take the training
• Participate in the pre-pilot or pilot sessions, provide feedback